



**DIRECT INTERVENTION  
IMPACT REPORT  
2022-23**



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# Abbreviations

**ASLSP** – *After School Life Skills Programme*

**TCP** – *Thriving Connect Programme*

**TC** – *Thriving Centre*

**LMSP** – *Last Mile Support Programme*

**LSD** – *Life Skills Development*

**LSDP** – *Life Skills Development Programme*

**LSAS** – *Life Skills Assessment Scale*

**LSA** – *Life Skills Assessment*

**Score change** - *End line LSA Score – Baseline LSA Score*

**Improved** - *Overall LSA Score Change is above 0*

**Did not improve** - *Overall LSA Score Change is less than 0*

**Maintained** – *Overall LSA Score change is 0. The scores remained the same before and after the programme*

**Above norms** – *Baseline/End line Scores of the participants is  $\geq 2.5$*

**Below norms** – *Baseline/End line Scores of participants is  $< 2.5$*

**Retention** – *Sum of participants completed the programme/Total no. of participants enrolled in the programme*

**Average attendance** – *Sum of attendance percentages of all participants enrolled/Total no. of participants enrolled in the programme*

**Standard deviation** - *is a measure used to quantify the amount of variation of a set of data values. When the change in scores of the participant is  $\geq .75$ , it is equal to 1 Standard Deviation*

**Significant change** - *Participants whose scores change by 1 Standard Deviation ( $\geq .75$ ) it is a significant change*

**Meaningfully engaged** - *To make meaningful career choices and decisions in life*

# FOREWORD



**Suchetha Bhat**

CEO

A handwritten signature in black ink that reads "Suchetha". The signature is written in a cursive, flowing style with a long horizontal line extending from the end of the word.

\_\_\_\_\_ The ongoing worldwide conflicts and the visible effects of climate change are affecting young people globally. It is now more critical than ever to ensure every child has the skills to be resilient, responsible and happy, to face an increasingly challenging future, while also building empathetic support structures and breaking down the systemic barriers that stop them from reaching their potential. At Dream a Dream, we believe that we can intentionally design programmes to ensure the thriving of young people.

Here, you will read the stories of Lavanya and Dhanush, young people from our programmes, who found success by pursuing their passions and have carved their own unique thriving journeys. There are innumerable young people growing up with adversity who are full of strengths and capabilities, which cannot be measured on narrow traditional indicators of success. Are we ready to listen and expand our definitions of success to embrace the millions who are left out?

This report shows the impact of our unique life skills methodology on young people. 75% of the young people enrolled in the After School Life Skills Programme and 90.1% of the young people from the Thriving Centre Programme showed an improvement in their life skills scores. While we are committed to ensure that young people have the life skills to overcome adversity and prepare for an uncertain future, we are also committed to doing our best to dismantle the intersectional and deeply entrenched discrimination that marginalised children face. Recognising the need to reflect on cultural context while shaping student evaluations, we

are working with educators, evaluators and learners across states, to co-create evaluations that authentically reflect the diversity of human experiences.

Our journey to reimagine the purpose of education would not have been possible without all our supporters and donors, who have walked this journey with us to ensure every young person thrives. We are forever indebted to them. With hopes for a peaceful, equitable and inclusive future, we look forward to continuing this journey with each one of you.

# Acknowledgements

————— This impact report needed a great deal of time, effort and dedication and it would not have been possible without the help of numerous people and teams. As a result, we would like to express our profound gratitude to everyone.

First, we would like to thank our co-founder, Vishal Talreja, for his encouragement, prompt assistance, and guidance throughout the creation of our impact report.

We also thank Pavithra K L (Associate Director), Chandrashekar S, Vijay Kumar, Mahendra B, Sheetal Lydia Prasad, A R Shwetha and every other team member from Innovation Lab who has provided their valuable contribution in the production of this report. Without their knowledge and experience, the report would have been incomplete in terms of the quality of its outcomes.

We would also like to acknowledge Varsha Pillai (Associate Director), Suchitha Balasubramanian, Saba Ahmad and Manisha Raghunath from the Narrative Building team for editing and designing the report. Special thanks to Shrikantha A (Associate Director, Operations) for financial and logistical support and for providing necessary guidance concerning programme implementation.

We are grateful and fortunate to have received constant

encouragement, support and guidance from our partner schools, donors, facilitators, teachers and parents who assisted us in completing this report successfully. Also, we would like to extend our sincere gratitude to all young people for their cooperation and active participation in all programmes.

Special thanks to Annie Jacob, Ravichandra K and Sreehari Ravindranath (Director), from the Research and Impact team, who worked tirelessly to support the production of the report.

# Executive Summary

————— Dream a Dream empowers young people from vulnerable backgrounds who experience extreme adversity using a life skills approach. Adversity affects young people's ability to engage with the world, make healthy life choices and be successful. The programmes at Dream a Dream engage young people through innovative and experiential methods that allow them to explore and build life skills while overcoming adversity. The programmes enable them to enhance their growth, develop agency and thrive.

This report represents the impact evaluation of the life skills approach implemented in two programmes of Dream a Dream for the year 2022–23. This report provides the best practices and innovations and provides inputs and insights for national and international level policies and programmes in life skills education.

Dream a Dream works through two key programmes, After School Life Skills Programme (ASLSP) and the Thriving Centre Programme (TCP), which directly impact young people. In ASLSP and TCP, we use a creative life skills approach where young people can make better choices and become more meaningfully engaged. Over the last two decades, Dream a Dream has worked with over 10,000 students every year, imparting essential life skills to children to overcome adversity and thrive. The After School Life Skills Programme (ASLSP) is particularly designed to develop critical life skills in

young people in the age group 9-14, while the Thriving Centre Programme (TCP) equips 15–23-year-olds with information and skills to make a healthy transition to adulthood and career opportunities.

Major findings of the impact evaluation include:

- Young people at ASLSP and TCP showed an improvement in life skills of 93.9% and 99.5%, respectively.
- The improvement in life skills scores was statistically significant (ASLSP-75%, TCP-90.1%) for ASLSP and TCP.
- Male and female participants (ASLSP and TCP) improved in each of the five life skills measured.
- Young people from all age groups enhanced their skills by the end of ASLSP and TCP.
- 95% of the young people were meaningfully engaged through the Last Mile Support Programme.

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

# OUR APPROACH

Shift mindsets about the purpose of education to

# Thriving



## SYSTEMS DEMONSTRATION

works towards transforming public education systems in partnership with governments through **levers of change such as curriculum, pedagogies, teacher training, assessments, etc**



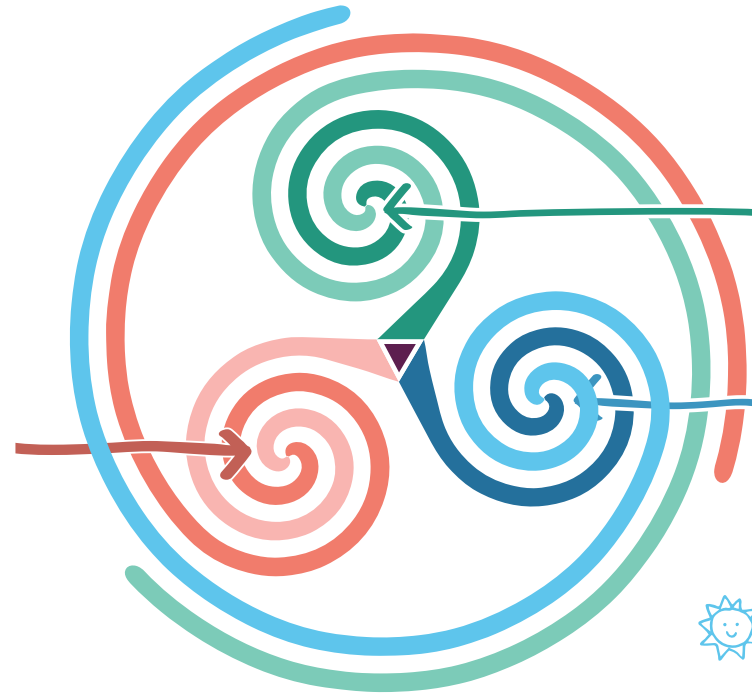
## DIRECT IMPACT

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



## 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**





# Life skills are abilities for adaptive and positive behavior that enable young people to deal effectively with the demands and challenges of everyday life.

1995, World Health Organisation

## The Urgency of Life Skills

\_\_\_\_\_ Young people from vulnerable backgrounds come from various experiences of adversity. Adversity affects their ability to engage with the world, make healthy life choices and their ability to thrive in the fast-moving world.

At Dream a Dream, we believe that 21st century skills provide an excellent opportunity for young people from vulnerable backgrounds. Young people are able to adapt to this new, fast-changing world through life skills and thus achieve positive outcomes in life.



# Our Programmes:

## After School Life Skills Programme

Young People - 9-14 years old  
Partner Schools - 20  
Young People who completed the programme - 3691

## Thriving Centre Programme

Young People - 15- 23 years old  
Young People who benefitted from the programme - 3643

### Learning and Outcomes of the Programme

#### After School Life Skills Development Programme

- Positive change in participants' average scores - 93.9%
- Participants above norms ( $\geq 2.5$  points) by the end of the programme - 93.1%
- Participants improved their skills significantly (by at least 1 standard deviation  $\geq .75$ ) - 75%
- 78.8% of participants improved in each of the 5 life skills

#### Thriving Centre Programme

- Positive change in participants' average scores - 99.5%
- Participants above norms ( $\geq 2.5$  points) by the end of the programme - 75.6%
- Participants improved their skills significantly (by at least 1 standard deviation  $\geq .75$ ) - 90.1%
- 91.7% participants improved in each of the life skills

# Our Methodology

## Our Evaluation Approach

We measure impact in ways that put the child at the centre. We believe that every child has the potential to overcome adversity and develop life skills through the innovative and non-traditional approaches followed at our innovation labs. The change in behaviour and the development of life skills in young people through our programmes are measured using a combination of methods (qualitative and quantitative) and techniques.

## How do we measure impact?

The impact of Dream a Dream's programmes is measured using the Life Skills Assessment Scale (LSAS). The LSAS, developed by Dream a Dream, is the first of its kind, peer-reviewed, standardised and published impact measurement tool in the world to measure improvement in life skills amongst disadvantaged children. The scale measures the life skills of young people enrolled in the programme at two time periods; that is, at the beginning (baseline) and end (endline) of the life skills programme. The assessment is based on the facilitator's observation of changes in behaviour and life skills development of the young people during the After School Life Skills Programme and Thriving Centre Programme sessions, both inside and outside the classroom.

- **Interacting with Others:** The ability to communicate with others. This could be an individual person, a small group, a large group, with teachers, or with the opposite sex. It involves the ability to interact in an effective, respectful, sensitive manner.
- **Overcoming difficulties and solving problems:** The ability to acknowledge that there is a difficulty and actively seek ways to overcome or solve it through various means, such as asking for help or taking some action. This includes the person's ability to overcome difficulties, face obstacles, ask for help appropriately, and solve problems successfully.
- **Taking Initiative:** The ability to come forward and do things independently, whether it is to pursue one's own interests or to further the interests of others. This includes behaviours such as sharing ideas, taking the lead, encouraging others, raising one's hand, coming forward to help the facilitator with a task, or staying back after the session to help clean up.
- **Managing Conflict:** The ability to be aware of internal and external conflicts while managing them in an effective and appropriate manner. This includes being assertive, resolving disagreements appropriately, not using violence or foul language.
- **Understanding and following instructions:** The ability to comprehend and respond appropriately to instructions. This includes complying with instructions and asking for clarification when needed.

## Data interpretation

The following assessment options for the 5 life skills in LSAS (does not yet do, does with a lot of help, does with some help, does with little help, and does independently) have been converted to scores from 1 through 5, respectively. These scores were then averaged for all skills and by each of the life skills to gauge the extent of improvement. Inferences drawn from the numbers are in accordance with the norms arrived at in the development of the LSAS scale along with the Standard Deviation (SD) for each skill: The "normative score of 2.5 with a SD of 0.75" is considered a significant change in the average of all 5 life skills<sup>12</sup>.

<sup>1</sup> Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). *The Life Skills Assessment Scale: Norms for young people aged 17–19 and 20–22 years. An International Journal of Social Behavior and Personality*, 48(4), e8938)

<sup>2</sup> [https://www.changemakers.com/sites/default/files/competition\\_entry\\_form\\_files/3518\\_lsas\\_sbp\\_journal\\_march\\_2014.pdf](https://www.changemakers.com/sites/default/files/competition_entry_form_files/3518_lsas_sbp_journal_march_2014.pdf)

# 01 After School Life Skills Programme (ASLSP)

————— The ASLSP is an innovation lab where new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework for re-imagining learning for young people. The ASLSP uses the medium of sports and the arts to engage and develop critical life skills. The beneficiaries of this programme are between 9 and 14 years of age and come from 20 partner schools in Bangalore. The learning opportunities provided are broadly divided under two heads: life skills through the arts and life skills through sports (football). The programmes engage young people who have faced adversity through innovative, experiential methods. It provides non-traditional educational opportunities designed to allow young people to explore, innovate and build important life skills.

These include:

- Interpersonal skills such as teamwork, communication, negotiation and coping skills.
- Decision-making, problem solving and critical thinking skills.
- Creativity, confidence, self-awareness and a passion for learning.

The young people make a choice to join the ASLSP and choose either an art-based or sports-based medium. The children are then divided into batches of 20-30 participants per batch and each batch receives about 25 sessions during the school year. The 25 sessions are divided into structured and unstructured sessions. The structured sessions are taken from the curriculum and have a focused life skills theme and the unstructured sessions give freedom to the facilitators to design their own sessions within the context of the groups they are working with. From the upcoming year, 5 of our partner schools will be transitioning into Thriving Schools Model, an in-school learning space aimed at changing the definition of success, to create a mindset shift in the education system, towards promoting thriving as the purpose of education.

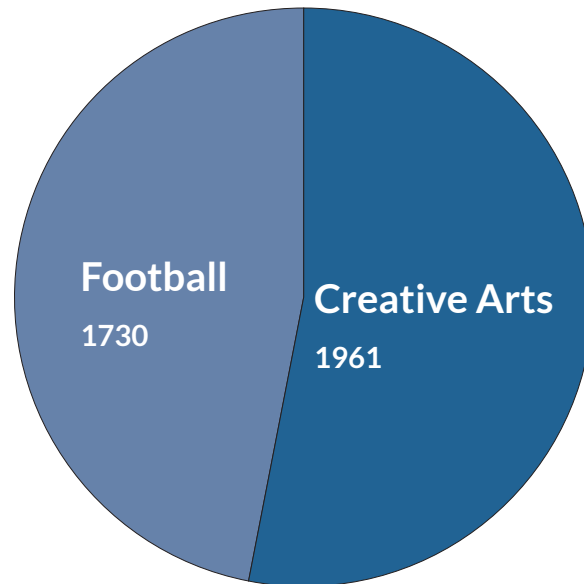




# After School Life Skills Programme (ASLSP) Framework

Goals			
<ul style="list-style-type: none"> <li>To engage and develop critical life skills in young people to thrive in 21st century</li> <li>To facilitate transition of ASLSP schools into Thriving School Model</li> <li>To amplify the voices of young people and their ecosystem</li> </ul>			
Programmes	Expected Programme Output	Output Achieved	Outcomes Achieved
Life Skills Development Programme	Empower 3500 young people with life skills <ul style="list-style-type: none"> <li>To interact with others</li> <li>To manage conflict</li> <li>To take initiative</li> <li>To overcome difficulties and solve problems</li> <li>To understand and follow instructions</li> </ul> Empower young people in life skills experiential activities	<ul style="list-style-type: none"> <li>3743 were engaged in Creative Arts and Football programmes and 3691 of them completed the programme</li> <li>Mentoring support was provided to 21 young people</li> <li>2 Dream experiential residential camps were conducted</li> </ul>	<ul style="list-style-type: none"> <li>93.9% participants showed a positive change in average scores</li> <li>93.1% participants were above norms (<math>\geq 2.5</math> points) by the end of the programme</li> <li>75% of the participants improved their skills significantly (by at least 1 standard deviation <math>\geq .75</math>)</li> <li>78.8% of participants improved in each of the 5 life skills</li> <li>Interventions to support holistic development of the young people created</li> </ul>
Amplifying the voices of young people and their eco system	Invest in building narratives to reimagine the purpose of education	<ul style="list-style-type: none"> <li>Published 4 Articles/blogs</li> <li>52 young people were part of 4 National conversations during the year</li> <li>1016 young people participated in the Graduation Day event</li> </ul>	<ul style="list-style-type: none"> <li>1068 young people were provided various platforms with equitable opportunities to participate in collaborative spaces</li> </ul>
Transition of ASLSP schools to Thriving Schools	Facilitate dialogue and pathways for smooth transition of 20 partner schools to Thriving Schools	<ul style="list-style-type: none"> <li>Identified 5 partner schools willing to transition into Thriving Schools Programme</li> <li>Carried out 1 learning visit with school leadership</li> <li>Developed 1 framework draft document to define the Thriving Schools Programme</li> </ul>	<ul style="list-style-type: none"> <li>5 partner schools comprehended and aligned to the idea of Thriving schools and willing to transition into the Thriving Schools Model as the next course of action</li> </ul>

## Programme-wise Distribution of Participants 2022-23



Total Participants

**3691**

Average Attendance

**88.9%**

Retention Rate

**98.6%**

Partner Schools

**20**

Facilitators

**28**

Change in average retention

2021-22: **96%**

2022-23: **98.6%**



**1876**



**1815**

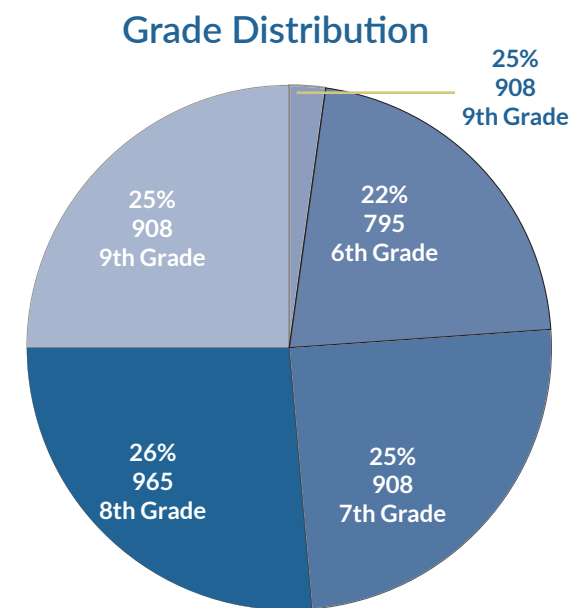
participants enrolled in the After School Life Skills Programme

## Impact Analysis: Life Skills Assessments 2022-23

The Life Skills assessment analysis was conducted in 20 Partners' Schools under the ASLSP. The Life Skills assessment data was collected from 3661 participants of which 1802 were male and 1859 were female. They were in the age group of 9-18 years and between the Grades 5 and 9..

Gender	Number	Percentage	Age	Number	Percentage
Male	1802	49	9-11 years	958	26
Female	1859	51	12-14 years	2490	68
			15 - 16 years	200	6
			17 years and above	13	0

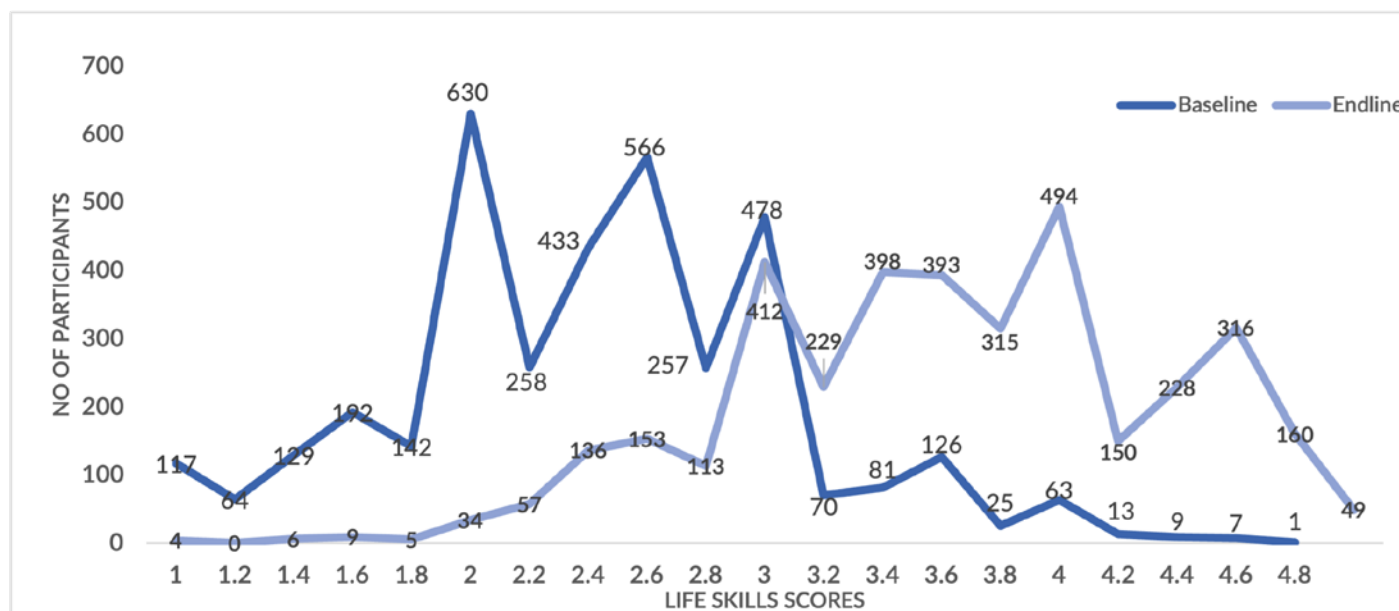
The above table shows the equal participation of male and female participants. The programme has young people in the age group of 9-17 years. About 26% of the participants are in the age group of 9-11 years, while 68% of the participants are between 12-14 years of age.





## Life Skills Scores of the Participants

93.9% of the participants showed a positive improvement in life skills.



The below table also gives us details of the participants scores and their improvement from baseline to end line:

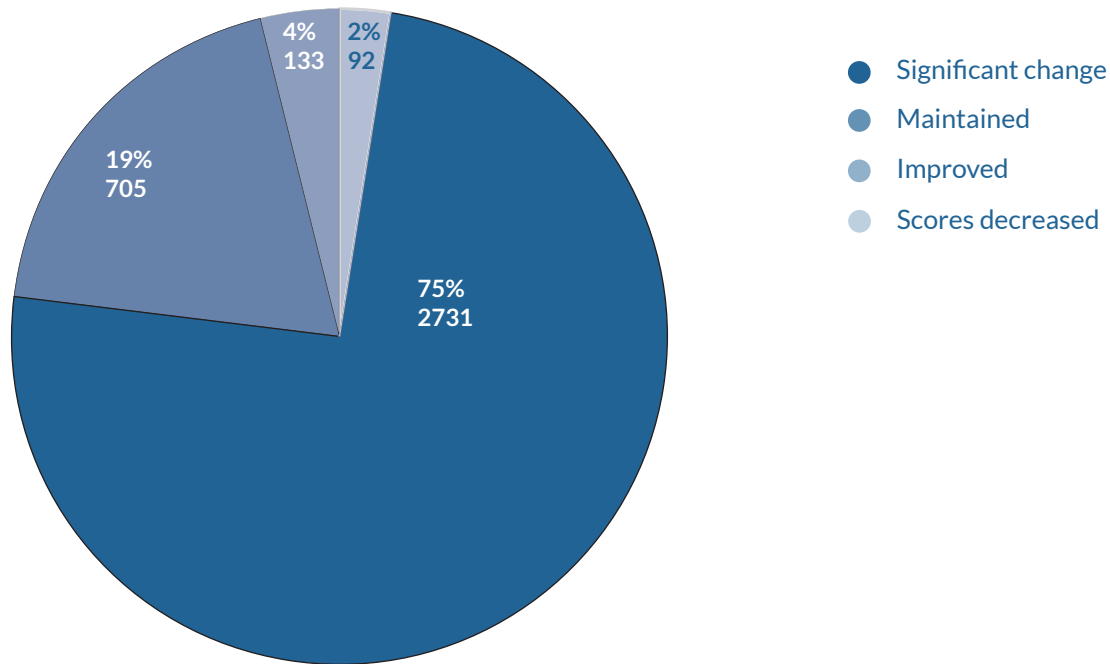
The analysis showed:

- The results of the study showed that majority of the participants required lot of help or some help to demonstrate life skills in the beginning of the programme
- The analysis show majority (93.9%) of the participants improved their life skills by the end of the programme that is they demonstrated life skills with little help or independently
- Participants showed higher improvement in Understanding and following instructions.

Life Skill	Baseline	Endline	Improvement
Interacting with others	2.6	3.8	1.2
Overcoming difficulties and solving problems	2.2	3.4	1.2
Taking initiative	2.5	3.7	1.2
Managing conflict	2.2	3.3	1.1
Understanding and following instructions	2.6	3.9	1.3
Average Score	2.4	3.6	1.2

## Overall Significant Change in Life Skills Scores of Participants

75% of the participants improved their skills significantly

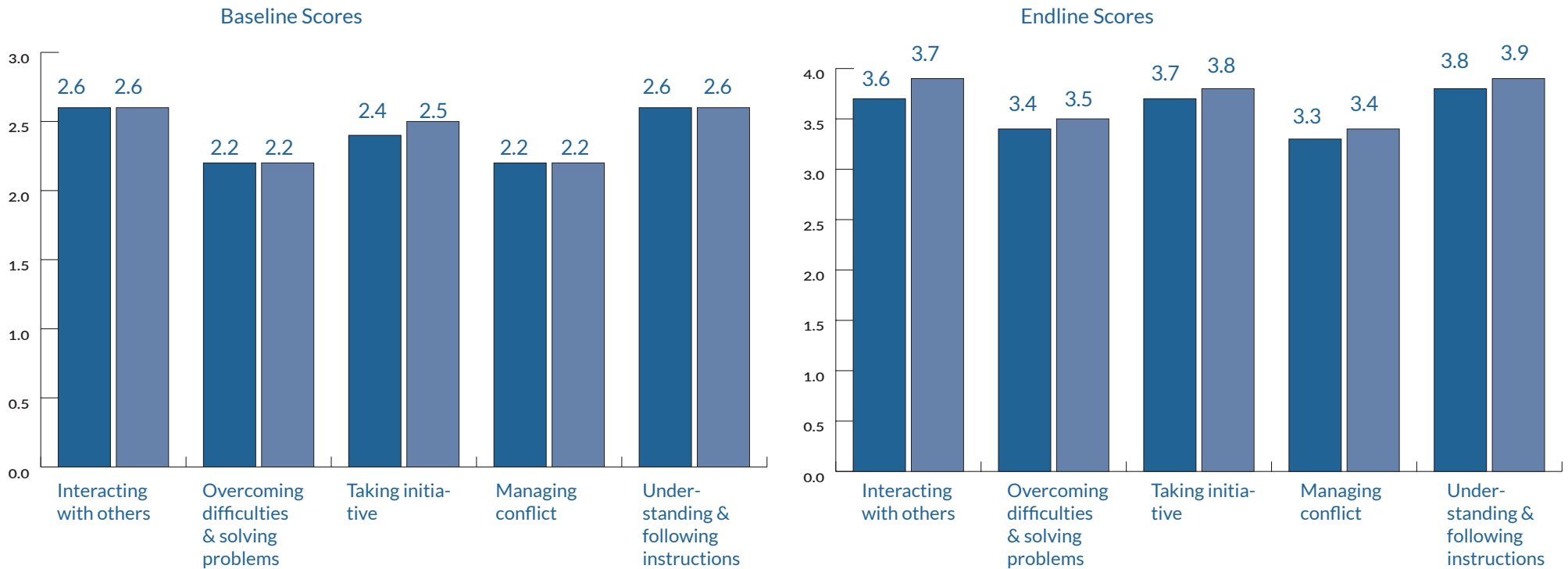


The analysis showed:

- The results showed majority of the participants (75%) improved their skills significantly (at least by one standard deviation  $\geq .75$  points)
- In the beginning of the programme 53.7% of the participants had scores below the set standard norms (LSAS norms of  $< 2.5$  points)
- 93.1% participants improved to above norms by the end of the programme.
- A higher number of female participants (76.3%) improved their skills significantly when compared to the male participants (72.8%).

## Life Skills Improvement in Participants based on Gender

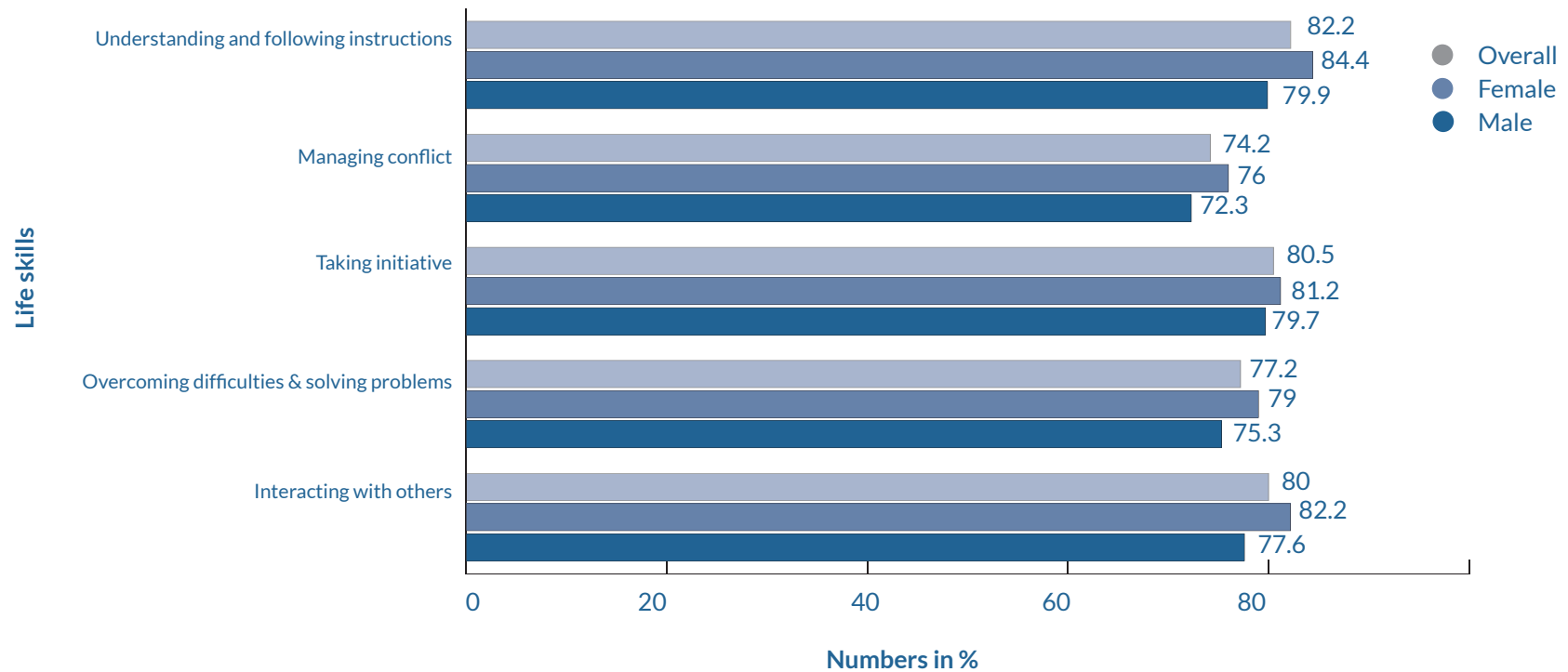
● Male  
● Female



### Key Findings:

- The above graphs show the life skills scores of male and female participants. All participants had norms above norms ( $\geq 2.5$  points) by the end of the programme
- Higher number of female participants (93.8%) had scores above norms when compared to male participants (92.5%)
- Both male and female participants had scores below norms for managing conflicts and overcoming difficulties at baseline.

## Participants Showing Improvement in Each Life Skill



The graph above shows the overall average scores in each of the 5 life skills:

- Female participants had a higher improvement in all four life skills, such as understanding and following instructions, managing conflict, overcoming difficulties, and interacting with others when compared to male participants
- The participants showed an improvement of 74.2% in all five life skills
- Female participants had a higher improvement( 76.0%) in all five life skills assessed

## Story of Change

\_\_\_\_\_ Lavanya is a 13-year-old girl studying in 8th standard at Shubodini English High School, Bangalore. She comes from a family of 4 members; her father works as a packer in a chemical factory, her mother is an employee in a garment manufacturing factory, and her younger sibling is just starting kindergarten.

Lavanya enrolled in Dream a Dream's After School Life Skills Development Programme two years ago. She was interested in the arts and hence joined the Creative Arts Programme. During the first few days of the session, her facilitator remembers Lavanya to be a reserved girl who would talk to only one friend with whom she was close. She would not attempt to interact with other session mates and ignore the invitation from others to speak and socialize. She would not respond to the facilitator when asked questions or be oblivious to the session happenings.

As days passed, Lavanya slowly started engaging in these sessions and explored various art forms. She liked mandala art, Madhubani painting, portrait creation, etc. The facilitator introduced the YES and NO activity on a particular day, where she was encouraged to create a poem. This was the day of revelation for Lavanya. She wrote a poem and was surprised at her talent for writing poetry. This day changed her as a person.

Lavanya began writing more and more poems, drawing inspiration from words published in newspapers

and her old textbooks. Once, she recited a poem to her class teacher, who appreciated her for reciting a verse from their textbook. The teacher was awestruck when she learned that Lavanya had written the poem. Lavanya gained recognition from teachers and classmates, which she enjoyed and was proud of.

Recognising this talent of hers also changed her personality. She began enjoying her interactions with her session mates and classmates. She started making more friends in school and began responding well to the Programme and the facilitator during the sessions. The Programme and the poem writing made her empathetic and compassionate. Amongst the many poems she wrote, she says she is proud of three poems - 'Once in the nature,' 'My Dream,' and 'I Wonder' (which is her personal favourite).

Lavanya is currently selected to participate in a project named 'Room to Dream.' This project aims to connect children in UK secondary schools, hospital schools, and bereavement groups facing loss due to conflict, war, death, or illness with their peers in other parts of the world. Her poem has been chosen to be part of an exchange poetry session with a young person with a terminal illness.

Lavanya shares, "I always thought I had a liking towards songs and poetry. Being a part of Creative Arts sessions brought out the talent in me. I identified a strength in me, which is appreciated by my parents,

teachers, and friends. My father was not even aware of my writing poems. He was pleasantly surprised and encouraged me to write more. This makes me very happy. I have also explored many art forms which I otherwise could not have. I hope Dream a Dream will encourage many young people like me to learn more and recognize their talents."

## 02 Thriving Centre Programme (TCP)

\_\_\_\_\_ The Thriving Centre Programme (TCP) is an innovation lab that equips 15 to 23 year olds with information, skills and access to opportunities to make a healthy transition to adulthood.

The TCP is established as a centre-based model. It is a learning and technology space for young people in the 15–23 age category to engage in learning and develop critical life skills. The programme has two centres where programmes in Computer Education, Skill Development, Spoken English and Workplace Readiness are integrated with a high-impact life skills approach that develops the resilience, confidence and adaptability of young people to respond to the fast-changing pace of the world around them. The Thriving Centre Programme is divided into 3 sub-programmes: Life Skills Development, Skill Development and Last Mile Support.

The Life Skill Development Programme (LSD) engages young people in enhancing their computer literacy and English-speaking skills. The programme uses computer literacy and spoken English as a medium to develop life skills in young people. The life skills development at the Thriving Centre is a 25-day programme (2 hours every day), which consists of modules dedicated to either computer literacy or spoken English, with eight sessions dedicated to life skills development. The programme is experiential, integrating life skills approaches and technological solutions to deepen learning.





# Thriving Centre Programme (TCP) Framework

Goals			
<ul style="list-style-type: none"> <li>Engage 3500 young people in the Thriving Centre Programme to develop critical life skills and other vocational skills to thrive in the 21st century</li> <li>To provide Last Mile Support to the young people in the Thriving Centre Programme</li> <li>To amplify the voices of young people and their ecosystem</li> </ul>			
Programmes	Expected Programme Output	Output Achieved	Outcomes Achieved
Life Skills Development Programme	Empower 1800 young people with life skills <ul style="list-style-type: none"> <li>To interact with others</li> <li>Manage conflict</li> <li>Take initiative</li> <li>Overcome difficulties and solve problems</li> <li>Understand and follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>1981 young people were engaged in the programme and 1856 of them completed the programme</li> </ul>	<ul style="list-style-type: none"> <li>99.5% of the participants showed positive change in average scores</li> <li>75.6% of participants were above norms (<math>\geq 2.5</math> points) by the end of the programme</li> <li>90.1% of participants improved their skills significantly (by at least 1 standard deviation <math>\geq .75</math>)</li> <li>91.7% participants improved in each of the life skills</li> </ul>
Last Mile Support Programme	Empower and enable young people to make meaningful choices through the long-term services such as <ul style="list-style-type: none"> <li>Mentoring</li> <li>Placements</li> <li>Scholarships</li> <li>Entrepreneurial support</li> </ul>	<ul style="list-style-type: none"> <li>81 young people provided with Mentoring support</li> <li>250 placements facilitated</li> <li>Supported 100 young budding entrepreneurs</li> <li>315 young people provided with scholarship support</li> </ul>	<ul style="list-style-type: none"> <li>746 young people benefitted from the last mile support for a smooth transition into successful careers</li> </ul>
Amplifying the voices of young people	Invest in building narratives to reimagine the purpose of education	<ul style="list-style-type: none"> <li>Published 4 Articles/blogs</li> <li>115 young people were part of 2 National conversations during the year</li> <li>36 young people were part of 5 International conversations during the year</li> <li>146 young people participated in the Celebrating You event</li> </ul>	<ul style="list-style-type: none"> <li>297 young people were provided various platforms with equitable opportunities to participate in collaborative spaces</li> </ul>



## Programme Impact 2022-23

### Life Skills Development Programme

*Young People completed*

**1856**

*Average Attendance*

**87.1%**

*Retention Rate*

**93.7%**

### Skill Development Programme

*Young People completed*

**1020**

*Average Attendance*

**86.1%**

*Retention Rate*

**90%**

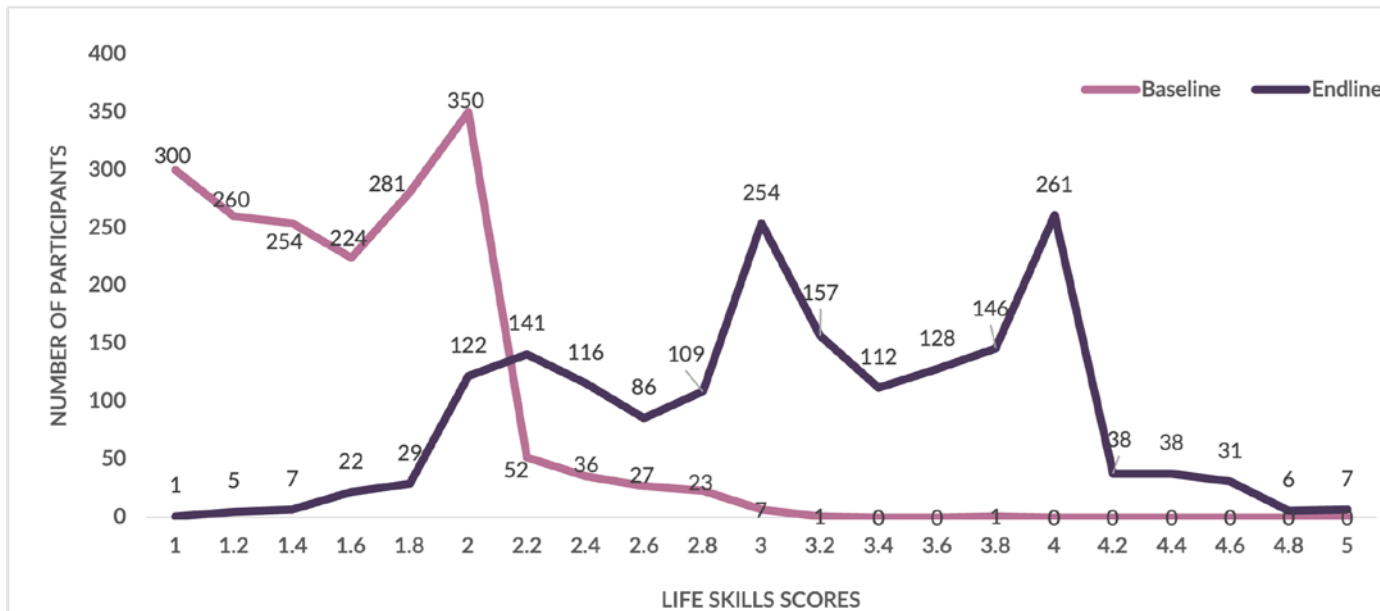
## Life Skills Assessment Analysis (2022-23)

The Life Skills Assessment Analysis presents data sets of young people who completed the Thriving Centre Programme. Data of 1816 young people who completed the Life Skills Development Programme were analysed. There were 791 male and 1025 female participants in the age group of 13 to 25 years. The data collected is summarised in the graphs and tables below.

Gender	Number	Percentage	Age	Number	Percentage
Male	791	44	13-16 years	455	25
Female	1025	56	17-20 years	1150	63
			21-24 years	199	11
			25 years and above	12	1

## Life Skills Improvement

99.5% of the participants showed a positive change in life skills



The below table also gives us details of the participants scores and their improvement from baseline to end line:

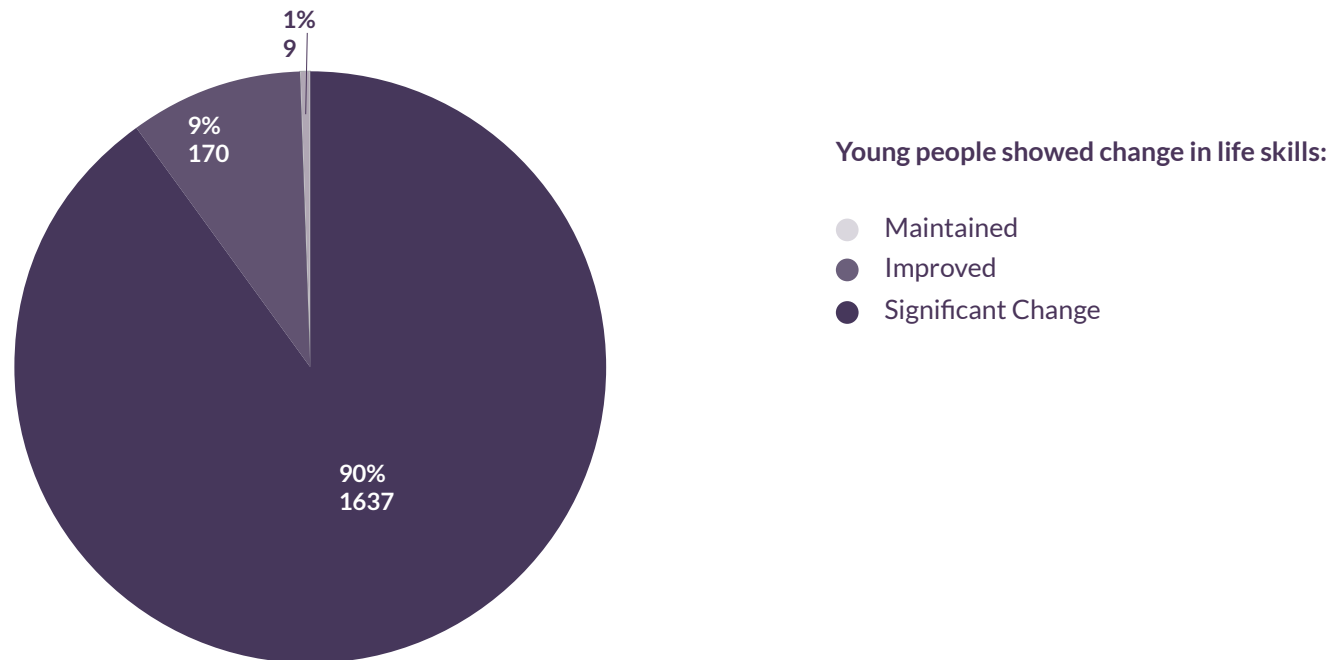
The analysis showed:

- The results of the study showed that a majority of the participants required a lot of help or some help to demonstrate life skills in the beginning of the programme. Through the life skills intervention participants demonstrated life skills independently or with very little help by the end of the programme
- The analysis show majority (99.5%) of the participants improved their life skills by the end of the programme
- Participants showed higher improvement in Understanding following instructions and Taking initiative

Life Skill	Baseline	Endline	Improvement
Interacting with others	1.4	2.9	1.5
Overcoming difficulties and solving problems	1.5	3.07	1.5
Taking initiative	1.7	3.3	1.6
Managing conflict	1.4	2.8	1.4
Understanding and following instructions	1.97	3.6	1.7
Average Score	1.6	3.1	1.5

## Overall Significant Change in Life Skills

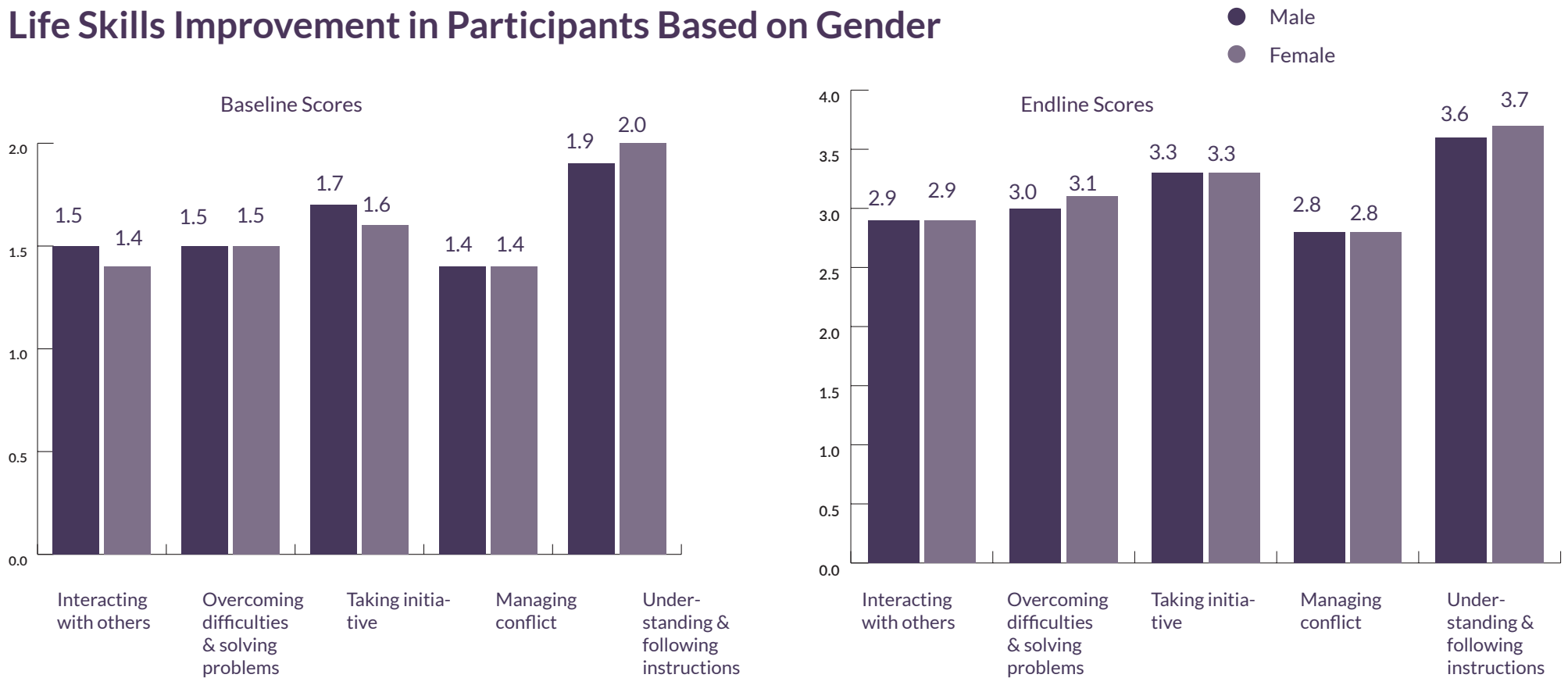
90.1% of the participants improved their skills significantly



The analysis showed:

- The results showed majority of the participants (90.1%) improved their skills significantly (at least by one standard deviation  $\geq .75$  points)
- 75.6% participants improved to above norms by the end of the programme.
- A higher number of female participants (91.3%) improved their skills significantly when compared to the male participants (88.6%)

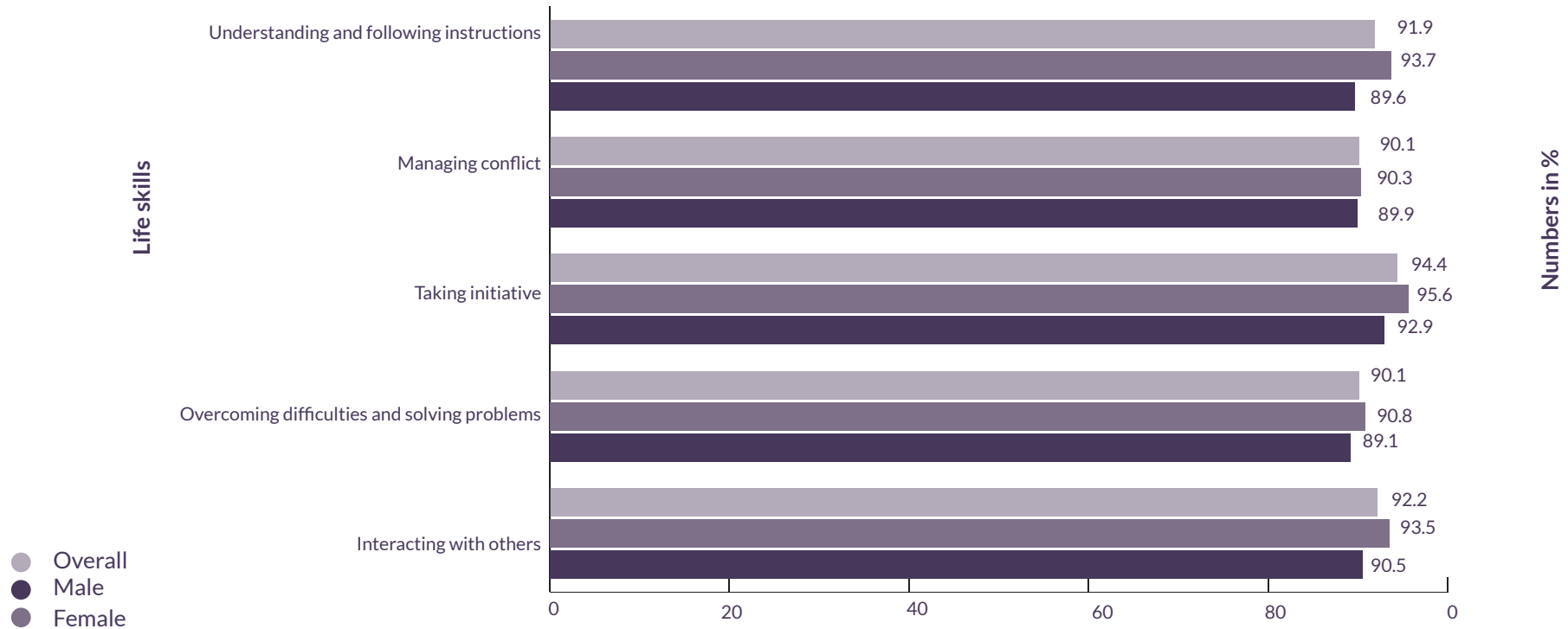
## Life Skills Improvement in Participants Based on Gender



### Key Findings:

- The above graphs show the life skills scores of male and female participants. All participants had norms above norms ( $\geq 2.5$  points) by the end of the programme
- Both male and female participants have an average baseline score below the norm on each of the skills ( $< 2.5$  points) and had scores above norms ( $\geq 2.5$  points) in all five skills by the end of the programme.
- At the end of the programme, female and male participants show equal improvement in each of the life skills
- Female and male participants had high scores in understanding and following instructions followed by taking initiative skills

## Participants Showing Improvement in Each Life Skill



The graph above shows the overall average scores in each of the 5 life skills:

- Female participants had a higher improvement in understanding and following instructions (93.7%) when compared to male participants in understanding and following instructions (89.6%)
- The participants showed an improvement of 90.1% in all five life skills
- Female participants had a higher improvement (90.3%) in all five life skills assessed

## Last Mile Support Programme (LMSP)

The Last Mile Support Programme (LMSP) aims at ensuring that young people receive the necessary support and services to make a smooth transition into successful careers. The young people who have completed the life skills development programme enroll in the LMSP, which successfully tracks every young person so that they are meaningfully engaged in life. During this process of tracking, the LMSP provides scholarships, employment, skill development training, and mentoring opportunities to young people in the age group of 16 to 23 years for meaningful engagement in life.

LMSP provides mentoring support by connecting volunteer mentors to young people. This helps the young people get mentoring from experienced mentors who can share their experience and guide them. LMSP also ensures that young people continue their education, enroll in a vocational training programme, take up potential career opportunities that are available, or are placed in jobs through the tracking process. The LMSP team tracks young people until they reach 25 years of age so that they are meaningfully engaged with life and are achieving career milestones. 95 % of nearly 7056 young people actively tracked during the year (since 2011) are meaningfully engaged with life and achieving career outcomes. For struggling young people, LMSP offers additional assistance in the form of counselling, additional skilling programs, access to employment opportunities, and a safe space to learn and thrive.



### Overall Tracking Status of LMSP Participants (2022-23)

- 6711 young people were actively tracked in the LMSP till August 2022 after which the team was involved in improving the quality of historical data recorded till date. The remaining data will be tracked during the year 2023-24/
- 95% young people meaningfully engaged

## Story of Change

\_\_\_\_\_ Dhanush was in 4th standard when he began working part-time to support his mother. He would distribute newspapers and water cans to the nearby houses. This journey of Dhanush, being a support to his mother, continues to this day. His uncle decided to support them in their challenging times and brought the three of them to live with his family. Dhanush continued to pursue his education with support from his mother's income and some part-time jobs. He was in 10th class when he got introduced to Dream a Dream. Dhanush studied in Government School, Begur. One day he saw a pamphlet that spoke of Dream a Dream and the details of various skills that would be taught free of cost. He walked up to the center and enrolled in the Basic Computer Course. He has been a part of Dream a Dream programmes for five years. He has also completed his Skill Development course in Tally at the centre.

Three years ago, while playing cricket, Dhanush came across an older friend who was in the profession of men's hair styling. He was impressed and inspired by

this profession. He wanted to try a hand at this since he admired the recognition and praise his friend received from the customers after a successful hair styling session. He realised that the recognition and satisfaction of customers could give him contentment and happiness. He would work in this friend's salon whenever he could find some time.

This was around the same time that Dream a Dream supported Dhanush in pursuing this passion along with his regular formal education. He applied for the Fund My Learning Scholarship and was selected. He undertook a course in being a hairstylist at a spa called Thrill in Bangalore. He got the support of Rs 20,000/- from this scholarship. The 2-month course helped him gain skills in this field. He applied a second time for a course called 'color playing.' He received the support of Rs 18,000/- for the same. All the skills learned led Dhanush to start his salon, which was his dream. The scholarship support lessened his financial burden, which gave him a sense of relief. He was motivated to pursue many more courses that could shape his passion.

The salon did very well for three months and received much support from his family, friends and Dream a Dream staff. Unfortunately, COVID hit around the same time, and he had to give up the salon. He was shattered. But his grit only grew stronger. He gives credit to Dream a Dream staff for this as well. He says, "It was because I was encouraged and asked to come out of my past and only think about the future that I was able to overcome failure. My facilitator would send me inspiring videos of people who succeeded despite failure. Seeing others overcome failure gave me the courage to overcome mine. I also believed that everything happened for a reason and good was yet to come."

Dhanush did not give up hope. Learning life skills pushed him to see the good in things and built hope in him for a better tomorrow. He is pursuing his 2nd Year B. Com degree and working at his friend's salon after college hours. He returns from college by 3.30 PM and works in the salon until 10 PM. He makes sure to study after these hours or early morning hours. This way, he can earn an average of Rs 6,000/- to Rs 7,000/- per



month, sufficient to support himself and not depend on his mother. He dreams of restarting his salon again.

The adversity with which Dhanush grew up is what inspired and pushed him to be where he is today. The life skills he gained through the sessions in Dream a Dream gave him the courage to take risks and face and overcome failure. It made him better at communication, which helped him maintain a good rapport with his customers. Dhanush is an excellent example of how life skills can help shape someone's present and future.

# Conclusion and Way Forward

The results of the study showed that the life skills interventions - After School Life Skills Programme (ASLSP) and Thriving Centre Programme (TCP) had a positive impact on the young people.

The Life Skills Assessment Scale (LSAS) administered to young people at the ASLSP and the TCP showed an improvement in all five life skills measured, such as interaction with others, overcoming difficulties and solving problems, managing conflict, taking initiative, and understanding and following instructions. 93.9% of the young people who attended the ASLSP improved their skills, while 75% showed significant change in their skills. Similarly, 99.5% of the young people from LSD showed an improvement in their life skills scores, of which 90.1% of the young people improved their skills significantly.

The improvement in life skills enabled young people to pursue skill development opportunities and make use of Last Mile Support services at the Thriving Centre (TC). The success of these programmes is documented in the report through the stories of young people. The report also documents the gender differential among young people enrolled in the After School Life Skills Programme and the Thriving Centre Programme. Female participants showed a higher improvement in life skills at ASLSP, while there was an equal improvement in skills among male and female participants who attended the LSD programme.

The results of the study emphasize the need for life skills intervention for all young people, especially those coming from

disadvantaged backgrounds, to succeed at school and later in life.

The programme further intends to continue developing life skills and assess their social emotional wellbeing, which will inform the programme to plan better interventions.

Thriving is not about the child alone, critically it is also about how the system defines success and changing narratives around it. This recognition is leading us to the next evolution in our journey; moving from equipping children with life skills to promoting thriving as the purpose of education through Thriving Schools. 5 of our ASLSP partner schools will be transitioning into the Thriving Schools model during the next year. Our focus is to build insights and evidence to demonstrate the need, possibility, and urgency for creating systemic changes. The fundamentals of who we are remain unchanged. What changes is the scope of our activities which shifts the mindset from life skills to engaging with the whole education system for redefining success through Thriving.

Safe keeping our values/ethos at the core, the Thriving Center Space will be equitable and inclusive space for all diversified young people to explore themselves and allow the emergence of a demonstrable out-of-school model towards system change. One of our major goals is to create pathways for the young people who are in a nonlinear journey towards thriving.

# LIFE SKILLS ASSESSMENT SCALE (LSAS)

Please complete this scale while observing, or as soon as possible after observing, the young person. You may need to spend some time observing before you decide. Do not spend too long thinking about each question, just record your impression. For each question, consider age appropriateness (think of actual age, rather than physical appearance).

Put an  $\checkmark$  in **one** most relevant box for each question. The comments box can be used to note down things that you saw that helped you fill in the boxes or for any other comments. You do not always have to fill in the comments boxes.

Name of young person	Gender	Name of assessor
Actual age	How old does the young person look?	Is the young person having difficulty working in a language other than his/her native language?

Date of assessment	Does not yet do	Does with lots of help	Does with some help	Does with a little help	Does independently
<b>IO. Interacting with others</b> For example, does X interact appropriately with peers, staff, opposite sex? Does X communicate effectively? Does X show sensitivity to others' needs and feelings?					
Any other comments you would like to make:					
<b>DP. Overcoming difficulties and solving problems</b> For example, does X find a way around obstacles that arise? Does X ask for help appropriately? Does X solve problems successfully?					
Any other comments you would like to make:					
<b>TI. Taking Initiative</b> For example, does X carry out tasks without being told? Does X show age-appropriate leadership?					
Any other comments you would like to make:					
<b>MC. Managing Conflict</b> For example, does X show appropriate assertiveness? Does X resolve disagreements appropriately? Does X accept appropriate correction? Does X do this without violence or foul language or running away?					
Any other comments you would like to make:					
<b>UI. Understanding and following instructions</b> For example, Does X understand appropriate instructions when given? Does X comply with instructions? Does X ask for clarification when needed?					
Any other comments you would like to make:					
<b>OS. Overall Score</b> You get the Overall Score by changing each $\checkmark$ into numbers Does not yet do = 1   Does with lots of help = 2   Does with some help = 3   Does with a little help = 4   Does independently = 5 Add all the numbers and put the total in the box on the right, then divide by 5. This is the Overall Score. Put this in the Overall Score box.	Total			=	Overall Score
	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> 5				
Any other comments you would like to make:					

# LIFE SKILLS ASSESSMENT SCALE

Life Skills Assessment Scale (LSAS) has been developed by Dr. David Pearson and Dr. Fiona Kennedy from the UK who have been working with Dream a Dream since 2007 to develop and publish a standardised and reliable measure for Dream a Dream's life skills programmes for young people from vulnerable backgrounds.

Their immense work has resulted in a paper co-authored by them along with Dream a Dream co-founder, Vishal Talreja. This has been published in a peer-reviewed academic journal: Kennedy, F., Pearson, D., Brett Taylor, L. & Talreja, V. The Life Skills Assessment Scale: Measuring life skills of disadvantaged children in the developing world. *Social Behaviour and Personality: An International Journal* 42(2), 197-210.

## WHAT THE LSAS CAN DO FOR YOU

### MEASURING PROGRAMME IMPACT

Find out how effective interventions are at increasing life skills among disadvantaged young people in India.

### ALLOCATING A CHILD TO THE PROGRAMME BEST FOR THEM

See how a young person thrives in different programmes and help them choose the best one for them.

### GETTING A SKILLS PROFILE FOR AN INDIVIDUAL CHILD

Look at five different skills to see relative strengths in an individual young person.

### COMPARING ONE PROGRAMME WITH ANOTHER

Discover which life skills are best developed by a given programme.

### COMPARING AN INDIVIDUAL'S SCORES WITH NORMS

See how one young person compares with the average scores for their age group.

### FEEDBACK ON PROGRESS

Let stakeholders (donors, parents, teachers, careers, young people) see progress visually.

## LSAS CAN BE USED BY

### NGOs

Give feedback to stakeholders, inform strategy and maximise effectiveness.

### CLINICIANS

Use life skills as an outcome measure alongside mental health measures and know it is appropriate for disadvantaged young people.

### DONORS

Make better informed decisions about funding allocation and support.

### PROGRAMME DEVELOPERS

Check out programme performance at an early stage.

### RESEARCHERS

Advance the study of life skills.

### FEEDBACK ON PROGRESS

Keep track of the progress of young people in your care.

## ABOUT THE AUTHORS



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### Dr. FIONA KENNEDY

Consultant Clinical Psychologist, was formerly an NHS Director of Psychology and Honorary Tutor at Manchester, Southampton and Exeter Universities. She is Associate Fellow of the British Psychological Society (BPS) and Fellow of The British Association for Behaviour and Cognitive Psychotherapists (BABCP). She has published journal articles and book chapters on consequences of child trauma and personality problems. She edited a book on dissociation after trauma and has written an award winning self-help book with Dr. David Pearson about overcoming adversity and how to thrive.



### Mr. VISHAL TALREJA

Co-Founder of Dream a Dream. 18 years of experience in the development sector. Vishal is an Ashoka Fellow & Eisenhower Fellow; Founder Director & Advisory Board Member at UnLtd India; Board Member of Partners for Youth Empowerment (PYE Global) and Board Member of Goonj. He is a TEDx Speaker, active writer on development challenges and human interest stories and a poet.

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We would also like to thank the hundreds of individual supporters and well-wishers who continue to champion our cause and strengthen our belief in our work.



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