



ANNUAL
REPORT
2022-23

AISHWARYA

STORY OF AISHWARYA



“Success does not have an end goal. You can always outperform yourself. I’ve learned not to be afraid of failure because it is the first step to success and an opportunity to learn.” shares Aishwarya, an alumni of the Career Connect Programme at our Thriving Centre, Bommanahalli. From a shy young girl, unsure of her talent, she is now an entrepreneur running her own fashion boutique from home.

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Suchetha Bhat

CEO



FOREWORD

If we reimagine education away from the traditional lens of success around material wealth and social status, would we have a different world, a kinder and compassionate one that enables the thriving of everyone, irrespective of where they come from? This is the reimagination we remain committed to and this is the intent that continues to drive us. At Dream a Dream, our intent is to build a world where young people can thrive and are unafraid to choose who they want to be. Our work so far remains a testimony to the impact life skills can have on young people and while we continue on this journey, we recognise the systemic inequities prevalent in our society, and we are steadfastly working towards creating a mindset shift within the education ecosystem.

In 2022-23, Dream a Dream achieved a significant milestone with the release of our first book "[When We Thrive, Our World Thrives: Stories of Young People Growing Up With Adversity](#)" authored by Connie K Chung, Vishal Talreja along with Dream a Dream staff and programme participants. The book chronicles 20 real life stories of graduates from our life skills development programmes and deftly weaves in research on psychosocial needs of children to help understand the environment which enables thriving among young people.

Even as young people remain at the centre of all our work, we are working closely with the ecosystems around the child through our Systems Demonstration initiatives across six states in India. We are scaling the life skills approach to foster a mindset change among various stakeholders in the education ecosystem via curriculum pedagogies, teacher training, and assessments and are thrilled to now begin working in Nagaland to integrate life skills in the education system to achieve holistic child development goals as envisioned in the National Education Policy, 2020.

In our pursuit to build a stronger foundation for the field, we have undertaken significant research, narrative building, and knowledge-sharing initia-

tives, which continue to contribute to a wealth of knowledge and expertise that we are leveraging to drive transformative change. This year, in collaboration with the Learning Planet Institute and GELP, Dream a Dream launched a report on 'Exploring Learning Ecosystems in the Global South', to highlight learning ecosystems across the global south that empower young people to thrive.

Our journey has been possible only because of the commitment and support shown by our board members - Deepak Srinath, Vishal Talreja, Pervin Varma, Padmaja Nagarur and Ajay Raghavan. We are immensely grateful to our advisors Pilvi Torsti, Dr David Pearson, Dr Fiona Kennedy, Suraj Moraje and Dr Vivek Mansingh who continue to share insights and provide unstinting support in our quest to empower young people to thrive.

In this annual report, you have the privilege to read Aishwarya's thriving journey. An alumni of our Career Connect Programme, Aishwarya followed her passion braving all obstacles and created a new definition of success for herself.

Just like Aishwarya redefines success for herself, we invite you to join us as we curate other such meaningful definitions of success to transform the education experience for over 130+ million children living in poverty in India.

WHY WE EXIST

To transform the educational experience of over 130 million children living in poverty in India and enable them to thrive.



STRATEGIC INTENT 2021-27

To shift mindsets about the purpose of Education to Thriving



OUR APPROACH TO MINDSET SHIFT

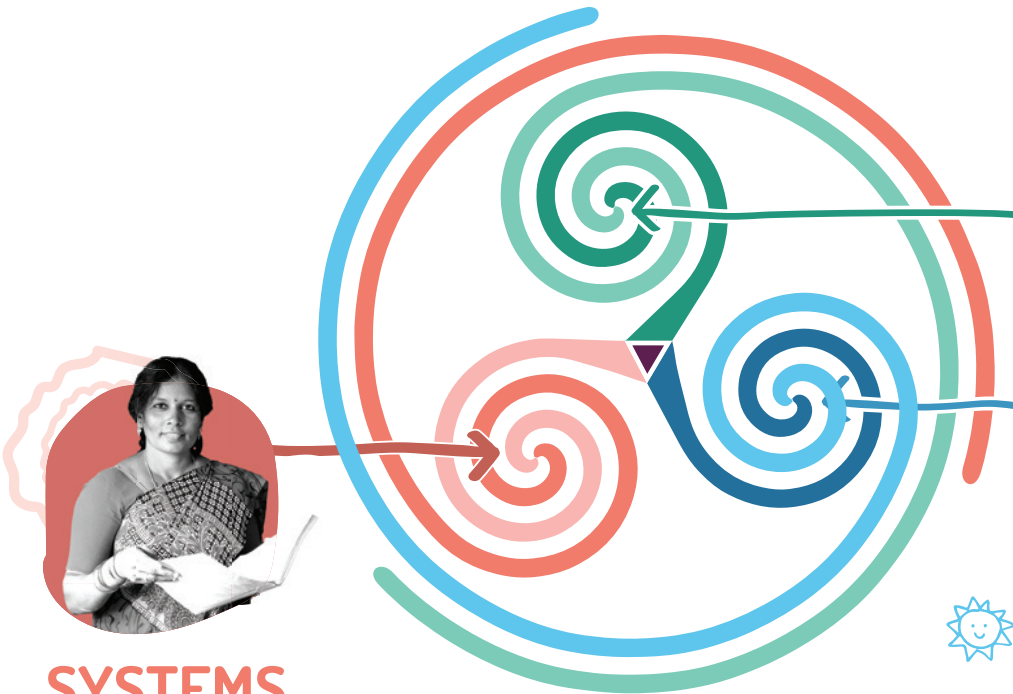
Shift mindsets about the purpose of education to

Thriving



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**

Aishwarya's mother Lakshmi is a single parent who worked at a garment factory. Despite her meagre earnings, Lakshmi ensured that both Aishwarya and her younger brother continued their education. Realising the pains of her mother in supporting their education, when Aishwarya turned 16 she took up jobs at day care centres and a beauty parlour after college to support her mother.



"I wish I had the chance to enjoy my childhood and college like others, without the burden of earning for my family. But I'm proud of the fact that I could help my mother financially at a difficult time in our lives. This taught me to be independent and resilient," shares Aishwarya.



Direct Impact

We have for over two decades worked directly with young people and they continue to inspire us as they show us what thriving looks like across social identities and its manifestation in the context of adversity and marginalisation. Through our on ground insights, we intend to create demonstrable models of both in-school and out-of-school learning spaces where young people can thrive.

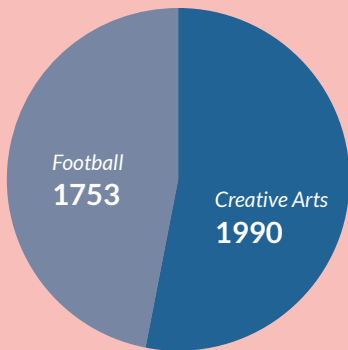


THRIVING SCHOOLS

We are committed to 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 to 10 in 20 partner schools in Bangalore, we engage them in our programmes to help build important life skills such as teamwork, decision making, problem solving and critical thinking. Thriving School is an emerging demonstrable model of in-school learning spaces aimed at redefining success and creating a mindset shift towards thriving as the purpose of education.

IMPACT

Programme-wise distribution of participants enrolled in the ASLSP



1901 girls and 1842 boys enrolled in the After School Life Skills Programme (ASLSP)

75% Young people showed significant improvement in the Life Skills Assessment Scale (LSAS) score this year

3743 Young people completed the After School Life Skills Programme

KEY HIGHLIGHTS

We constantly innovate engaging and fun ways in which young people can learn and thrive. Introducing young people to different experiential activities and programmes helps build their confidence to dream and the strength to achieve them.



When 8 of our young girls participated in the residential 'Goals for Girls National Leadership Summit' 2022 in Goa, they developed leadership skills to be agents of change in their own lives and communities.



The Gothia Cup is the world's largest youth football tournament and 30 of our young people participated in a talent hunt here, in collaboration with Oscar Foundation.



Sharing their articles, stories and poems, students of Raza School launched the 8th edition of the SMILE magazine.

5 of our young people participated in the 'Playing for Peace' workshop in Punjab organised by Common Goal Organisation and Youth Football Club Rurka Kalan, India, learning the skills to shape their communities into peaceful and inclusive societies.



Exposure to new forms of art broadens our creativity and worldview and 30 of our young people attended a 2-day workshop by the Museum, Art and Photography (MAP), Bangalore, where they were introduced to photography, different art forms and an artist's mindset.



861 young people from 20 partner schools were filled with joy and accomplishment as they celebrated Graduation Day and made us realise that though systemic change takes time, joining hands and collaborating is the way to go forward.

“This visit made me understand how connections, collaboration, deep learning, mentoring happens in open learning. As a school leader, I’m inspired and desire to replicate this learning style where students own their learning, take initiative and are so responsible.”

*~Benazeer Baig,
Founder Secretary, Raza Educational
and Social Welfare Society, Bangalore*



To reimagine learning within the ecosystem, we facilitated the travel of 12 school leaders from 5 partner schools to Arohi Life Education, an open learning community in Kalamangalam, Hosur, where young people and facilitators co-learn, co-own and co-design learning spaces.

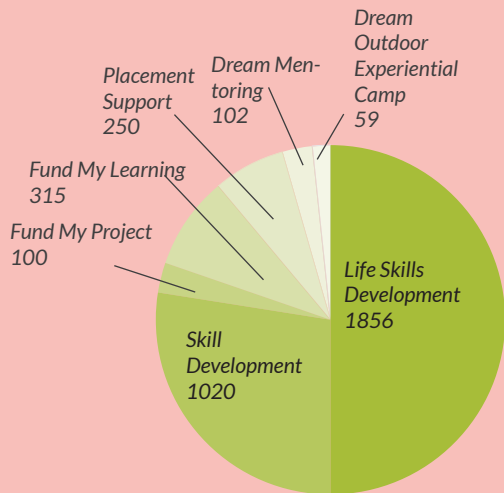
School leaders are ready to pause and reflect on how learning spaces can enable thriving in the context of adversity. We are here to hold space and walk this journey with them. This year, we invested in taking the first steps in this transformative journey by creating new opportunities for existing collaborations to reimagine education.



THRIVING CENTRES

Our two community-based centres, in K.R.Puram and Bommanahalli areas of Bangalore, help build agency among young people (15 to 23 year olds) to challenge barriers and identify enablers to thrive. The Thriving centres are spaces to equip young people with information, skills and access to opportunities to make meaningful life choices and a healthy transition from adolescence to adulthood. We are facilitating the emergence of demonstrable models of out-of-school learning spaces.

IMPACT



1832 girls and 1237 boys completed the Thriving Centre Programme

90.1%

Young people showed significant improvement in the Life Skills Assessment Scale (LSAS) score post completion of the Thriving Centre Programme

Skill Development Programme

Young People enrolled

1135

Average Attendance

86.06%

Young People completed

1020

Retention Rate

90%

562 girls and 458 boys completed the Skill Development Programme

Life Skills Development Programme

Young People enrolled

1981

Average Attendance

87.1%

Young People completed

1856

Retention Rate

93.7%

1055 girls and 801 boys enrolled in the Life Skills Development Programme

OUR PROGRAMMES

We recognise that *skills alone are not sufficient to empower young people growing up with adversity to face complex life challenges*. Thus, all our skill development programmes like Computer Education, Spoken English, Workplace Readiness etc are integrated with a high-impact life skills approach to help young people develop resilience, adaptability and confidence to deal with challenges.





Unstructured, informal spaces bring young people from different walks of life together to connect, share and learn from each other. Recognising this, we have a dedicated, inclusive and safe space called 'Namma Adda' (Our Space) at our Thriving Centres, where any young person from the local community can walk in, play board games, interact with staff and volunteers, seek support and guidance or simply relax.



We also track 13,949 programme graduates (through calls) to ensure constant support in their thriving journeys. This unique continuous tracking mechanism helps us stay abreast of the young people's needs to redirect them to appropriate services offered and ensure that they are equipped with relevant skills, professional networks, financial aid and mentoring.

Fund My Learning

We want to integrate the concept of thriving by creating a mindset shift at an individual, interpersonal and community level. For this, we collaboratively engaged with parents and caregivers, inviting over 70 parents to be part of the 'Fund my Learning' presentations made by young people, which provided a platform for them to recognise their child's passion, develop understanding, empathy and support.



"I am now pursuing my MBA and want to become a Human Resources professional and the scholarship helped me continue my education as I come from a lower middle-class family with numerous financial difficulties."

*~Gayathri M,
Young person, Fund My Learning Scholarship Support*



Placement Support

Connecting young people to job opportunities, we placed 250 Young people (127 girls and 123 boys) in industries like IT, Food and Beverage industry, BPOs, Banking, Marketing & Sales and Service industry. We also organised a Job Fair where 40 young people were placed in various sectors like BPO (voice and non-voice process), marketing, banking and administrative fields. Our placement partners were receptive to the needs of the young people, their ambition and skills.

Mentoring Support

Presence of a non-judgemental, caring adult is critical to the thriving of young people and our mentoring programme fills this gap for young people growing up in adversity. 102 Young people (54 girls and 48 boys) received mentoring support by mentors from UBS (11 employee volunteers), Hyper Verge (14 employee volunteers), along with 8 volunteer mentors.

Fund My Idea

“After completing my Engineering degree, I could not find a job. I joined the computer and dance courses at Dream and Dream. Apart from financial support, they supported me in improving my tea business, building my understanding of strategic innovation and growth. I created new products and business models to offer value to my customers. Today, I am a successful entrepreneur.”

*~Sathish Kumar A,
Young person, supported under Fund My Idea to start a tea business*

We were bowled over by the innovative ideas of our young people and provided scholarship support to 50 girls and 50 boys to start their entrepreneurial journey. Young people are now growing their enterprises in the fields of beauty and makeup, event management, filmmaking and photography.



“Entering a photographic competition provided inspiration for my work. The scholarship from Dream a Dream helped me to start as a freelancer and learn photography, which is my passion and the path I chose as my career. I aspire to become a responsible entrepreneur and work hard to excel in this field.”

*~Pavan V,
Young person, supported under Fund My Idea as a Freelance photographer*





KEY HIGHLIGHTS

24 of our young boys challenged and redefined gender norms by joining courses which were traditionally not popular among boys. 17 boys joined the beautician course, 6 boys are part of the professional make up course and 1 enrolled in the Fashion Designing course.



“The camp gave me a space where I could explore my learning and emotions. I was a good writer and communicator, but here I realised that I can write poetry too. Sharing my life journey was the best part, where I understood my strengths.”

*~Lavanya V,
Young person, Thriving Centre, KR Puram*

29 young people went for our Dream Outdoor Experiential camp, which uses the Creative Community Model developed by Partners for Youth Empowerment (PYE Global) focusing on empowering through arts.

With increased dependence on the internet for learning and entertainment, cyber safety awareness is essential and we invited Nyaaya, an organisation creating legal awareness, to conduct a workshop on cyberbullying and cyber-crimes which was attended by 65 young people from the Thriving Centre, Bommanahalli.



Travelling helps young people experience different cultures and build empathy to respect differences.



3 of our young people were selected for a 10-month United States Department of Community College Initiative Programme at Houston Community College and Valencia College, sponsored by the US Department of State's Bureau of Educational and Culture Affairs. These courses also helped them build technical skills in applied fields, enhance their leadership capability and strengthen their English language proficiency.



7 young people attended the Crackerjack convention in Singapore, engaging with youth from around the world on 21st century skills and the importance of life skills.



Young people showed up for their communities in innumerable ways.



Three teams of 35 young people participated in the 'India Generosity Challenge', where they distributed menstrual products in their communities and spread awareness on public health. Our Young person, Lavanya was awarded the 1st place and represented India in Spark Cup, a global youth competition on Generosity.

47 of our young people participated in the 'Why waste' initiative, building awareness and understanding responsible citizenship on global warming and climate change.

Involving young people in conversations which impact them is at the centre of all that we do.

“By taking initiative, asking questions and focusing on action-collaboration, we can change education.”

*~Pavithra K,
Young person, Basic Computer programme, Thriving Centre (Bommanahalli) on re-imagining education*

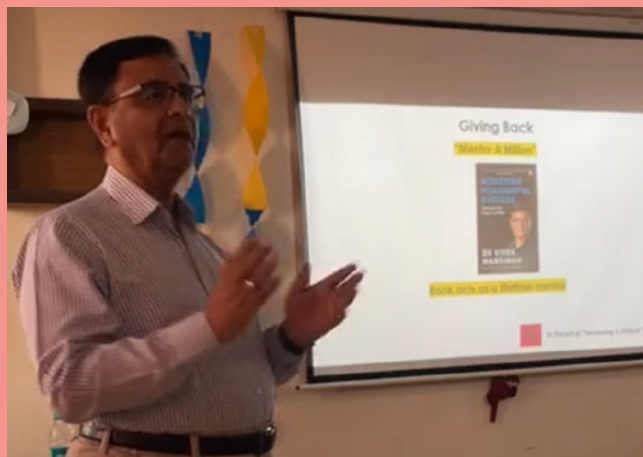
14 young people discussed transformative education and changes needed in the education sector at the 'Global actions circle' organised by YouthxYouth (YxY), a global community of youth activists and adult allies.





“Through the SDG Dialogue series, I learned more on inequality, education, poverty, environment and climate change.”

~ Vishal R, Basic Computer programme, Thriving Centre, Bommanahalli was one of the 11 young people who participated in the 4 week online programme, Generation Global SDG Dialogue Series, where they learnt about Sustainable Development Goals (SDGs) through interactive learning activities and virtual dialogues.



Interacting with real life role models inspires young people to plan their life goals. Dr. Vivek Mansingh, author of the book 'Achieving Meaningful Success: Unleash the Power of Me!' interacted with 50 young people at the Thriving Centre, K.R.Puram on 'What success means to them?' in March 2023.

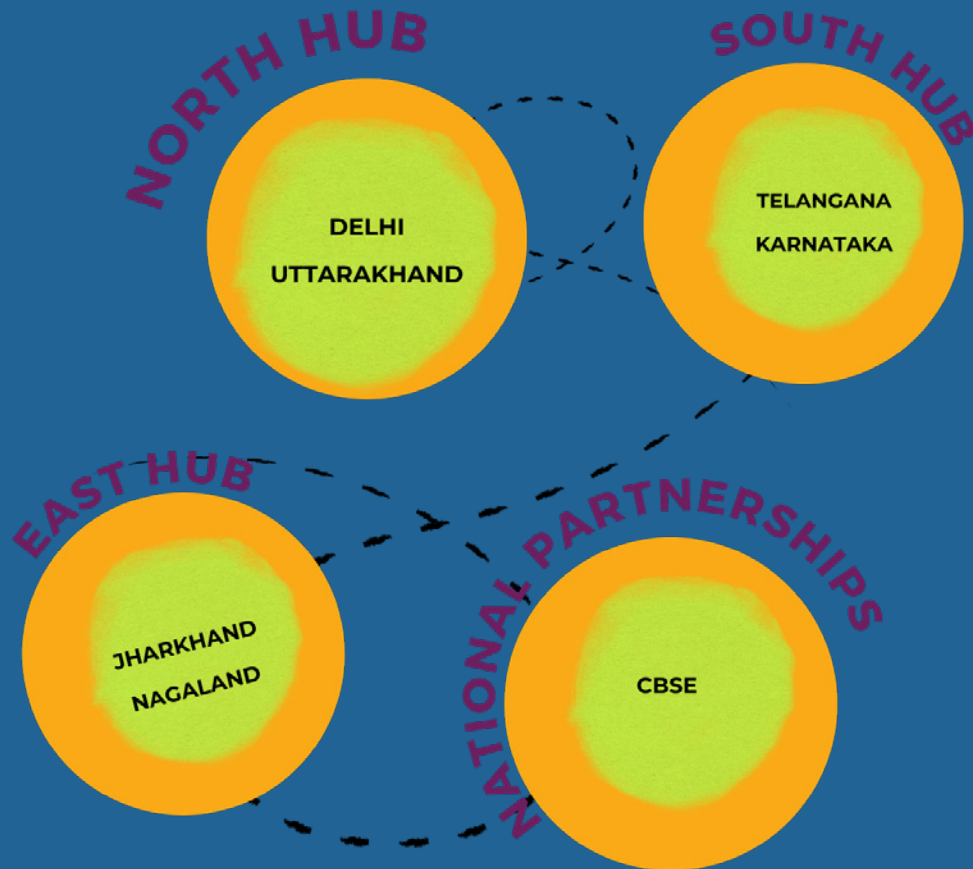
To acknowledge the thriving journeys of our programme graduates, we hosted our annual event 'Celebrating You' where 145 young people from our Thriving Centres participated and shared their reflections and learnings.





Aishwarya studied science in her Pre-University College (PUC), since her mother believed that it was the right path for her. During college, she joined Dream a Dream's Career Connect programme to learn basic computer skills. Her facilitators, Sheetal and Hemalatha noticed her talent for fashion designing when she shared that she stitched her own clothes. They encouraged her to pursue her passion.

Systems Demonstration



Over the last few years, we have noticed the acceptance of Life Skills/ Social-Emotional Skills as part of curriculum framework by different states. While this continues to be developed, we are focusing on addressing systemic inequities which perpetuate discrimination and marginalisation by working closely with the education ecosystem of policymakers, teachers, parents and the community that the child inhabits.

We intend to transform public education systems in partnership with the government through levers of change such as curriculum, pedagogies, teacher training, assessments etc. We support our state governments in designing contextual interventions on a creative life skills approach with the lens of intersectionality, adversity and thriving.



NORTH HUB - DELHI & UTTARAKHAND

To gain widespread acceptance of thriving as the purpose of education, we approach multiple stakeholders through diverse mediums for maximum impact, focusing on the lens of adversity, thriving, life skills and holistic development. We are currently working with the State Governments of Delhi and Uttarakhand to integrate life skills in the education ecosystem to ensure a thriving life for every child.

STATE PARTNERSHIP WITH THE GOVERNMENT OF DELHI

To support in building a unique curriculum for the well-being of the students in Delhi schools, we work as an anchor and knowledge partner with the Directorate of Education (DoE) on curriculum development, teacher training and implementation of the Happiness Curriculum.



8,00,000

Students from Nursery to 8th grade in Delhi Government schools with Happiness Classes



1028

Schools where Happiness Curriculum is implemented



18,000+

Teachers trained across all DoE schools on the revamped Happiness Teacher Handbooks with the lens of inclusion and diversity

We developed an online capacity building course on Diksha platform providing skill building programmes to effectively deliver the Happiness Curriculum.

"I couldn't ride a bicycle without support. Through stories during Happiness class, I learnt that we must never give up. I kept trying and finally managed to learn."

***~Sparsh Agarwal,
Grade 7, VSSKV Kalkaji No. 1***





Happiness Utsav, a month-long celebration at all Directorate of Education (DoE) schools, celebrated the completion of 4 years of the Happiness curriculum implementation.

“Students and teachers are so well connected through Happiness Classes that students share their problems openly and teachers listen and validate. Students feel more confident, connected and accepted in schools and families.”

~Dr B.P. Pandey,
Officer on Special Duty (OSD-Happiness)

We assisted in conducting a study with 2,700 students and 343 Happiness teachers across 45 schools to evaluate the impact of the Happiness Curriculum on social and emotional skills of students along with the State Council of Educational Research and Training (SCERT).

- Findings suggest that with the regular Happiness period, the well-being global scores for students increased by 25.5%; with empathy, interpersonal relationships and emotional regulation showing the highest improvement. According to teachers, students are deeply impacted by the curriculum and improvements are observed in behaviours, skills, peer relations, school connection and academic performance.
- Findings of the teacher competency survey showed an 8.4% improvement in teacher empathy, facilitating relationships and classroom management.





STATE PARTNERSHIP WITH THE GOVERNMENT OF UTTARAKHAND

We extended our Memorandum of Understanding (MoU) with the State Government of Uttarakhand for three years to effectively implement Anandam Pathyacharya, the curriculum which intends to help students understand their emotions and feelings, ensure a safe place to express themselves and learn to connect with themselves, family, society and nature. In collaboration with Blue Orb Foundation and Labhya Foundation, we impact government school students from Grades 1 to 8 across 13 districts, through capacity building and life skills training of teachers and other stakeholders.



6,24,281

Students enrolled in
Classes 1 to 8 across
the state



16,070

Schools implementing
Anandam Pathyacharya



944

Teachers trained on
Anandam Pathyacharya



We reintroduced the curriculum after a long Covid-19 disruption by hosting online Anandam classes through virtual labs in May 2022 for students of classes 6- 8 from 109 schools in 12 districts.

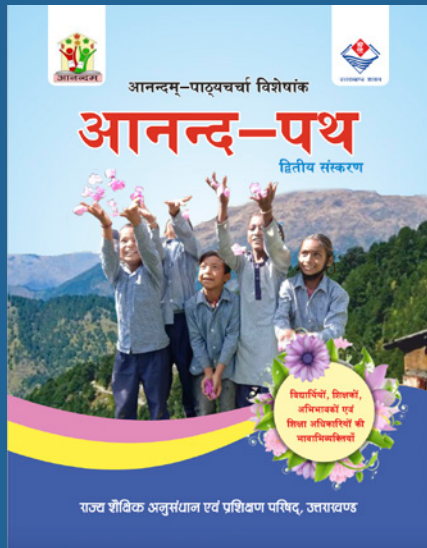
To experience mindfulness and empathy, we conducted mindfulness practice for 300+ students at a week-long summer camp in June, launched a 10 day campaign on self-care and a week-long campaign on 'Random acts of Kindness' on Anandam Pathyacharya's Facebook page.



"I like the Expression class in the Anandam time table, where we share our thoughts and views. Unless we share what we feel verbally, through writing or art, how will the other person understand us?"

***~Kumari Nisha Bhat,
Class 7, GGJHS, Kamtoli, Dehradun***

Anandam sessions for Principals at their Continuous Professional Development training at State Institute of Educational Management and Training (SIEMAT).



Anand Pathh magazine, an annual publication sharing reflections, stories of change, testimonials of students, teachers, parents, officials and DEIED trainees on Anandam Pathyacharya.

We conducted orientation programmes for 68 Block Education Officers (BEOs) and Deputy Education officers (DyEOs) in Garhwal mandal and Kumaon mandal in February.



We developed the monitoring and assessment tool to be used during school visits by officials.

We supported SCERT with content development of teacher's handbooks and e-content, also integrating life skills components in the teacher manual for Foundational Literacy and Numeracy (NIPUN Bharat).

“Being experiential, age appropriate and local makes the Anandam curriculum easy to grasp by students.”

~Ms. Seema Jaunsari, Director, Secondary Education, Uttarakhand





SOUTH HUB - KARNATAKA & TELANGANA

To collaborate and co-create holistic learning systems, we are bridging gaps by recognising the interconnectedness between the key levers of change i.e pedagogy, capacity building, curriculum, assessments and monitoring; enabling the practice of a facilitation approach in classrooms through teacher training. We are currently working with the State Governments of Karnataka and Telangana to integrate life skills in the education ecosystem to ensure a thriving life for every child.

STATE PARTNERSHIP WITH THE GOVERNMENT OF KARNATAKA

In August 2022, we signed a one year MoU with the Government of Karnataka to integrate life skills curriculum from Nursery to Class 10th in state-run schools. We co-designed the life skills curriculum with 40 age-appropriate activities for students and held workshops on the facilitation approach for teachers and state resource persons to understand the effects of adversity while developing life skills in young people.



11,450

Students impacted in Tribal Welfare Department schools and State government schools



170

Schools participated in the Life skills training programme



458

Tribal welfare and State Board teachers trained to implement the Life Skills curriculum

297 educators from Samagra Shikshana Karnataka (SSK) and 58 educators of Karnataka Tribal Welfare Department schools underwent life skills facilitation training



Taluk officers at our annual “Celebrating YOU” event of the Thriving Centres.

“Through training, I have learned how important it is to provide emotional support for others and how I need to rely on others for support. I look forward to learning more and evolving in my profession.”

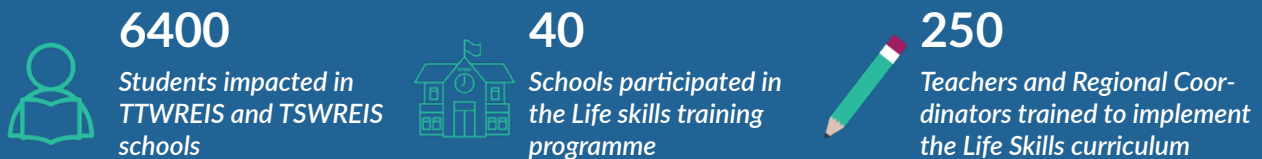
**~Devaraj,
Teacher, Chamarajanagar**



STATE PARTNERSHIP WITH THE GOVERNMENT OF TELANGANA

We were invited by the Directorate of Education (DoE) to design a Life skills Curriculum for Telangana State. We conducted a system mapping exercise with Focus Group Discussions with students and teachers across 10 schools around Hyderabad and worked with the SCERT and DoE to understand the positioning of life skills within the system. Orienting a 30 member Leadership Team (Headquarters officials and Regional Coordinators) from the Social Welfare department, we facilitated a Leadership workshop in December 2022 on school interventions and the 'experiential pedagogy'.

We have signed a Memorandum of Understanding (MoU) with Telangana Tribal Welfare Residential Educational Society (TTWREIS) and Telangana Social Welfare Residential Educational Institutions Society (TSWREIS). We introduced the life skills approach in all TTWREIS and TSWREIS schools, empowering 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.



We designed and facilitated an experiential training for sports teachers from 10 pilot schools in January 2023 to enable them to use sports as a medium to build life skills in students.

We took the Teacher Development Programme to 100 teachers. 8 teachers from a batch will co-facilitate the next batch of training.



EAST HUB - JHARKHAND & NAGALAND

STATE PARTNERSHIP WITH THE GOVERNMENT OF JHARKHAND

We approached systemic mindshift by visualising the role of school in promoting a culture of collaboration between the diverse stakeholders in the education ecosystem. As part of the Project Sampurna consortium (Dream a Dream, IDInsight, Kaivalya Education Foundation, Porticus, Quest Alliance, Sattva Consulting and SIMHA-TISS) working in coordination with Jharkhand Education Project Council-Ranchi (JEPC), we are working to ensure that 40,000 students overcome negative emotional experiences, solve complex problems effectively, strive for self-growth and have positive social interactions.

The Social Emotional Learning (SEL) based Harsh Johar curriculum, designed with components of mindfulness, story narration, reflective inquiry, conceptualisation and expression, was launched in November 2022 at the State-level conclave in Ranchi by Dr. Kiran Kumari Pasi, State Programme Director, JEPC.



35,000

Students are getting the Harsh Johar curriculum



121

Schools are implementing the Harsh Johar curriculum



242

Nodal SEL teachers have been trained on the Harsh Johar curriculum



We organised capacity building and 5 days training of trainers (TOT) for 20 Quest Alliance members and enabled 160 teachers from 80 Schools of Excellence, in coordination with JEPC, to creatively find the best solution to classroom challenges.

We organised a Creative Leadership workshop by Suchetha Bhat and Nadia Chaney for 23 Project Sampurna consortium members in Ranchi to weave in a collaborative approach to achieve goals.

We contextualised 2 Activity Booklets to be distributed by the JEPC among students to foster productive interactions, teamwork, relationships, emotional expression, creative thinking, listening, critical thinking and decision making.

We worked to interweave aspects of self-identity and mental health into the Harsh Johar curriculum using a life skills approach to enable a thriving mindset in children from 6th to 12th Grade.

“To ensure teacher ownership in implementing Harsh Johar Curriculum and to encourage teacher behaviour change for creating an emotionally resilient classroom, a cadre of SEL Ambassadors will be created in Jharkhand and SEL based intervention would be scaled up in other schools.”

*~ Dr. Avinav Kumar,
Incharge Quality and Inclusive Education, JEPC*

STATE PARTNERSHIP WITH THE GOVERNMENT OF NAGALAND

We signed the MoU with the Directorate of Education to integrate life skills in the education system in Nagaland. We will be supporting by building capabilities of stakeholders across governance structures in the state, demonstrating school-level outcomes of integrated life skills towards holistic development of children and in assessment of the programme.

We intend to build the narrative around the well being of teachers and students through government bodies, local media, religious, tribal and cultural organisations in Nagaland.



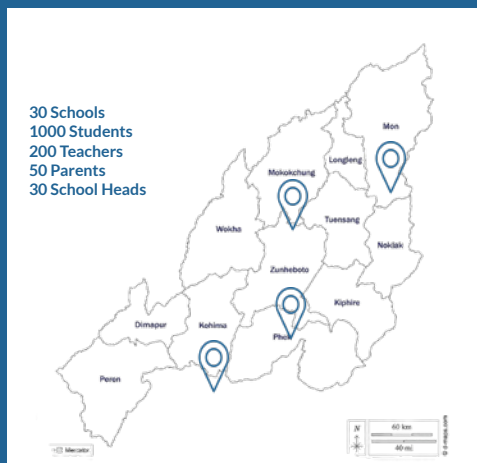
1,30,000

Students enrolled in Class 1st to 12th across state



1932

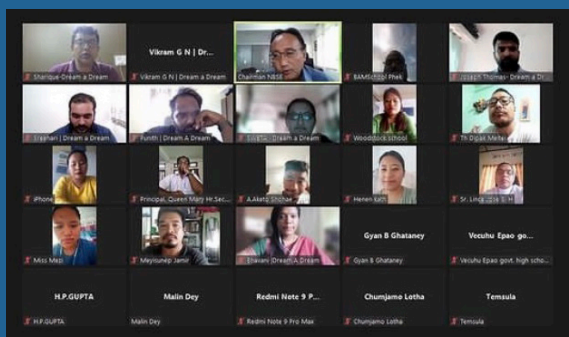
Schools where Life Skills Curriculum is implemented



To understand the social and emotional well-being status of students and teachers in government schools to design and develop a curriculum and capacity-building sessions, we conducted a Needs Assessment study, in coordination with the Directorate of Education, across 4 districts.



9-member team of Nagaland officials on an Exposure visit to Delhi in February



We facilitated a 2 days virtual workshop on Competency-Based Education (CBE) in August for 22 NBSE officials and 159 school teachers. CBE focuses on frequently assessing certain identified skills or competencies on the basis of the depth and pace of learning in students in an academic year.

“Everyone in the school from the support staff, children, and teachers are made to feel special, their contributions acknowledged instantly by the school head which contributes to the solid teamwork seen in Delhi schools.”

~Dr Bijano Murry,
Joint Mission Director, Samagra Shiksha Nagaland

NATIONAL PARTNERSHIPS

PARTNERSHIP WITH THE CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

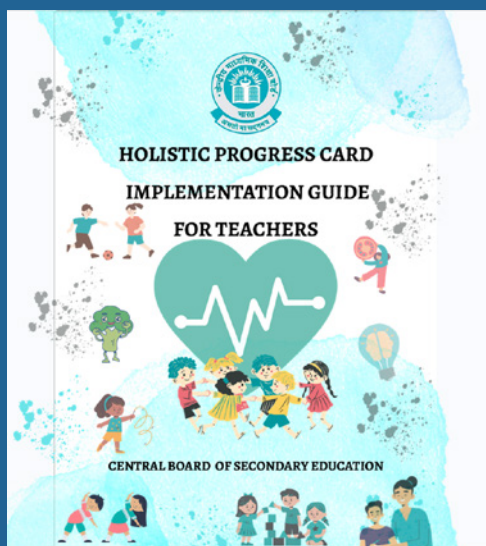
We are bringing in the lens of adversity and intersectionality, along with our expertise in life skills, to our collaboration with central educational agencies. We have signed a letter of two year partnership with the CBSE in 2022 to work on competency based assessment, life skills and well-being manuals.

We co-created and revised the training manuals for capacity building of Teachers, Principals and Counsellors on Life Skills and Well-being in Schools to integrate life skills within classroom interactions, school setups and learning pedagogy across academic and non-academic disciplines.

Holistic Progress Card (HPC) for Competency Based Assessment

Holistic Progress Card (HPC) is a 360 degree, multidimensional progress report that reflects the uniqueness of each learner in cognitive, affective, socio-emotional and psychomotor domains, promoting competency-based learning. We, as a CBSE knowledge partner, supported its implementation for classes 1, 2 and 3 in 74 pilot schools along with online capacity building for 74 principals and 222 teachers.

We documented a report in collaboration with CBSE for the Ministry of Education on insights of implementing competency based education. The report finds that post pandemic, there is a lack of readiness in children to attend school. Parents are prioritising syllabus completion and marks, therefore, asking for HPC as an extension to the regular report cards. We are working to build teachers' capacity as facilitators of learning, develop contextualised lesson plans and encourage teachers collaborations to incorporate life skills inside and outside a classroom. We developed a teacher guidebook to adopt the facilitative pedagogy and experiential learning and facilitated weekly interactions with teachers and principals to resolve implementation challenges in real time.



“Holistic Progress Card gives more liberty and agency to teachers and students, moving away from the rote based learning and assessments and focusing on the overall well-being of the child. This provides more scope for acquisition of skills and values with real world relevance. Teachers are also moving from lecture mode towards experiential learning-based classrooms.”

*~Dr. Praggya M. Singh,
Director, Academic-Assessments, CBSE*



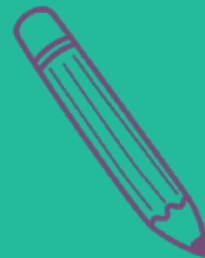
Aishwarya continues to share a special bond with her facilitator at the Career Connect programme - Hemalatha helped build her confidence. In Aishwarya's journey as a young person, Hemalatha saw a reflection of her own life, where like Aishwarya, she grew up in a family that did not allow girls to have a life beyond their classroom and home. She was also quiet and shy, never coming out of her comfort zone and remained within her father's sight. It was only after her marriage and with the support of her husband, she found the freedom to explore her interests when she joined Dream a Dream. It gave her the space to connect with young people, many who were a reflection of herself, "I love facilitating because I have the opportunity to connect and help young people like Aishwarya craft their own paths," shares Hemalatha.

Building the Field

We are working to enable a mindset shift among diverse stakeholders in the learning ecosystem to bring in a collaborative approach to education, encompassing the broader community, decision makers, professionals in various fields, parents, teachers and other stakeholders. We intend to maximise impact through large-scale dissemination of our real world research findings, engage in critical dialogues to listen to diverse narratives of success, amplify young people's voices through collaborations and advocate for thriving as the purpose of education by weaving together people, places and voices supported by high impact research.

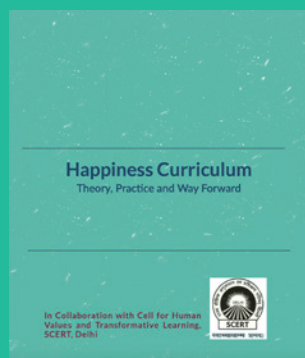


Research



Shifting mindset is becoming increasingly data driven and we are prioritising a Research-to-Policy collaboration model by constantly building evidence on the impact of developing life skills in young people. Our effective research dissemination is a multiplying lever for a paradigm shift in education towards thriving as the purpose of education.

Reports published



[Happiness Curriculum Theory, Practice and Way Forward](#)

Building social and emotional skills of children in Delhi: Insights from the Happiness Curriculum

Published in [NISSEM GLOBAL BRIEFS VOLUME III](#) it provides an overview of the Happiness Curriculum and discusses the conceptual approaches to happiness and education, emphasising on practices that have moved beyond academic achievements and established new ways of learning and thinking focused on holistic development of students.

Research papers published in Journals

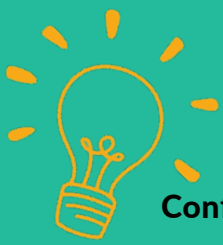
[Our recent paper](#) “Social Marginality, Adversity and Adolescent Thriving in India: A Narrative Review” by Justin P. Jose, Sreehari Ravindranath, Vishal Talreja, Suchetha Bhat explores how Indian adolescents’ process of thriving are dependent on adversities and marginalisation they face because of their social identities.

Published Case Studies

Dream a Dream’s case study by Daya Raja Sajeevan, Sreehari Ravindranath, and Vishal Talreja is [featured in the report](#) titled “Education Reimagined: Leadership for Transformation.” edited by Dr. Asmaa Al-Fadala, Director- Research, World Innovation Summit for Education (WISE), Dr. Jennifer Groff, Dominic Register and Anthony Mackay. The report features 23 brief case studies with lessons learned, research evidence and findings. These case studies showcase innovation in leadership, policy, and practice on how emerging models of teaching and learning can be developed and led from the inside-out—and demonstrate the power of distributed empowerment and transformative leadership.

[Case study titled](#) “Fostering social and emotional learning through an adapted teacher professional development program in India” was published in the TEACHERS IN CRISIS CONTEXTS Promising Practices in Teacher Professional Development, Second Edition





Conferences

Dr Sreehari Ravindranath, Associate Director, Research, Dream a Dream shared his insights on Working towards Culturally Responsive Assessment Practices: Insights from the development of the social emotional well-being scale for Indian adolescents during Pacific Rim Objective Measurement Symposium 2022 (PROMS 2022) hosted by Vietnam National Institute of Educational Sciences (VNIES), Ha Noi, Vietnam from 1st to 3rd December, 2022.



Blogs

ASER 2022 report & public education in India: Some welcome changes and some questions to consider

<https://thesouthfirst.com/opinion/aser-2022-report-public-education-in-india-some-welcome-changes-and-some-questions-to-consider/>

Back at school, Indian teachers face a crisis of discipline, attendance and learning loss

<https://blogs.lse.ac.uk/covid19/2022/05/13/back-at-school-indian-teachers-face-a-crisis-of-discipline-attendance-and-learning-loss/>

What we learnt in Nagaland about teacher commitment to student's well-being

<https://www.eastmojo.com/features/2023/03/12/what-we-learnt-in-nagaland-about-teacher-commitment-to-students-well-being/>

The Paradox of Well-being and Mindset: Translating Burden to Dividend

<https://www.diplomaticcourier.com/posts/the-paradox-of-well-being-and-mindset-translating-burden-to-dividend>





Impact Assessment

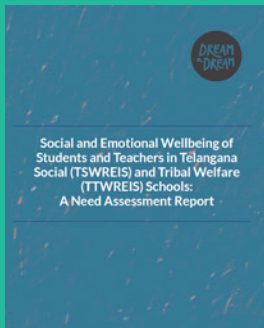
Sustainability and scalability depend on robust impact evaluations and evidence building. Impact Assessment of our direct delivery and systems demonstration programmes helps us understand their effectiveness. This leads to better decision-making and understanding of the process, subsequently providing relevant evidence backed insights to advocate for policy level changes.

The Pursuit of Happiness in Education: A Research Report by SCERT, Delhi and Dream a Dream

The Cell for Human Values and Transformative Learning (CHVTL) in collaboration with Dream a Dream, as one of the knowledge partners, pioneered this [research study](#), conducted in 45 Delhi government schools. The aim was to explore the effectiveness of the Happiness Curriculum and provide insights into the experiences of students, teachers and parents. Findings indicate that there is a significant impact of the Happiness Curriculum on students' social and emotional well-being and it positively influences the ability of teachers to impart social and emotional competencies among students.



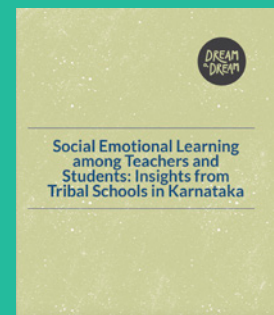
Social and Emotional Well-being of Students and Teachers in Telangana Social (TSWREIS) and Tribal Welfare (TTWREIS) Schools: A Need Assessment Report



This cross-sectional quantitative survey assesses the social, emotional, and personal well-being of 1000 students of Grades 7 and 8 and teachers at TSWREIS and TTWREIS schools. It shows that more than 50% of the students had low or emerging well-being status in all dimensions (social, emotional, personal, social support and resilience), which indicated well-being risk among students. The results indicate 59.1% of teachers had low or medium well-being scores. It recommends enhancing the well-being of students by building the capacity of teachers; integrating life skills-based approaches in classrooms and creating a safe and supportive learning environment.

Social Emotional Learning among Teachers and Students: Insights from Tribal Schools in Karnataka

The study aimed to understand Social Emotional Learning (SEL) among teachers and students. It also examines teachers' perception, knowledge and implementation of SEL in schools as well as their perspectives on SEL among students. It involved teachers and principals from nine tribal welfare (Ashrama) schools in Chamarajanagar and Bellary districts. The findings indicate a need for SEL programmes for both teachers and students.



Narrative Building

We intend to shift dominant narratives around the definition of success by bringing together different people, experiences, learnings and building a cohesive message that can be easily understood. Over the last year, we have listened to and amplified young people's voices to share a deeper understanding of Thriving in different contexts.

We initiated conversations with diverse stakeholders including young people, educators, policy makers and other CSOs in the ecosystem around the purpose of education via the stories and re-search data from our book 'When We Thrive, Our World Thrives'.

21



Media articles & Op-eds on SEL, intersectionality & marginalisation, thriving, impact of life skills programmes, need of the education system

40



Live Conversations on Social Media with over 20 young people about their thriving stories including 2 Twitter Chats with 20+ organisations

16



Blogs around SEL, impact of life skills programmes, SEL interventions in different states

21



videos capturing thriving journeys of young people

2



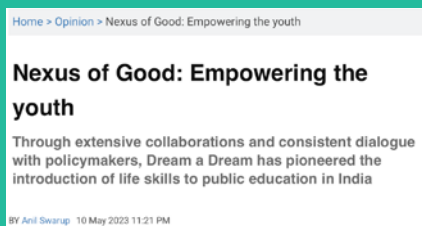
Twitter Conversations with 20+ organisations

9



Podcasts Episodes of #Unmute-WithDreamaDream, that focused on young people's thriving journeys

Dream a Dream in the News



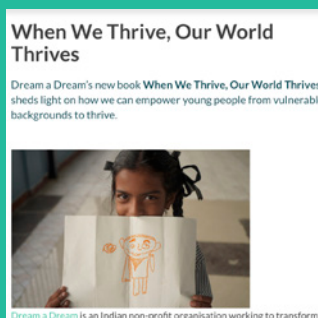
[Nexus of Good: Empowering the youth](#) - Millenium Post



[What we learnt in Nagaland](#) - East Mojo



[Unlayering the Challenge](#) - Education Reimagined



[When We Thrive](#) - Emerging World



Weaving

We are moving beyond narrow identities to evolve a set of common ethics that bring us together as humans while recognising a growing shift towards the learning ecosystems approach to education. This year we have seen a growing excitement in reimagining the purpose of education. Challenging the myth that collaboratives are intangible, abstract and lack the potential for meaningful outcomes, we took this opportunity to weave organisations into impactful collaboratives, with a focus on representing the Global South.

A community of weavers



Building the narratives through engagements with collaborative networks.

- We maintained and strengthened relationships with 30+ collaborative networks.
- Over 288 young people engaged in meaningful conversations and expressed their views at global and local platforms.
- We played an active role in three Youth Collaboratives- youth-Varta Leap, YxY and hundrED Youth Ambassadors, to amplify voices of weavers.
- Dr. Varsha Pillai, Associate Director, Narrative Building, Dream a Dream presented at the hundrED Innovation Summit on the topic 'From a single solution to a strategic partnership with governments' under the theme of Bridging Gaps through Education. She was also part of an open conversation on translating talks to action.





Big Education Conversation

We deepened relationship with Big Change by starting 3 initiatives - #BigEducationConversation, Catalyzing Change Alliance, Education Futures Network. We are documenting the Big Education Conversation across all geographies to listen to voices from the ground on the purpose of education.

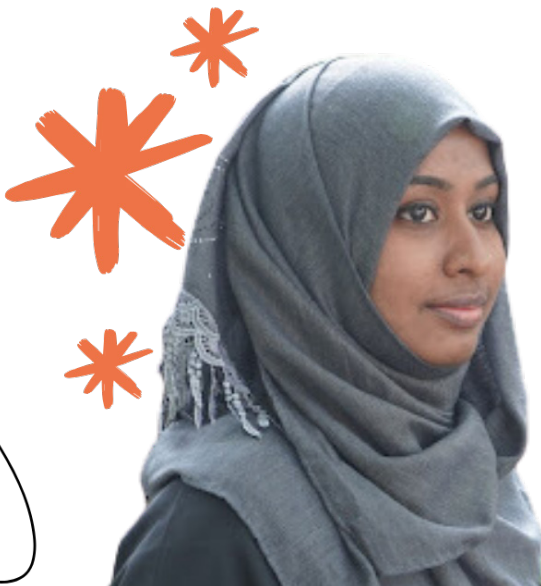


The OECD Future of Education Project aims to help education systems determine the knowledge, skills, attitudes and values students need to thrive in and shape their future. We submitted a Position Paper on Teacher Well-being to support the framework of the OECD Learning Compass.



Catalyst 2030 - Pathways to Transforming Education report presents how we can adopt evidence-based learning principles and collaboratively revolutionise education. It showcases tried and tested strategies created by education social entrepreneurs and innovators from around the world to bring about systemic, lasting change for all learners. We shared about Dream a Dream's experiential learning programme that helps teachers unlock their own sense of identity, care and creativity that can be role modelled in classrooms to support children.

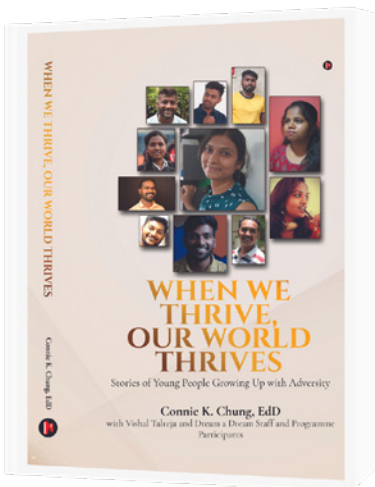
The [Global South Learning Ecosystem Study](#) is a partnership between Dream a Dream, Global Education Leaders Partnership (GELP) and Learning Planet Institute (LPI) to study emerging and innovative learning ecosystems in the global south. It has identified and examined 11 models of learning ecosystems in the Global South, specifically in South America, Africa, India, Bangladesh and Indonesia, that are already at scale or hold the profoundly serious potential to do so. The Delhi Government education model and Life Skills Collaborative are featured in this study. The intention is to gather learnings and insights from the study of these learning ecosystems that can be shared with policymakers, organisations, researchers, practitioners and school systems for a potential approach to transform and sustain education change in complex contexts.





Our Book: When We Thrive, Our World Thrives

20 thriving stories of our programme alumni were released in our first book titled [When We Thrive, Our World Thrives - Stories of Young People Growing up with Adversity](#), published by Notion Press. Authored by Dr. Connie K. Chung, Vishal Talreja along with Dream a Dream staff and programme participants, the book chronicles the real life stories of graduates from Dream a Dream's life skills development programmes, who are thriving despite adversity. It weaves in research on psychosocial needs of young people with these inspiring stories to understand the environment which enables thriving. This book is relevant for parents, educators, policy makers and everyone who cares about young people and has a role in their life. The book is available for online purchase on [Notion Press](#), Amazon ([India](#), [US](#) and [UK](#)) and [Flipkart](#). We launched the book in September 2022 at our Bommanahalli Thriving Centre with all featured alumni and their families.



Hearing voices of the young people and listening to stories of their journey through challenges and opportunities can be very inspirational, not only for many more young people but also for all those who seek to create a better future for all to overcome adversity, grow and thrive.



~Rukmini Banerji,
Chief Executive Office, Pratham Education Foundation

Adverse Childhood Experiences (ACEs) shape and weigh on lives perhaps more than anything. Yet research shows that some people break this downward spiral with remarkable resilience. This book shows the strengths of human capabilities that makes for the well-being of humanity and adds real meaning to research findings.



~Andreas Schleicher,
Special Advisor on Education Policy to the Secretary-General (OECD)



From a young age, Aishwarya took responsibility for her family, making frugal choices by not pursuing the more expensive Science courses, instead opted to study journalism via correspondence. What she earned went into taking care of her family's needs and paying her brother's school fees. Relentlessly pursuing her dreams, she used the time available after her correspondence course to start her fashion design business at home.



Design and Development

We invested in building the facilitative capacity of the organisation to be a supportive community working to create systemic change.



4-day Creative facilitation workshop was organised for 55 facilitators from our Direct Impact Programmes towards building a foundation for facilitation practice, creating learning edges and gaining a deeper understanding of self.

Toolsi (an online platform developed by Nadia Chaney, a creative facilitator with more than two decades of experience) was introduced to our team to help facilitators access training tips online.



Nadia Chaney facilitated a 2 day Step back training for our core leadership team.



3 day creative facilitation training was organised for 25 state hub facilitators and staff in Bangalore

“Creative facilitation workshop has been a mindful experience of self-exploration. Each activity gave me insights on creativity and facilitation. I now utilise my learnings to develop training plans and create safe spaces for others.”

*~Nazia,
Associate Manager, Systems Demonstration, Dream a Dream*



After completing her studies, Aishwarya got a job at a bank, but feeling like she was giving up on a dream, she started saving from her monthly salary and along with the funding support from Dream a Dream, she quit her full time job and immersed herself in her fashion design venture- WOW designer boutique.



Operations



We maintain a regular and active engagement with various stakeholders, including statutory bodies, donors, employees, vendors and partners to ensure effective communication, coordination, collaboration and cooperation. We have successfully fulfilled our commitment to legal and regulatory compliance, safeguarding employee interests and maintaining transparency and integrity in our operations.

- We introduced a Software-as-a-Service (SaaS) platform, specifically designed to streamline and support the implementation of the Prevention of Sexual Harassment (POSH) policy. Embracing technology streamlines processes, ensuring quick crisis management and proactive readiness serving as a comprehensive solution to facilitate the reporting, documentation, investigation and resolution of any incidents related to sexual harassment.
- We improved the Safeguarding Policy at the Thriving Centres by reviewing, updating and strengthening the existing policy to protect vulnerable individuals and promote a culture of safety and care within the organisation.

We will continue cultivating inclusivity, deepening programme understanding and boosting transparency and accountability in our work.

Fundraising

Over the past year we have seen encouraging shifts in the donor ecosystem pertaining to life skills, where donors are not limiting support at a programmatic level and are recognising the need to support non-profits strategically, believing in our vision to shift mindsets around the purpose of education to Thriving. Many of our long-term and strategic donors have life skills or SEL as a core-focus in their own internal strategy, indicative of an acknowledgement of its importance for young people globally.

This year, we also raised funds specifically to support capacity building for fundraising, as an essential part of organisation building and sustainability. For us, fundraising is not just a support function, but core to furthering organisation strategy in creating mindset shifts by approaching and nurturing donors from a relational lens. Life Skills Collaborative is now a promising space for donors, non-profits and others to create a shared language and new tools around life skills.

Mahi Titus, Senior Manager, Fundraising, Dream a Dream presented 'Funding Success Stories' at the India Leaders for Social Sector's Fundraising Conference, 2022.

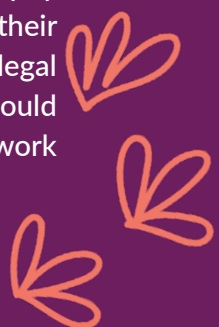


LOOKING WITHIN



To remove systemic barriers and ensure a 'Thriving life for Every child', we realise that the change has to begin within ourselves and Dream a Dream has to become the microcosm of the world we want for our young people- a safe space that is authentic, diverse, equitable and inclusive; to model a society where dignity of all is upheld.

To enable this, we needed to look beyond ordinary work culture and create a space where everyone feels supported, included and responsible for the impact that we create. This required the team to relook at the existing people philosophy from an intersectional lens. To make this a collaborative effort, a cross-functional voluntary team of 39 employees became the People Philosophy Ambassadors (PPA). The PPA team spent around 9 months identifying and acknowledging their own biases, incorporating concerns emerging from the team, building knowledge around legal standpoints and engaging with partner organisations / individuals to understand how we could embody the values of Equity, Dignity and Inclusion within our policies to develop a thriving work culture.





Our People Philosophy Version 4 was rolled out on 16th August 2022. It is a broad framework of values, principles and guidelines which are the foundation of our people related processes and policies. It defines our core values which serve as guiding principles for all people-related practices and decisions including recruitment, performance management, training and development, rewards and recognition, employee well-being and other critical aspects of the employee lifecycle. It includes support for facilitators wanting full time roles, work from home options, new leave policies (gender reassignment leave, period leave for menstruating persons, bereavement, paternity and rehabilitation leaves), introduction of mental health insurance and child care benefits that allows all employees having dependent children to avail day care support. We also partnered with Ungender towards building a gender neutral Prevention of Sexual Harassment Policy (PoSH) and to ensure a safe workplace for everyone.

While constantly evolving, our People Philosophy remains rooted in ensuring that every team member crafts their own thriving journey, strengthened with the knowledge that they are wholly and completely supported and are in a space where they feel welcome, safe, happy and engaged!



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
Anitha Alappat
Annakoot Foundation
Arjun Dugal
Arnavaz Rohinton Aga
Arshy Sreedharan
Arvind Desikan
Ashok Soota
Bhairavi Prakash
Bhawarlal Vastimal Jain (MV Jain)
Bijoy Jose
British Asian India Foundation
BRK Murthy
Chanpreet Pritam Singh Arora
Charles Terry

Chrysos Foundation
Cloudera Data Platform India Pvt. Ltd.
Deepa Narayan
Dileep Thazhmon
Dipika A Khaitan
Dr VNK Rao Memorial Trust
Elizabeth Jacob
Enigmasoft Technologies Pvt. Ltd.
Ganeshan S
Indira Culshaw
Jaymalya Palit
Jeenoo Philip Jacob
Joann Maria Mcape
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
Mary Ellen Bench
Meera Rao
Miti Jain
Mrinal Todi
Nasscom Foundation
Naveen Nagpal

Neha Arya
Nikita Patel
Pankaj Dixit
Parampa Rambath Krishnakumar
Pilvi Torsti Family
PPC Logistics Limited
Pratibha Bhanwarlal Jain (MV Jain)
Praveen Kumar V
Priyamvada
Priyanka Sharma
Qatar Foundation for Education
Quresh Moochhala
Raghav Chakravarthy
Rajay Kumar
Rakesh R
Revanna M
Rockefeller Philanthropy Advisors, Inc
Sam Siu
Satish Bagur
Saumil Majumdar
Saurabh Chaturvedi
Schwab Charitable Fund
Shanker Subramanian
Shantha J
Shardul Sathe
Shoolini Parameshwari Foundation
Shruti Choudhari
Shruti Sharma
Shyamramai
Silicon Valley Community Foundation

Siva & Royan Foundation
Sneha Jhanb
Srihari D
Srinivasan KV
Srividya P
Stichting 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
Vikram Ghandeeswaran Narayanan
Vinay Kulkarni
Vinod Cherian
Vishal Augustine
Vishal Talreja
Watumull Foundation

OUR STATE PARTNERS

NORTH HUB - DELHI AND UTTARAKHAND



SOUTH HUB - KARNATAKA AND TELANGANA



Scheduled Tribes Welfare Department
For The Educational, Social & Economics Upliftment of Scheduled Tribes



ಸಮಗ್ರ ಶಿಕ್ಷಣ - ಕರ್ನಾಟಕ



EAST HUB - JHARKHAND AND NAGALAND



NATIONAL PARTNERSHIPS



GOVERNANCE

JURISDICTION AND TASKS OF BOARD AND MANAGEMENT DURING 2022-23

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 2022-23, the board met four (4) times: 9th July 2022, 18th July 2022, 23rd September 2022 and 6th February 2023.

MANAGEMENT: CORE 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 2022 – 31st March 2023

Name	Position on Board	Meetings Attended	Years on Board	Gender	Occupation
Deepak Srinath	Chairman	4	10	Male	Business
Vishal Talreja	Trustee	4	11	Male	Social Worker
Pervin Varma	Trustee	3	8	Female	Consultant
Padmaja Nagarur	Trustee	4	5	Female	Consultant
Ajay Raghavan	Trustee	1	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
- Ajay Raghavan completed his term and stepped down from the Board on 9th July 2022 after serving 4 years as a Trustee of the organisation.

Management: Distribution of staff according to salary levels as of March 31st, 2023

Gross in Salary	Male Staff	Female Staff	Total Staff
< 15,000	0	0	0
15,001 – 25,000	6	9	15
25,001 – 1,00,000	41	37	78
1,00,001 – 1,50,000	4	2	6
1,50,001 - 2,00,000	0	1	1
Above 2,00,000	1	1	2
Total	52	50	102

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 2,15,000, INR 1,55,000, INR 1,34,000 per month
- Remuneration of 3 lowest paid staff members: INR 28,000, INR 25,000 and INR 23,000 per month

International Travel (Sponsored by Dream a Dream)

- Dream a Dream's International travel expense for attending seminars and conferences F.Y. 2022-23 is Rs 14,77,198

FINANCIAL SUMMARY

CONSOLIDATED BALANCE SHEET AS ON 31ST MARCH 2023

Particulars	As On 31/03/2023 Amount (Rs)
Liabilities Corpus Fund	31,85,030
General Fund	3,80,01,681
Restricted Fund	38,66,592
Current Liabilities & Provisions	6,71,861
	4,57,25,164
Assets Fixed Assets	91,82,790
Investments	42,30,515
Current Assets, Loans and Advances	
Cash & Bank Balances	1,96,79,299
Grant Receivable in respect of Restricted Grants	92,69,609
Other Current Assets	33,62,951
	4,57,25,164

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2023

Particulars		Amount (Rs)
Income		
Grants & Donations		10,90,20,488
Interest Income - Savings Bank Account		15,00,459
Interest Income - Fixed Deposit		8,57,940
Other Income		1,40,892
	Total Income (A)	11,15,19,779
Expenditure		
Programme Cost		
Innovation Labs - After School Life Skills Programme (ASLSP), Thriving Schools & Centres		3,87,21,343
Research and Insights Building		1,69,28,889
Narrative Building & Weaving - Collaborations with Think tank Organisations, Universities and Educational Institutions		1,09,46,317
Implementation of Happiness Curriculum in the state of Delhi		95,79,671
Implementation of Life skills curriculum in the states of Telangana and Karnataka		83,70,342
Implementation of Sampoorna Project (Whole Child Development approach) project in the state of Jharkhand		75,03,299
Design & Development of Curriculums		57,67,911
National Partnerships with Nodal Agencies in Education		49,16,900
Impact Assessments - Assessing the social, emotional learnings created by DaD Programme		37,03,992
Implementation of Ananda Pathyacharya in the state of Uttarakhand		32,04,303
Need Assessment Study undertaken in the state of Nagaland		9,78,921
	Sub Total	11,06,21,889
Administration Cost		
Fundraising Expenses		67,77,892
Human Resources & Staff Training		60,92,479
Salaries		59,17,313
Depreciation		25,58,740
Office Rent		22,17,029
Office Repairs and Maintenance		11,50,403
Professional Fees		10,80,121
Computer Repairs and Maintenance		3,65,825
On-line Platforms Maintenance		2,97,399
Telephone & Internet Charges		2,71,816
Travel		2,34,134
Audit Fees		2,00,000
Gratuity		1,52,211
Computer Software		1,45,146
Food & Accommodation Charges		1,35,063

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2023

9 Particulars		Amount (Rs)
Administration Cost contd.,		
Stationery & Materials		1,24,622
Electricity Charges		1,09,025
Bank Charges		91,053
Other Admin. Costs		83,067
Insurance		80,489
Volunteer Allowance		30,000
Rates & Taxes		21,096
	Sub Total	2,81,34,923
	Total Expenditure (B)	13,87,56,811
Surplus/(Deficit) (A - B)		(2,72,37,032)
Surplus/(Deficit) transferred to		
Restricted Fund		(2,51,72,203)
General Fund		(20,64,829)
	Total	(2,72,37,032)

CONSOLIDATED RECEIPTS AND PAYMENT ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2023

Particulars in INR	Amount (Rs)	Amount (Rs)
Opening Balances (A)		6,49,32,146
Cash in Hand	26,168	
Cash at Bank	40,856,293	
Fixed Deposit	24,049,685	
Receipts (B)		11,18,63,142
Grants and Donations	10,90,20,488	
Interest Receipt from Savings Bank Account	15,00,459	
Interest Receipt from Fixed Deposit	9,34,719	
TDS refund received	2,52,440	
Other Receipts	1,55,036	
Total Receipts (A+B)		17,67,95,288
Payments (C)		
Programme Cost		12,43,85,419
Innovation Labs - After School Life Skills Programme (ASLSP), Thriving Schools & Centres	5,00,08,891	
Research and Insights Building	1,70,37,197	
Narrative Building & Weaving - Collaborations with Think tank Organisations, Universities and Educational Institutions	1,15,04,914	
Implementation of Happiness Curriculum in the state of Delhi	95,81,774	
Implementation of Life skills curriculum in the states of Telangana and Karnataka	83,47,113	
Design & Development of Curriculums	76,14,986	
Implementation of Sampoorana Project (Whole Child Development approach) project in the state of Jharkhand	74,95,589	
National Partnerships with Nodal Agencies in Education.	49,18,066	
Impact Assessments - Assessing the social, emotional learnings created by DaD Programme	37,03,992	
Implementation of Ananda Pathyacharya in the state of Uttarakhand	32,02,164	
Need Assessment Study undertaken in the state of Nagaland	9,70,733	
Administration Cost		2,62,35,741
Fundraising Expenses	67,68,192	
Human Resources & Staff Training	61,29,315	
Salaries	59,03,298	
Office Rent	27,39,730	
Professional Fees	11,68,871	
Office Repairs & Maintenance	11,51,049	
Computer Repairs and Maintenance	3,68,623	
On-line Platforms Maintenance	3,14,369	
Telephone & Internet Charges	2,82,816	
Travel	2,29,149	
Audit Fees	1,75,000	
Gratuity	1,52,211	
Computer Software	1,45,146	
Food & Accommodation Charges	1,44,727	

CONSOLIDATED RECEIPTS AND PAYMENT ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2023

Particulars in INR	Amount (Rs)	Amount (Rs)
Administration Cost contd.,		
Stationery & Materials	1,24,622	
Electricity Charges	1,09,025	
Other Admin. Costs	1,00,715	
Bank Charges	91,269	
Insurance	80,489	
Volunteer Allowance	40,000	
Rates & Taxes	17,125	
Other Payments		
Fixed Assets Purchased		22,64,314
Total Payments (C)		15,28,85,474
Closing Balances (D)		
Cash in Hand	36,106	
Cash at Bank	1,96,43,193	
Fixed Deposit	42,30,515	
Total (C+D)		17,67,95,288

**THANK YOU FOR YOUR CONTINUED
SUPPORT. WITH YOUR HELP, WE CAN
TRANSFORM THE EDUCATIONAL
EXPERIENCE OF OVER 130 MILLION
CHILDREN LIVING IN POVERTY IN
INDIA AND ENABLE THEM TO THRIVE.**



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“Given my responsibilities to my family, quitting my job and starting my boutique is a big step for me. My biggest fear is that I would not be able to manage this. But I’m ready to face my fear.”, shares Aishwarya as she charts her own journey of success!



All photos of Aishwarya in this report have been taken by Prasanna H



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