



**DIRECT INTERVENTION
IMPACT REPORT
2021-22**

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Abbreviations

ASLSP – *After School Life Skills Programme*

CCP – *Career Connect Programme*

CCC – *Career Connect 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 ≥ 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*

PREFACE



Suchetha Bhat

CEO

A handwritten signature of Suchetha Bhat in black ink. The signature is stylized and cursive, with the name 'Suchetha' clearly legible.

_____ At the start of 2022, the rise of COVID cases and its brutal aftermath further meant great uncertainty for us, and we were unsure of the course the year would take. However, for Dream a Dream, 2021-22 has been a year both of resilience and recognition. When COVID-19 spread in India was at its peak, Dream a Dream paused to acknowledge the losses, the trauma, and rose up to the challenge to support our young people and our staff in the fight against the pandemic. With your support, we managed to impact over 25,000 families, and were recognised among the top 50 last mile responders for COVID-19 in India by the World Economic Forum. In many ways we continue to provide COVID-19 relief for our young people and their communities.

Delhi's Happiness Curriculum in partnership with Dream a Dream was recognised as one of the 2021 WISE award winners for its innovative and groundbreaking approach to include Social Emotional Learning (SEL) as a part of the curricula in Delhi government schools. This global recognition provides us an opportunity to put Social Emotional Learning and its impact on the world map. We were also recognised as one of India's best workplaces for women in 2021 for fostering a sense of equity and equality in the workspace by Best Workplace Institute, India. I am happy to also share that I was one of the 75 women achievers recognised by the Indian government with the Women Transforming India award for our contribution towards Sashakt and Samarth Bharat.

As we are transitioning towards hopefully a pandemic free world, we were excited to restart our offline activities that were due for the last two years which included our Life Skills Day, Celebrating You and Graduation Day, for our young people to celebrate their resilience, achievements, and their journey with Dream a Dream. We were also excited to get

back to our programmes, strengthened in the knowledge that now more than ever we need to show up for our young people to help them thrive in this increasingly uncertain world. For Dream a Dream, this means we dig deeper into the question of what will ensure equity, dignity, and inclusion for every child and that we are able to role-model these values within the organisation.

As we march ahead with a renewed sense of purpose – to create mindset shifts in the education ecosystem to ensure young people can thrive, we remain forever grateful to you for your unstinting support and hope that you continue to be a part of our journey.

Acknowledgements

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

First of all, 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, Sheetal Lydia Prasad from Innovation Labs, and Shanker Subramanian from the Strategic Partnerships team. 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 and Manisha Raghunath from the Communications team for designing and editing 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 (Associate 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 become successful in school and thrive.

This report represents the impact evaluation of the life skills approach implemented in two programmes of Dream a Dream for the year 2021-22. The report presents a detailed analysis of the life skills programmes conducted during the pandemic and the relief work carried on by Dream a Dream. 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 Career Connect Programme (CCP), which directly impact young people. In ASLSP and CCP, 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, while the Career Connect Programme (CCP) equips 14-19-year-olds with information and skills to make a healthy transition to adulthood and career opportunities. As a part of the Teacher Development Programme (TDP), the organisation has trained over 35,000 teachers and educators from 206 partners and impacted the lives of over 1.5 million children through our national strategic partnerships.

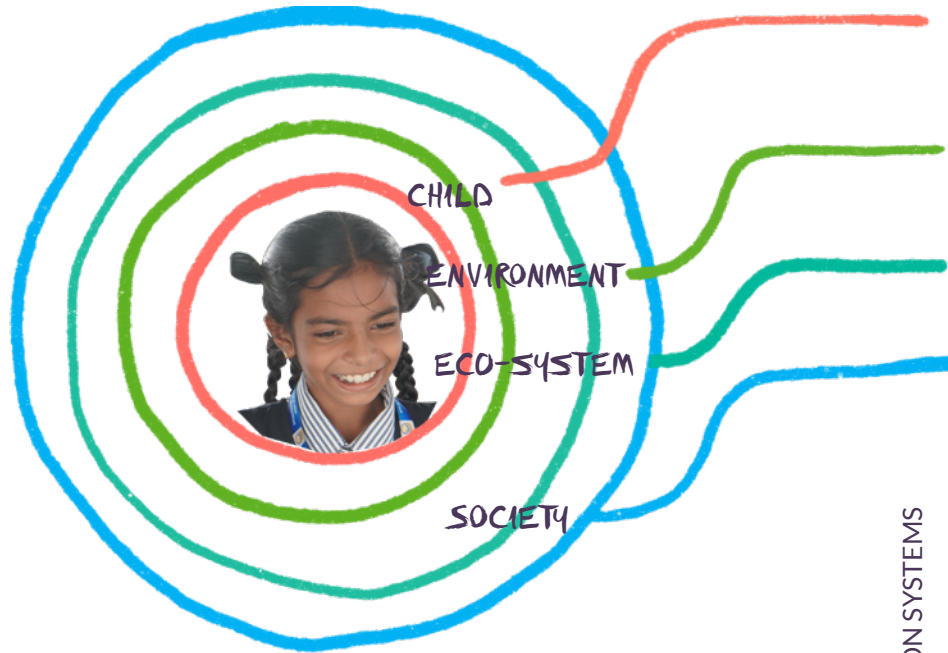
Major findings of the impact evaluation include:

- Young people at ASLSP and CCP showed an improvement in life skills of 88.2% and 99.7%, respectively.
- The improvement in life skills scores was statistically significant (ASLSP-67.9%, CCP-95.9%) for ASLS and CCP.
- Male and female participants (ASLSP and CCP) improved in each of the five life skills measured.
- Young people from all age groups enhanced their skills by the end of ASLSP and CCP.
- 97.8% 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



Dream a Dream works to empower young people from vulnerable backgrounds to overcome adversity while shifting the narratives around the purpose of education to thriving.

At the centre of Dream a Dream's approach is the **child**. We believe that every child has the potential to overcome adversity and develop life skills.

Next, their **closest influencer** - a caring and compassionate adult. It could be a teacher, a parent, a facilitator, a mentor, or a volunteer.

Then, the **ecosystem**. This includes a supportive community of practitioners who are working towards education reform such as the government, policy-makers, administrators, and other such stakeholders.

And eventually, the **society** that the young person will inhabit.

Society

We create framework changes in society by influencing policy, changing education paradigms and by reimagining learning and redefining the purpose of education for young people to thrive in the 21st century.

Eco-System

We invest in building evidence of the impact of our life skills programmes through quality research. The research helps us build a voice around the criticality and urgency to integrate life skills within learning outcomes. We also build a supportive community of practitioners, organisations, governments, and key stakeholders who help integrate life skills into education reform through strategic partnerships.

Environment

We enable teachers, educators, school leaders, and youth workers to empower young people with life skills through our award-winning creative life skills approach.

Child

We work directly with 10000 young people each year through our two innovation labs - After School Life Skills Programme and Career Connect Programme. In these innovation labs, new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework to reimagine learning for young people in India.

FOCUS ON SYSTEMS

FOCUS ON YOUNG PEOPLE

Dream a Dream's COVID-19 Response

At Dream a Dream, we believe challenges are an excellent opportunity for growth, which can only make a person stronger. In 2020 and 2021, we reinvented how we can support our young people, partner schools, and teachers and make sure that their needs are met, their skills are enhanced, so that no child is left behind. We made every effort to ensure that young people were supported emotionally, psychologically, and financially so that they had uninterrupted learning throughout the year. Through our programmes, we made sure that no young person's dreams were put on hold.

COVID-19 Relief to Partner Schools, Young People & Community

23437

young people and teachers received ration kits

1193

medical awareness programmes for young people

541

young people received health and medical support

880

young people received emotional support

1000

devices provided to young people for continuous online learning

2899

teachers received financial support

2933

young people received financial support

328

learn at home kits provided to young people

767

young people, their families and teachers received COVID-19 vaccination

Experiences shared by Young People and Teachers during Lockdown

_____ “The loss of my father made this year quite difficult for me. My father was the only source of income for our family. I was very close to him, and he assisted me in making decisions related to my studies. The death of my father shattered our family. My mother was not in the right frame of mind to run the household. I was very worried about not knowing what to do. At this critical time when my family was experiencing hardship, I received support from Dream a Dream. I was offered a scholarship, which helped to continue my studies. Emotional support by the Dream a Dream team made me stronger and more motivated to focus on my goals.”

~ Priyanka, Career Connect Programme

_____ “I am a yoga instructor at Siri and Vishnu schools. Due to COVID-19, we teachers had a really difficult time during the pandemic. I was unemployed as our school was closed. Supporting my family was difficult for me. I was unable to cover my son’s education expenses. The financial support provided by Dream a Dream helped me and my family at the time of distress.”

~ Shobha, Teacher at Siri and Vishnu School

_____ “The nutrition packages provided by Dream a Dream were a huge help to our family during the last two years of the pandemic. Our parents lost their jobs, and we had no other way to support ourselves. The online sessions held by Dream a Dream enabled us to be hopeful and maintain a positive outlook when we were feeling depressed and afraid to leave our homes.”

~ R Banu, Florida English School

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



CAREER
CONNECT
PROGRAMME



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 change in behaviour and life skills development of the young people during the After School Life Skills Programme and Career Connect 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.

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 skills¹.

¹ 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)

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 8 and 15 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.

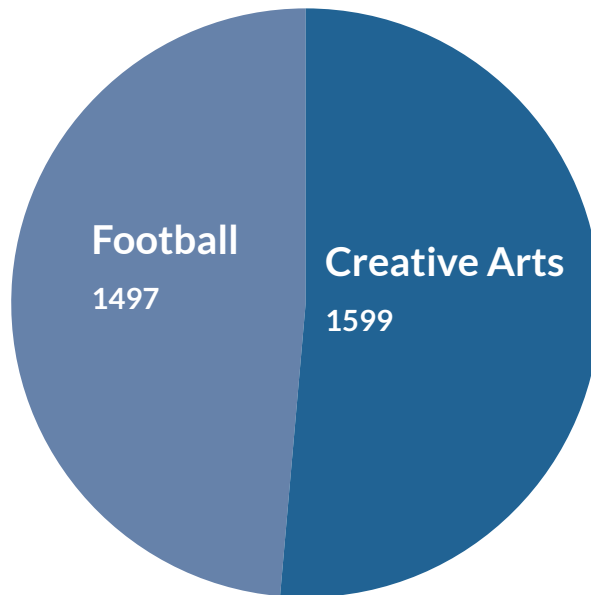
These include:

- 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.



Programme Impact 2021-22



Young People enrolled

3223

Young People completed

3096

Average Attendance

82.7%

Retention Rate

96%

Partner Schools

20

Facilitators

27

Young people graduated

901

Number of young people graduating from the programme

2021-22: **901**

Change in average retention

2020-21: **92.2%**
2021-22: **96%**



1567



1529

participants completed the After School Life Skills Programme

Outcomes of the Programme

- Positive change in participants' life skills scores - 88.2%
- 93.7% of participants were above the norms (LSAS standard norm ≥ 2.5 points) by the end of the programme.
- 67.9% of participants improved their skills significantly (by at least 1 standard deviation $\geq .75$)
- 74.6% of participants improved in each of the 5 life skills measured.
- Female participants had the highest improvement in all five life skills measured.
- Young people in the age group (9–12 years) had higher overall average life skills scores.

Demographics of Young People Enrolled in the Programme 2021-22

Gender Distribution of Young People enrolled in the Programme

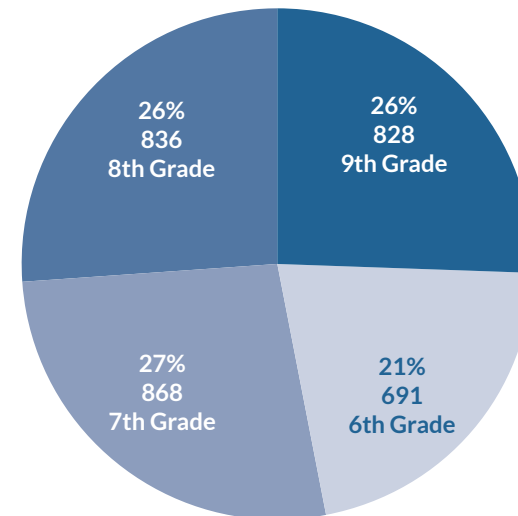


51%



49%

Grade Distribution



Life Skills Assessment Analysis 2021-22

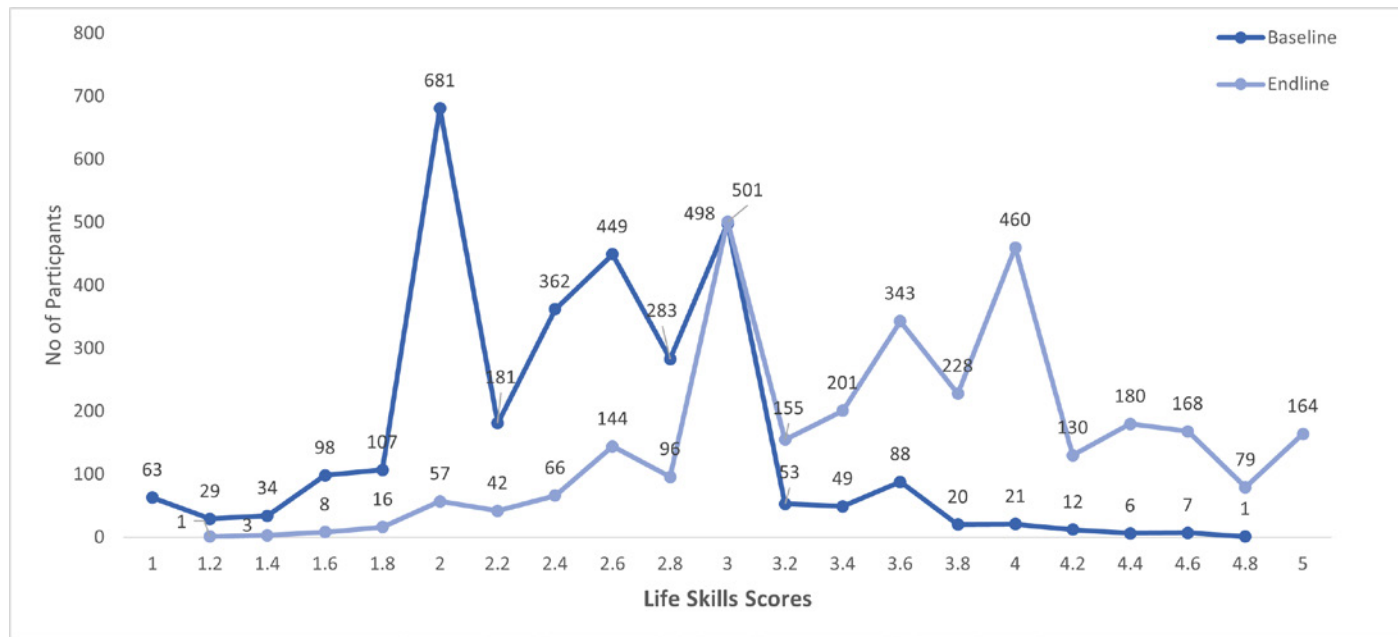
The ASLSP study analysed the impact of life skills on young people enrolled in the programme. The study involved 3042 young people from 20 partner schools in Bangalore. The programme participants were in the age group of 11–17 years, studying in grades 6–9. The life skills assessment data for the analysis was collected during two time periods; that is, at the beginning of the programme (baseline) and the end of the programme (endline).

Gender	Number	Percentage	Age	Number	Percentage
Male	1505	49.5	9-12 years	1422	46.7
Female	1537	50.5	13-16 years	1607	52.8
			17 years and above	13	0.4

The above table shows the equal participation of male and female participants. The programme has young people in the age group of 11-17 years. About 46.7 percent of the participants are in the age group of 9–12 years, while 52.8% of the participants are between 13–16 years of age.

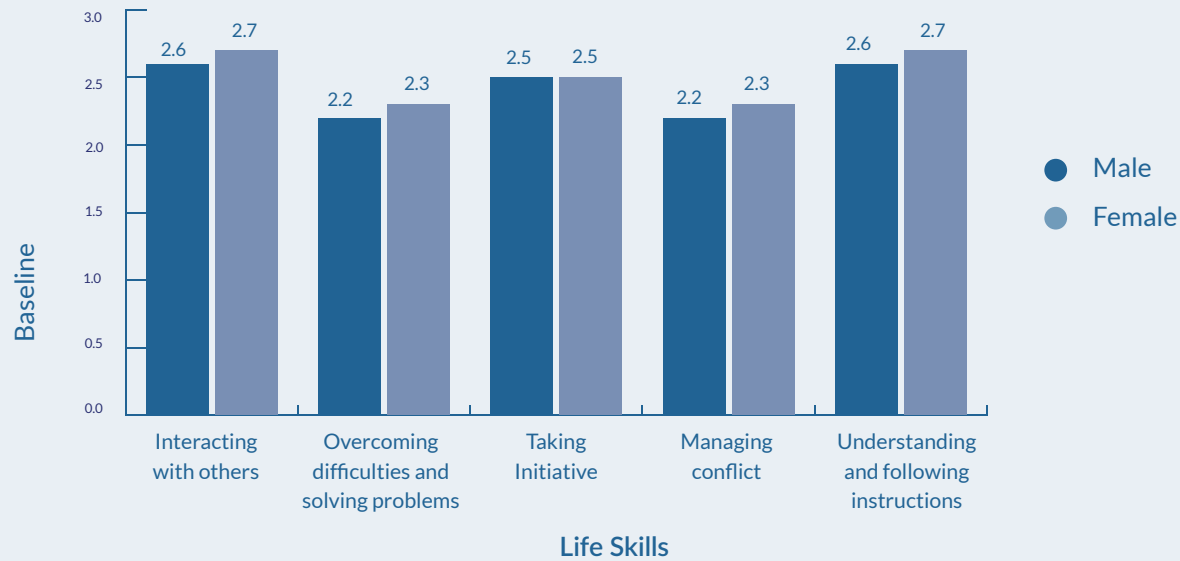
Life Skills Scores of the Participants

88.2% of the participants showed a positive improvement in life skills.



The graph above shows the baseline and endline scores of the participants. The results indicate that 88.2% of the participants showed a positive improvement in their skills, of which 67.9% of the participants' life skills improved significantly (by one standard deviation $> = .75$ points). It is interesting to note that, at the beginning of the programme, 51.1% of the participants had life skills scores below the scaled standard norm of 2.5 points, which meant they required a lot of help to demonstrate life skills. And this improved to only 6.3% of the participants scoring below the standard norm. From this, it is evident that more young people acquired life skills by the end of the programme. Both male and female respondents enrolled in the ASLSP and it has been shown that their performance varies by gender which is shown in the next few graphs.

Baseline Scores of the Participants

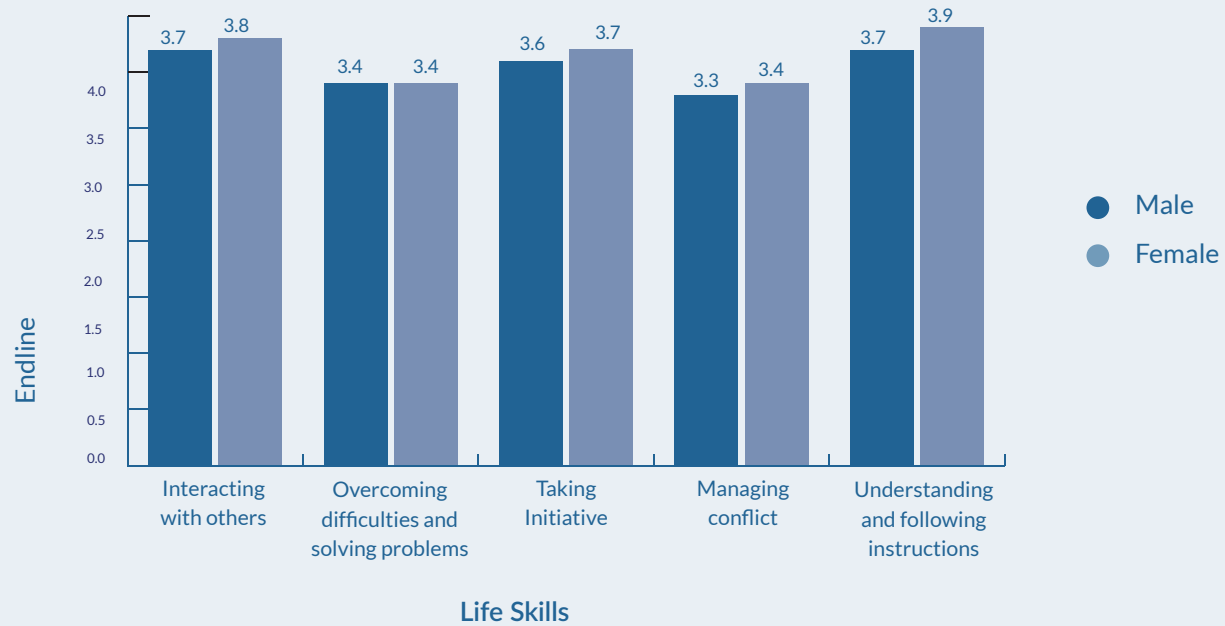


Baseline scores of the participants

Life Skill	Male	Female
Interacting with others	2.6	2.7
Overcoming difficulties and solving problems	2.2	2.3
Taking initiative	2.5	2.5
Managing conflict	2.2	2.3
Understanding and following instructions	2.6	2.7

As shown in the above graph, the female participants performed better than male participants in all five life skills assessed. Both male and female participants have a slightly higher life skills score in their interaction with others and in understanding and following instructions when compared to the other life skills assessed. At the same time, male and female participants have low baseline scores in problem solving and conflict management and their scores are below the LSAS standard norm of 2.5 points. All these further indicate that participants have low life skills scores at the onset of the programme, which needs to be improved.

Endline Scores of the Participants

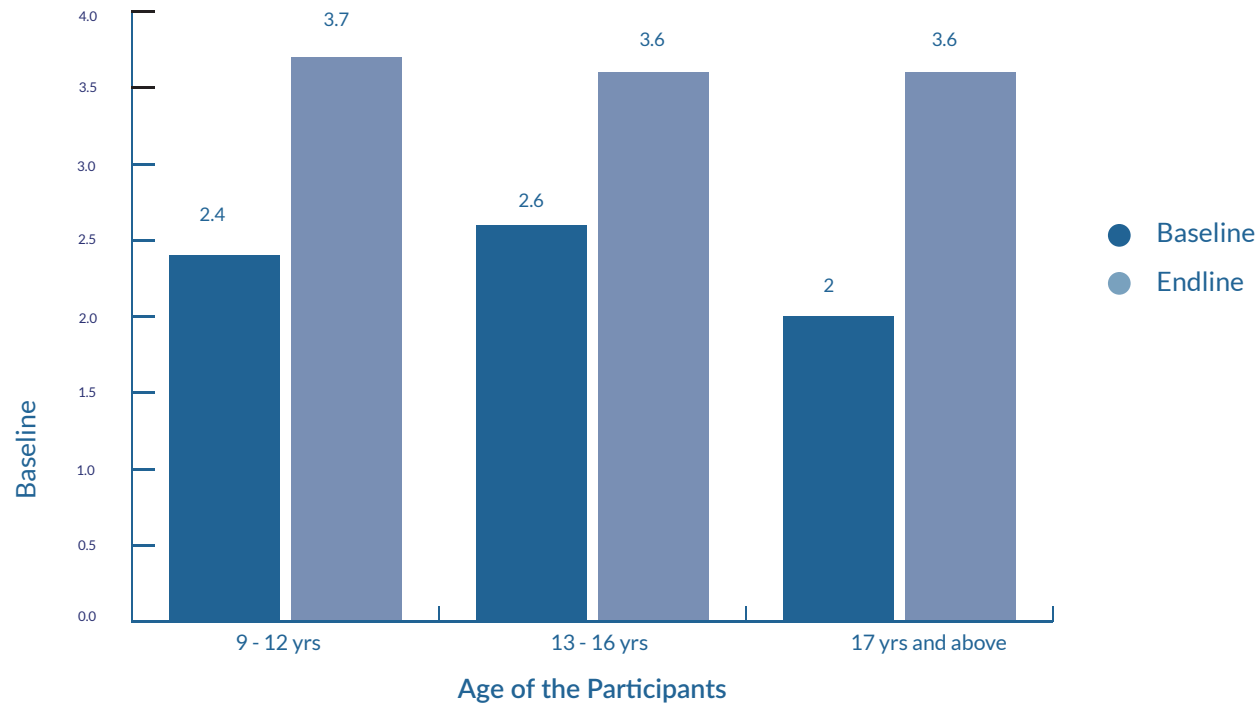


Endline scores of the participants

Life Skill	Male	Female
Interacting with others	3.7	3.8
Overcoming difficulties and solving problems	3.4	3.4
Taking initiative	3.6	3.7
Managing conflict	3.3	3.4
Understanding and following instructions	3.7	3.9

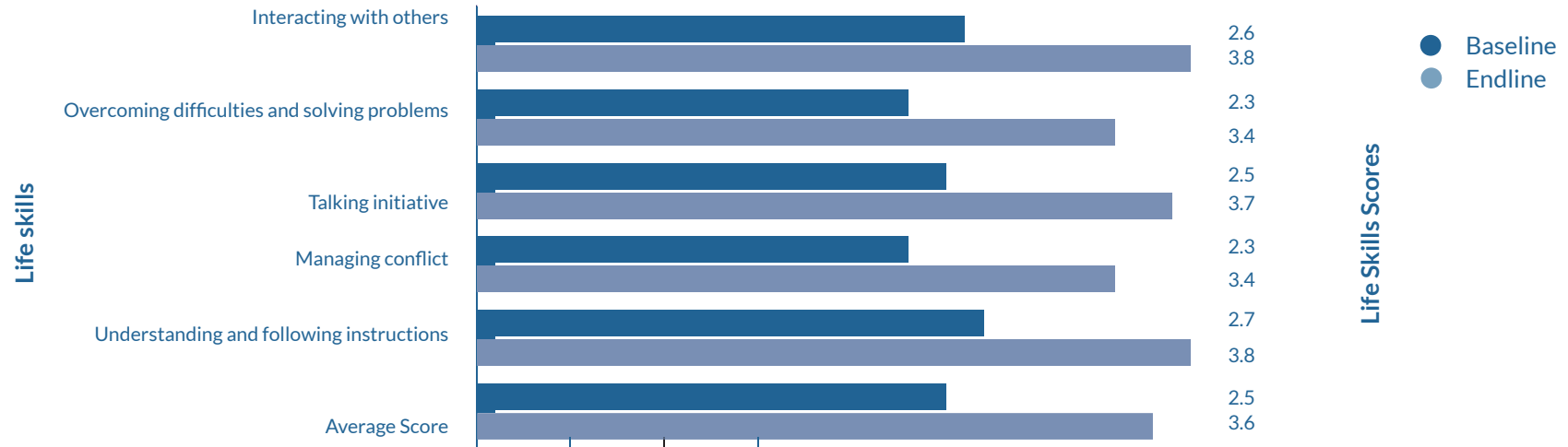
The above graph shows the endline scores of the participants. The results reveal that towards the end of the programme, the life skills scores of both male and female participants increased and were above the LSAS standard norm of 2.5 points. Most of the participants showed significant improvement in each of the five life skills assessed. When compared to the male participants, the female participants performed better. The overall performance of participants indicates that ASLSP is successful in enhancing young people's life skills.

Life Skills Improvement in Participants based on their Age



The above graph explains the life skills scores of the participants based on their age. The results of the study indicate that ASLSP has impacted the participants in all the age groups by the end of the programme, of which those from 9–12 years have the highest improvement. The data reveals that participants (17 years and older) have extremely low baseline scores. Even though this group constituted only 0.4% of the programme participants, in-depth discussions with this group can help in understanding the challenges they confront.

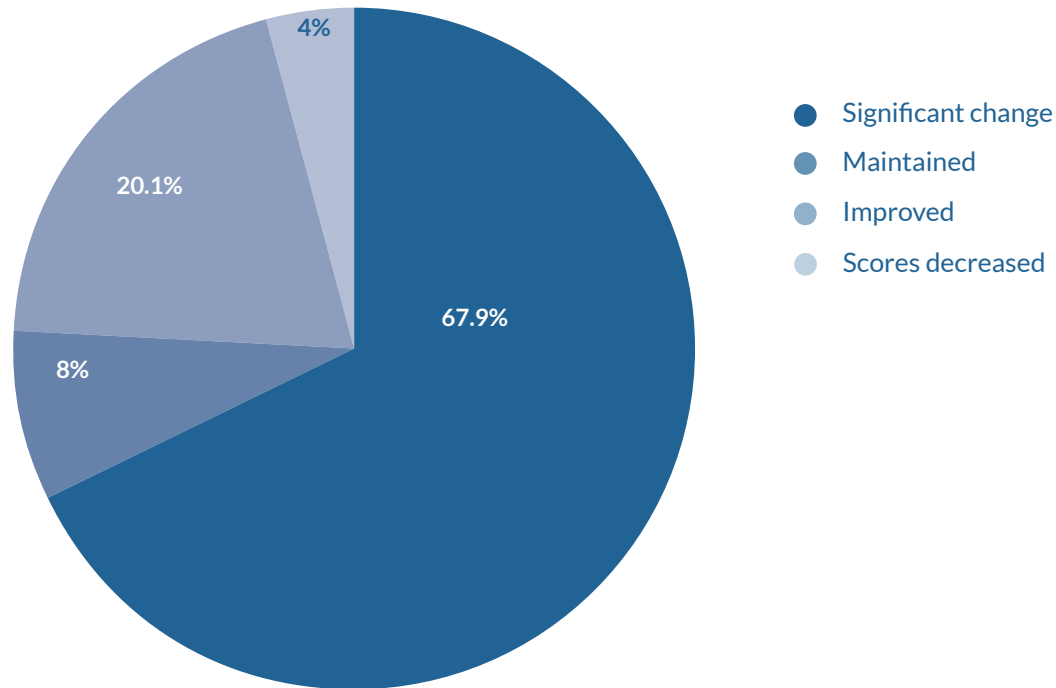
Participants Showing Improvement in Each Life Skill



The above graph shows the participants’ improvement in each of the life skills assessed. The life skills improvement in all participants is evident from the fact that they required very little help to demonstrate life skills by the end of the programme. The improvement in all the five life skills assessed helped the young people to improve problem-solving and conflict management skills and take initiative in and outside the classroom.

From the analysis, it is evident that 74.6% participants improved their life skills by the end of the programme. The quantum of improvement in life skills as measured on the LSA Scale is summarised in the next graph.

Significant Change in Life Skills Scores of Participants



The above graph gives us the details of the life skills improvement of the participants. About 88.2% of the participants showed a positive improvement in their life skills scores by the end of the programme. Of these, 67.9% of participants showed a significant change in life skills (standard deviation $\geq .75$ points). Female participants (69%) showed a higher significant change in life skills than male participants (66.8%). Although most participants improved their skills, about 7.7% of the participants maintained their life skills scores and 4.2% of the participants had a decrease in their life skills scores by the end of the programme. All effort will be made by the programme team to focus on these participants and to improve their skill sets so that they can be successful in later life.

02 Career Connect Programme (CCP)

_____ The Career Connect Programme (CCP) is an innovation lab that equips 14 to 23 year olds with information, skills and access to opportunities to make a healthy transition to adulthood.

The CCP is established as a centre-based model. It is a learning and technology space for young people in the 14–23 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 Career Connect 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 Career Connect 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 technology solutions to deepen learning.



Programme Impact 2021-22

Life Skills Development Programme

Young People enrolled
1765

Young People completed
1614

Average Attendance
86%

Retention Rate
91%


1017


597

participants completed the Life Skills Development Programme

Skill Development Programme

Young People enrolled
819

Young People completed
744

Average Attendance
86%

Retention Rate
90%


458


286

participants completed the Skill Development Programme

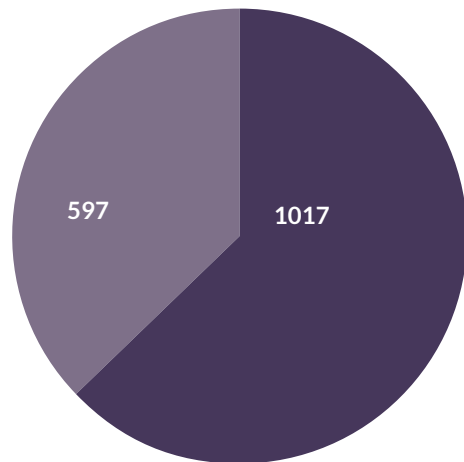
Outcomes of the Programme

- Positive change in participants' life skills scores - 99.7%
- 81.6% of participants were above the norms (LSAS standard norm ≥ 2.5 points) by the end of the programme.
- 95.9% of participants improved their skills significantly (by at least 1 standard deviation $\geq .75$)
- 95% of participants improved in each of the 5 life skills measured.

Demographics of Young People who Completed the Programme 2021-22

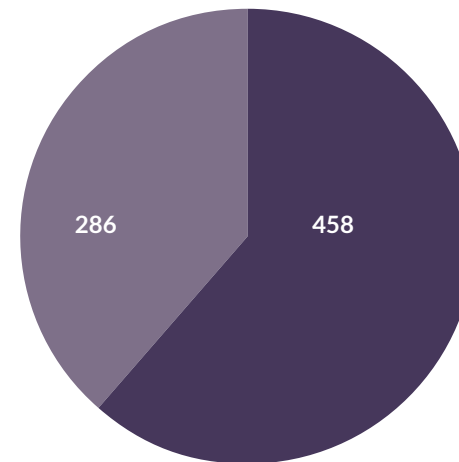
Gender Distribution

Life Skills Development Programme



● Female
● Male

Skill Development Programme



● Female
● Male

Life Skills Assessment Analysis (2021-22)

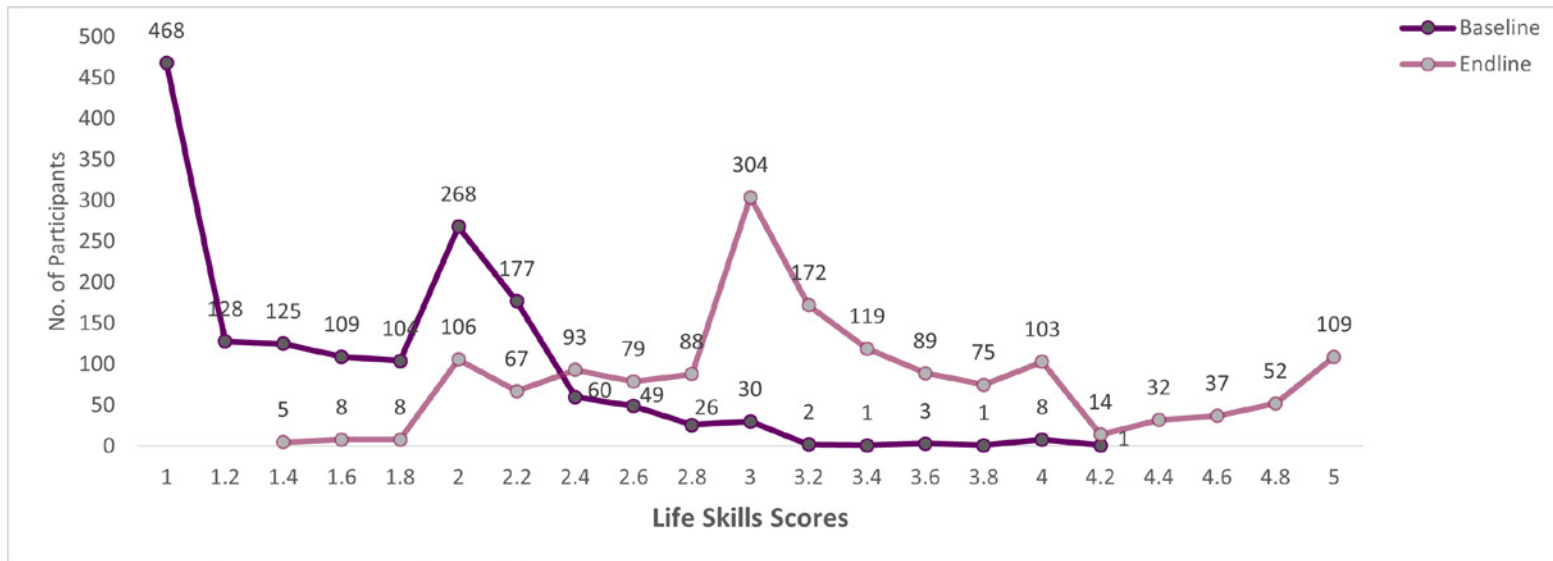
The LSD programme at CC assessed the impact of life skills on young people enrolled in the programme. The study involved 1560 young people, of whom 580 were male and 980 were female participants. The programme consisted of young people in the age group of 13–25 years. The life skills are assessed based on the data collected at two time periods; that is, at the beginning of the programme (baseline) and the end of the programme (endline). The data collected is summarised in the graphs and tables below.

Gender	Number	Percentage	Age	Number	Percentage
Male	580	37.8	13-15 years	172	11.0
Female	980	62.2	16-18 years	541	34.7
			19-21 years	664	42.6
			22-24 years	153	9.8
			25 years and older	30	1.9

The above table shows a higher number of female participants compared to male participants. The assessment was administered to young people in the age group of 13–25 years, of which 77.3% were in the age group of 16–21 years. From this, it is evident that most of the young people who have completed their schooling and are doing their higher secondary or graduation.

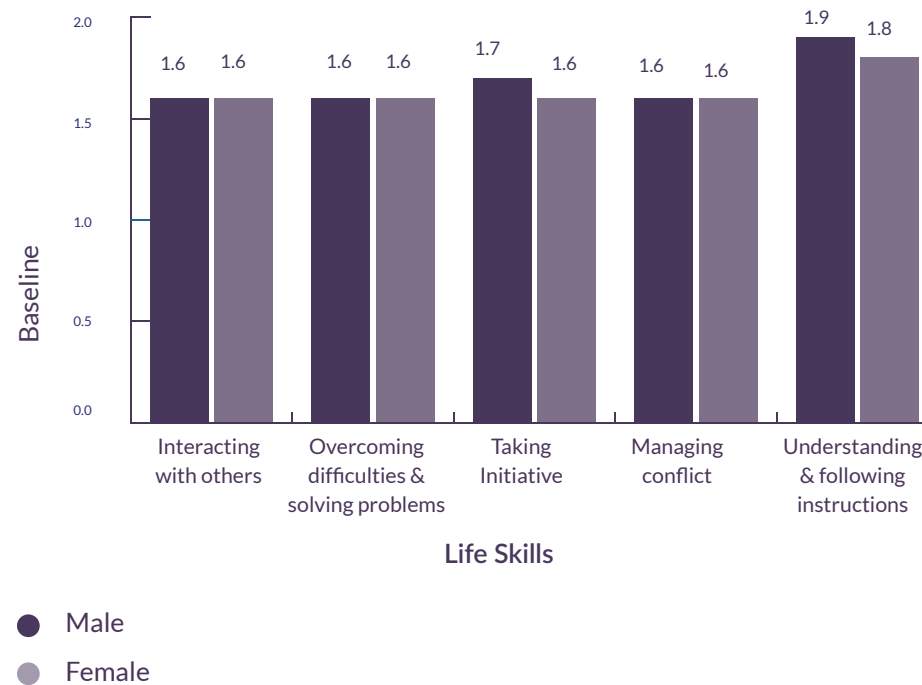
Life Skills Improvement

99.7% of the participants showed a positive change in demonstrating life skills.



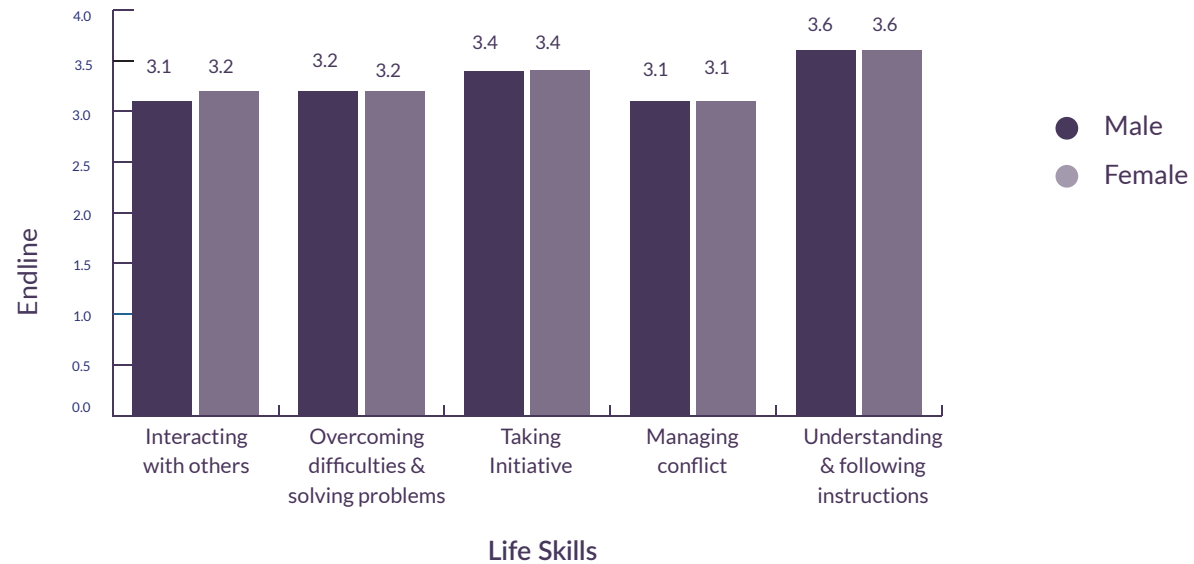
The above graph shows the life skills improvement of participants enrolled in the LSD programme. The results reveal that 99.7% of the participants improved their skills, that is, they demonstrated life skills with little help or independently. This is evident from the fact that at the beginning of the programme, only 7.8% of the participants had life skills scores that were higher than the scaled standard norm of 2.5 points. This improved to 81.6% by the end of the programme, indicating that the CCP had a beneficial effect on the life skills of young people.

Baseline Scores of the Participants



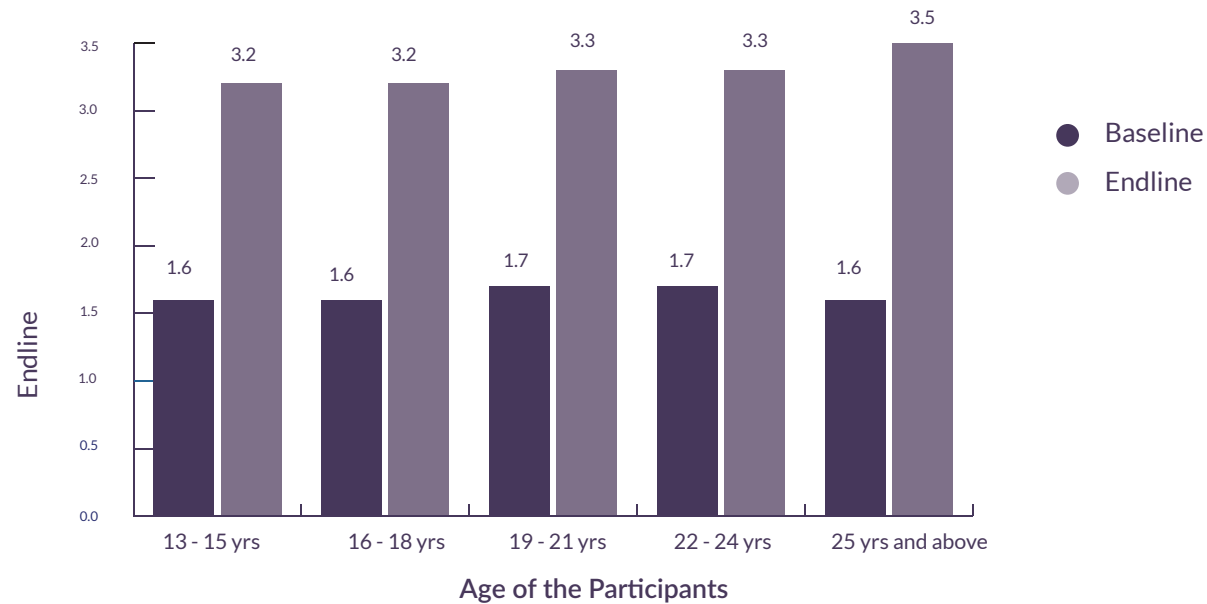
As shown in the above graph, participants have very low baseline scores, which indicates that they require a lot of help to demonstrate all life skills. The male participants had a slightly higher score in taking initiative and understanding and following instructions, while scores for the rest of the skills remained the same for both male and female participants. All participants had scores below the LSAS standard norm of 2.5 points, which shows the need to focus on the improvement of all life skills in both male and female participants.

Endline Scores of the Participants



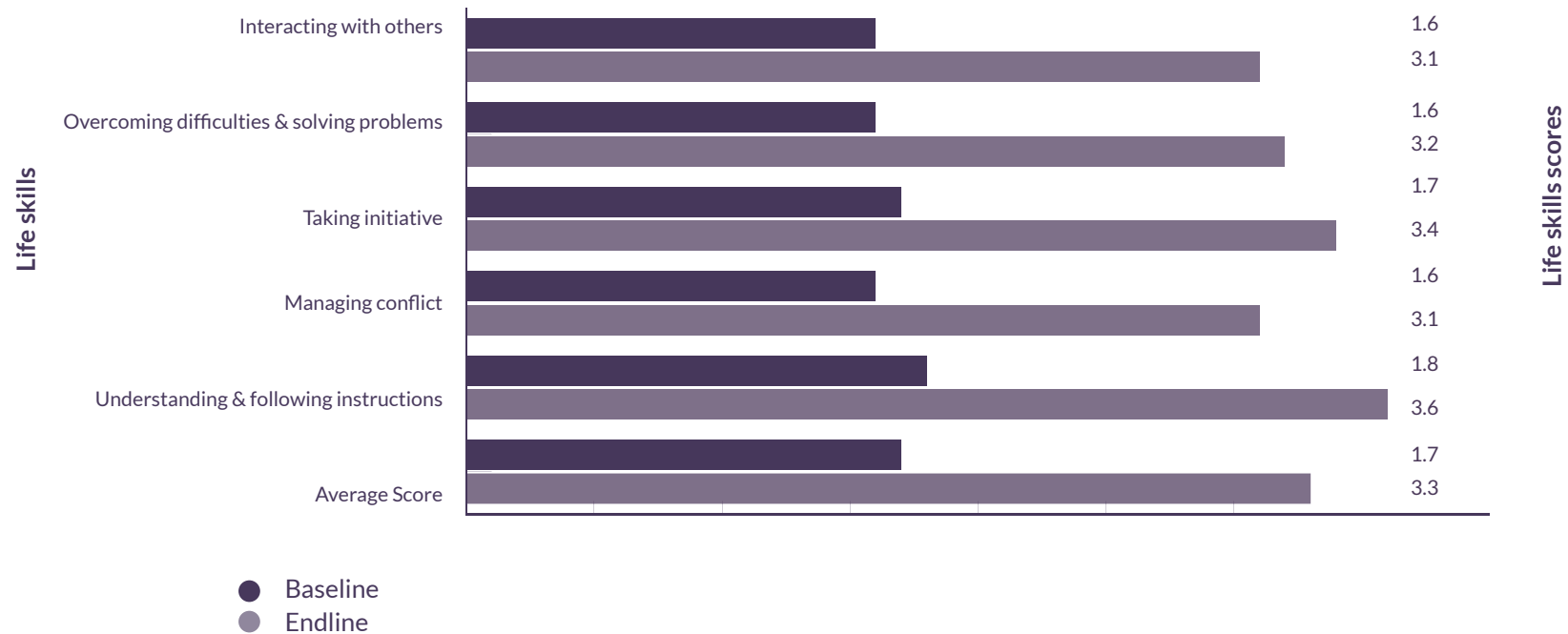
The above graph shows an increase in life skills scores in both male and female participants. The results showed that both female and male participants made equal improvements in all skills except interaction with others. The male participants had higher scores in interaction with others when compared to the female participants. Both male and female participants had low life skill scores in managing conflicts compared to all other skills assessed. By the end of the programme, participants had life skills scores above the LSAS standard norm of 2.5 points in all five life skills assessed. From this, it is evident that LSD was effective in improving the life skills of young people.

Life Skills Improvement in Participants based on their Age



The above graph shows that participants in all age groups improved their life skills scores. They had extremely low life skills scores at the start of the programme, far below the LSAS standard norm. But by the end of the programme, participants of all ages saw improvement in their endline scores. They were able to demonstrate life skills with little help. Age-related differences in the participants' life skill scores showed that older participants (those over 18) performed better than younger participants (below 18 years). Though the participants (25 years and above) had very low baseline scores, the life skills programme at CCP enabled them to enhance their skills to face challenges and make responsible decisions related to their career and thrive.

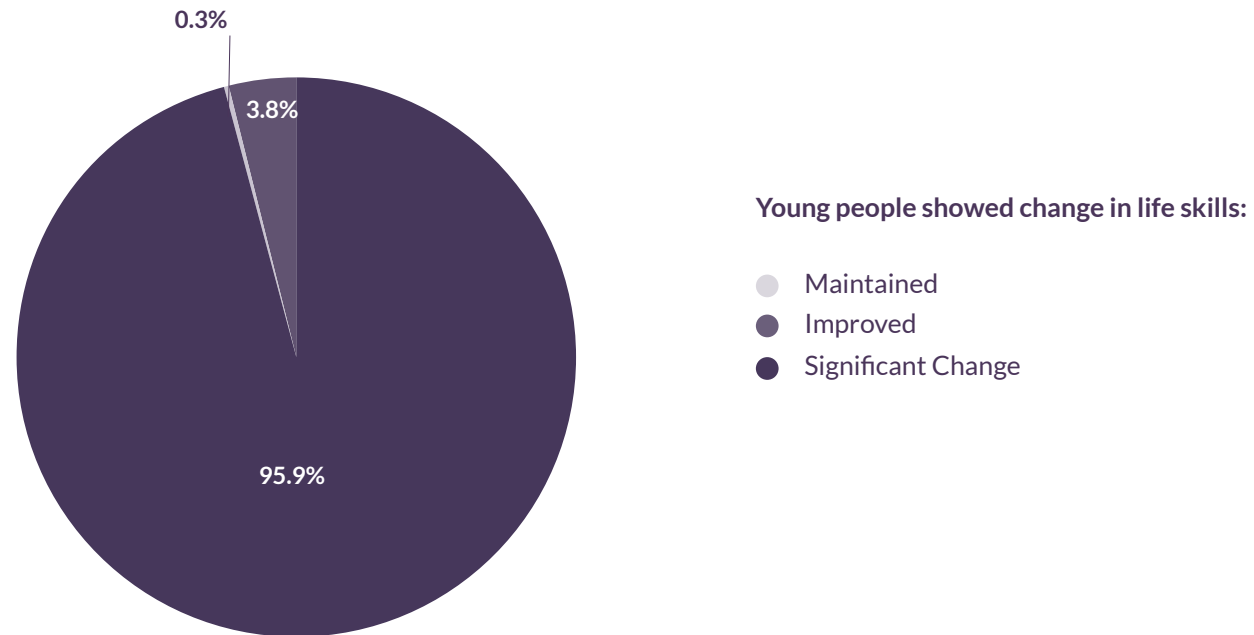
Participants Showing Improvement in Each Life Skill



The above graph shows the participants' improvement in all life skills assessed. At the inception of the programme, the participants demonstrated life skills with lots of help. The life skills improvement in all participants is evident from the fact that they require very little help to demonstrate life skills by the end of the programme.

From the analysis, it is observed that 95% of the participants improved in each of the five life skills by the end of the programme. The quantum of improvement in life skills as measured on the LSA Scale is summarised in the next graph.

Overall Significant Change in Life Skills



The above graph gives us the details of the life skills improvement of the participants. The analysis showed that 99.7% of the participants in the LSD programme improved their life skills scores. Of these, 95.9% of participants showed a significant change in life skills (standard deviation $\geq .75$ points). It is interesting to note that only 0.3% of the participants showed no change in life skills scores. None of the participants showed a decrease in life skills scores, which means the programme has been successful in improving the skills of the participants enrolled in the programme.

Voices of Change

_____ Having lost his father at a very young age, Rajesh has had a difficult childhood. His mother struggled a lot and took up many odd jobs. Being brought up by a single mother, he has always respected women and their struggles. Even though his mother had sacrificed a lot for her sisters, they never helped her. Rajesh recalls feeling inferior to his cousins as they attended the best schools and enrolled in numerous extracurricular activities after school, while he could barely afford to go to school, and this affected him deeply. Rajesh recollects, "I used to lie awake at night and dream of attending the extra-curricular classes like my cousins. I know it seems childish now, but that was something that I really wanted. I never shared this with anybody, even my mother, as she struggled a lot." Many times, Rajesh was teased by his classmates as he kept to himself and didn't interact with other classmates, especially girls. His routine in childhood was going to school, studying and then coming back home, which involved very little interaction. At times, he felt lonely, and there was nobody to share his feelings with. His mother was too busy trying to make ends meet. She had no time to attend Rajesh's school events. He understood it but felt sad and disappointed that he didn't have his family there to support him.

Rajesh faced many challenges in life. But that did not discourage him from completing his B. Com degree. After college, he started looking for what to do next in life. It was then that his mother got to know about the Career Connect Centre at Bommanahalli and urged

him to enrol in the computer programme. Having hardly interacted with students outside school and college, Rajesh was very hesitant to enrol in the computer and life skills programme. He kept wondering what these sessions would be like and who his batchmates would be.

Rajesh missed the first day of the life skills session due to rain, and when he came on the second day, he was nervous as everybody else already knew each other. According to Anitha, the life skills facilitator, "Rajesh never interacted with his peers and was not interested in attending the sessions." When others asked him for help, he never responded.

After attending a few sessions, Rajesh began interacting with his peers. He participated in life skills activities and discussions during the reflection sessions. He began to feel comfortable with the other students in his batch. According to Rajesh, "The life skills activities and self-reflection circle at the end of each session made me realise that I was carrying so much emotional baggage, which was making me feel the way I was." Anita Ma'am created a safe space for me where I slowly began to open up and talk about my feelings. I learnt how to face emotions and strengthen myself. " Rajesh learnt to manage his own emotions. He began to feel less insecure and began interacting with his batchmates. Rajesh started to learn new skills, which he felt were very important for his development.

Thriving for Rajesh is facing his emotions and accepting them. Thriving is finding inspiration from facilitators like Anitha, who have overcome their own struggles and are role models to many at the Career Connect Centre. Thriving is putting himself out there and interacting with his peers, dropping his guard and insecurity.

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 enrol 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 22 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, enrol 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 23 years of age so that they are meaningfully engaged with life and are achieving career milestones. Over 95% of nearly 7000 young people tracked since 2011 are meaningfully engaged with life and achieving career outcomes (previous year Impact Reports). 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 (2021-22)

- 6639 young people were actively tracked in the LMSP by the end of 2021-22
- 97.8% young people meaningfully engaged
- 2.2% young people dropped out of the programme

Empowering Young People through Last Mile Support Programme (LMSP)

_____ Lavanya is a 22-year-old young person who comes from a single-parent family. Being the eldest daughter in the family, Lavanya had the responsibility of supporting her mother, who runs the family. Lavanya's father passed away a few years ago, and the family is still coming to terms with losing their main breadwinner.

Lavanya started her journey at Dream a Dream 3 years back when she joined the Life Skill Development Programme. Lavanya was pursuing her degree when she joined the sessions at the Career Connect Centre (CCC).

Lavanya reveals, "My mother used to struggle daily to provide for our family. I wanted to help her by getting a part-time job. However, I had no idea as to how to balance studying and doing a part-time job. At this point, a college acquaintance of mine told me about the CCC and assured me that the programmes held there would enable me to receive the help I required."

Lavanya registered for the life skills classes. She helped her mother with tailoring in her leisure time as well. She consistently remained abreast of the most recent fashion developments.

Lavanya says, "Clothing design and tailoring have always been my passions. It is a pastime that I developed when I was very young. I monitor Instagram for the newest fashions and trends. When I have the time, I experiment with the styles I see to create new outfits and post them on Instagram."

On seeing some of Lavanya's new designs, she was invited to the centre by her facilitators. Initially, Lavanya was very hesitant about meeting the facilitator, but eventually agreed. Seeing her interest in designing and tailoring, her facilitators informed her about the skill development programme. The Skill Development Programme offered at the CCC supports young people to explore their interests and take them to the next level. 'Fund My Project' is a special initiative under the LMSP that offers support to young people with funds to buy

start-up related equipment they need. The project sounded interesting to Lavanya, and she immediately enrolled in the fashion design course under the skill development programme. Her talents in design and tailoring improved by working on the project. She soon began teaching others how to design and stitch. She started conducting classes for young people and started earning. She simultaneously put this money into her mother's tailoring. Through the fund my project initiative, she applied for a scholarship to open a boutique. She received scholarship support of Rs 25,000 from Dream a Dream. Lavanya opened a boutique. Soon, she started getting more clients and orders.

When Lavanya enrolled in the Life Skills Development Programme at the CCC, her intention was to develop the skills necessary to get a job and support her mother. The life skills programme at the CCC benefited her in two ways. She managed to turn her hobby into a skill, developed it and invested in it, enabling her to own a boutique and provide for her family.

_____ Sharanya is an 18-year-old young person who had a very troubled childhood. Her father walked out of the family when she was just 3 years old because her mother had given birth to a girl child. He believed that a girl child would bring poverty and bad luck to the family.

Sharanya was brought up by her mother, who made a living working as a maid. While she was studying in 8th standard, her mother was diagnosed with cancer, which required surgery. The family delayed the surgery as they found it difficult to meet the expenses for it. As her mother's situation worsened, her brother dropped out of college and started working, while Sharanya continued her education. But relatives suggested that getting Sharanya married would be the right option.

It was then her professor in college asked her to join Dream a Dream, where she could be guided and supported by the team of facilitators. Sharanya joined the LSD programme at Dream a Dream. The safe learning environment at Dream a Dream helped her attend and

learn many skills. She attended the skill development courses such as beautician training, photography, and tally. The life skills sessions helped her to build resilience and fight back against helplessness. The skills development programme enabled her to get an income, which helped her to continue her studies and support her mother and brother.

Sharanya shares, "Dream a Dream built in me the courage to stand up to my family and reject marriage proposals." The life skills sessions made me a strong and independent woman ready to take on the responsibility of my family with no fear.

Conclusion and Way Forward

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

The Life Skills Assessment Scale (LSAS) administered to young people at the ASLSP and the CCP 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. 88.2% of the young people who attended the ASLSP improved their skills, while 67.9% showed significant change in their skills. Similarly, 99.7% of the young people from LSD showed an improvement in their life skills scores, of which 95.9% 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 Career Connect Centre (CCC). 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 Career Connect 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 emphasise 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 present analysis is limited to the development of life skills among young people attending our Innovation Lab programmes. However, the programme further intends to conduct in-depth analysis on how young people's development of life skills competencies through various programmes helped them overcome adversity and thrive.

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
IO. Interacting with others 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:					
DP. Overcoming difficulties and solving problems 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:					
TI. Taking Initiative For example, does X carry out tasks without being told? Does X show age-appropriate leadership?					
Any other comments you would like to make:					
MC. Managing Conflict 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:					
UI. Understanding and following instructions 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:					
OS. Overall Score 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.

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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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