



Dream A Dream

Dream Life Skills Development Programmes

Impact Report 2011-2012

Background

Dream A Dream is a professional, registered, charitable trust. We are empowering over 12,000 young people and young people from vulnerable backgrounds since 1999. Currently, we work with 4000 young people and young people referred from 17 partner NGOs, train over 160 teachers and adult workers and sensitize over 2000 volunteers through our unique Life Skills Development model. We work on a strong collaborative approach with local charities, corporates, volunteers and a host of national and international strategic partners.

Our Vision is “Empowering young people from vulnerable backgrounds by developing life skills and at the same time sensitizing the community through active volunteering leading to a non-discriminatory society where unique differences are appreciated.”

Introduction

Despite great progress in primary schooling in developing countries, the **preparation of youth for work and life is very low.** ~ *World Development Report 2007*

The Problem: Education largely focused on exams and rote learning does not develop the creative capacities needed to survive in the 21st century

Over 90% of India’s labour force still works in the informal sector, due to **a lack of focus on skills required in the current job market.** ~ *Dasra Research Report on Increasing Employability in India*

The Problem: Adolescents provided with only vocational training do not develop social and cognitive skills needed in the organized work sector.

59% of Indian young people have **stunted growth.** ~ The HUNGaMA Survey Report 2011



The Problem: In addition to lack of nutrition, young people from underprivileged backgrounds suffer from ‘failure to thrive’ – missing out on sensitive growth periods due to lack of good emotional care. Nearly 59% of Indian young people have stunted growth as a result of lack of proper nutritional and emotional care during their early growth; most of them coming from vulnerable backgrounds.

These young people fail to adapt to highly dynamic and complex environments by making independent decisions, which is likely to determine their success in the future.

Dream A Dream found an answer to this challenge by implementing a Life Skills programme using Sports and Creative Arts as mediums. The Dream Life Skills programmes are designed as innovative curriculum based multi-year after-school weekly intervention of two hours each. The programme is inclusive for both boys and girls and runs for young people in the age group of 8 to 14 years.

The intervention, over time observed having a positive impact on young people in moulding their behaviour with adequate Life Skills to deal with the day to day challenges they face.

Objectives

- 1) To develop 5 critical Life Skills in young people from vulnerable backgrounds using Football and Creative Arts as mediums; the Life Skills being:
 - a. Ability to interact with others
 - b. Ability to solve problems and overcome difficulties
 - c. Ability to take initiative
 - d. Ability to manage conflicts
 - e. Ability to understand and follow instructions
- 2) To empower young people through the programmes to make independent life choices
- 3) To empower young people to become leaders in their communities

Assessment methodology

A simple observational tool – “Dream Life Skills Assessment Tool” was developed in-house with support from clinical psychologists Dr. Dave Pearson and Dr. Fiona Kennedy in order to collect



quantitative data. The tool measures the development of 5 critical Life Skills in young people as mentioned in the objective. The tool is administered twice a year, during the start of sessions and towards the end. Facilitators rate their participants on a likhert scale of 1 to 5, the lowest being “Does not yet to do” and the highest being “Does Independently” based on their observation. All assessors administering the tool undergo a training specially designed to collect data as objectively as possible.

Qualitative data was collected in the form of quotes and Stories of Change of young people narrated by facilitators from sessions to get a better picture of the ground level impact and to validate the quantitative results.

Through this report, impact has been calculated as the difference between Average Baseline and Average Endline scores, overall and across the 5 Life Skills.

Outcomes

Some of the analyses for the year 2011-12 are presented below. The Life Skills improvement was assessed based on the following parameters; (1) Overall impact (2) Programme (3) Gender (4) Age groups (5) Partner NGOs (6) Consistent participation (Attendance) (7) Long term impact (Duration)

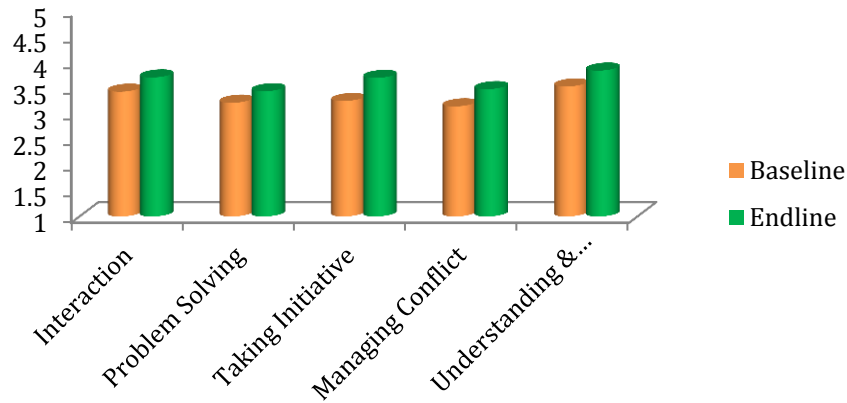
Overall Life Skills Improvement

From Table 1, in the academic year 2011-12, 1462 young people were assessed and 65% of them have shown positive impact in their Life Skills Development through Football and Creative Arts as mediums. Across the 5 specific Life Skills, at least 40% have shown an improvement in Life Skills with the highest being in terms of Taking Initiative.

Table 1: Percentage of young people who have shown positive Life Skills improvement

Year	Overall		Interaction		Problem solving		Taking initiative		Managing conflict		Understanding & following instructions		Total
	%	N	%	N	%	N	%	N	%	N	%	N	
2011-2012	65%	950	44%	638	36%	528	50%	726	43%	635	42%	613	1462

Figure 1: Skill wise Impact



From Figure 1, on an average, young people have improved across all 5 Life Skills – Interaction, Problem Solving, Taking Initiative, Managing Conflict and Understanding and following instructions.

Figure 2: Percentage of Improvement

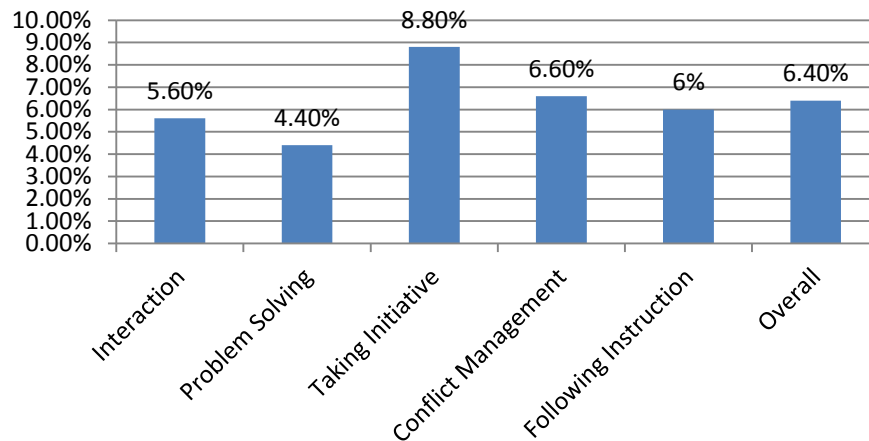


Figure 2 shows, over time, behaviour change was observed more in terms of taking initiative (9% increase from Baseline to End line) and observed less over Problem Solving (4% increase from Baseline to End line). This analysis stresses the need to focus more on Problem Solving skills in the coming years.

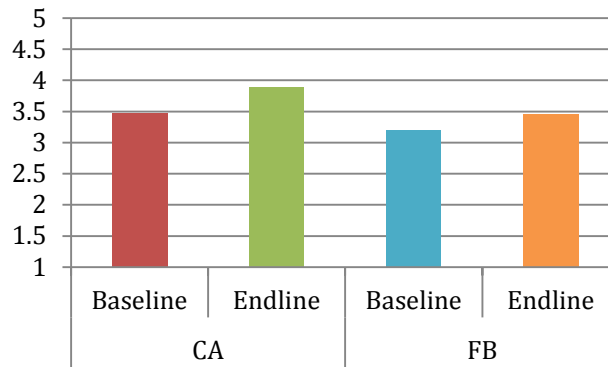
Life Skills Improvement by Programme

Table 2: Percentage of young people who have shown positive Life Skills improvement by Programme



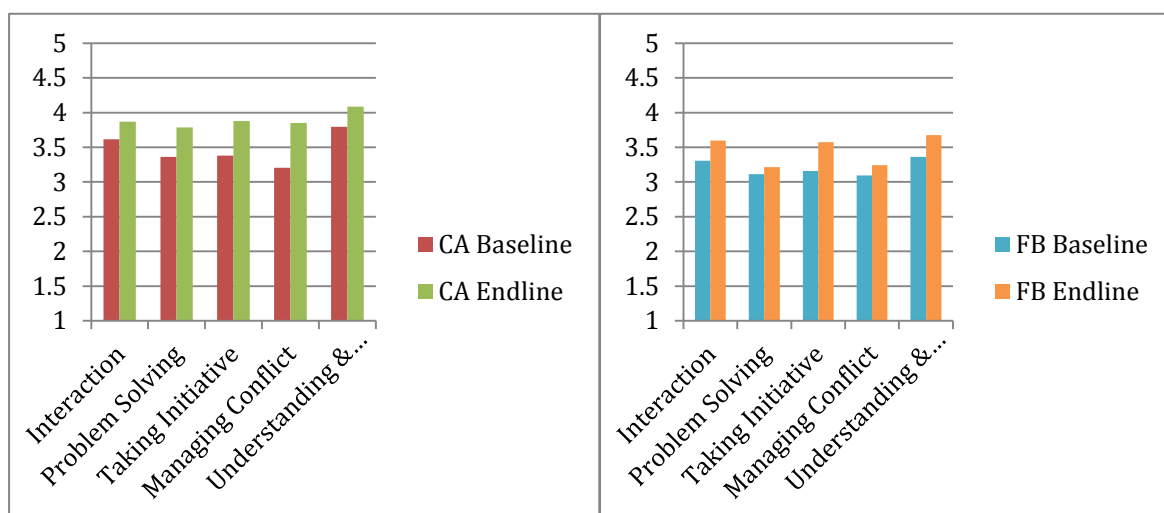
2011-2012	Overall	Interaction		Problem solving		Taking initiative		Managing conflict		Und. & following instructions		Total	
Programme	%	N	%	N	%	N	%	N	%	N	%	N	Total
Creative Arts	68%	368	44%	239	45%	245	49%	269	57%	312	41%	221	545
Football	63%	582	44%	399	31%	283	50%	457	35%	323	43%	392	917

Figure 3: Impact across Programmes



Interestingly, overall participants of the Dream Life Skills through Creative Arts show around 5% improvement compared to participants of the Dream Life Skills through Football programme over the year (Table 2). Figure 3 shows the Baseline and End Line averages are proportionately higher among the participants in the former when compared to participants in the latter.

Figure 4: Impact by Programme across Skills



Breaking it down skill wise, Figure 4 shows the highest improvement was observed in Managing Conflict in Life Skills through Creative Arts programme while Life Skills through Football Programme helped improve young people’s ability to Take Initiative.

Life Skills improvement by Gender

Table 3: Percentage of young people who have shown positive Life Skills improvement by Sex

2011-2012	Overall	Interaction	Problem solving	Taking initiative	Managing conflict	Und. & following instructions	Total						
Gender	%	N	%	N	%	N	%	N	Total				
Female	65%	392	42%	255	41%	244	46%	279	47%	285	39%	237	602
Male	65%	558	45%	383	33%	284	52%	447	41%	350	44%	376	860

A highlight from Table 3, the percentage of girls and boys who have positively developed Life Skills is equal among both girls and boys overall and across the 5 Life Skills showing indifference in the impact across genders.

Figure 5: Impact across Genders

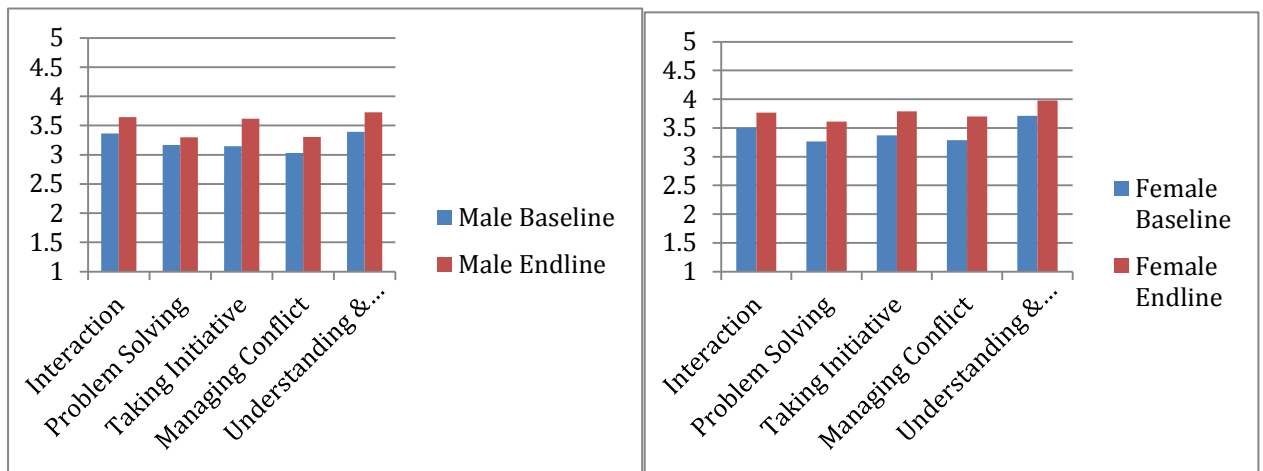
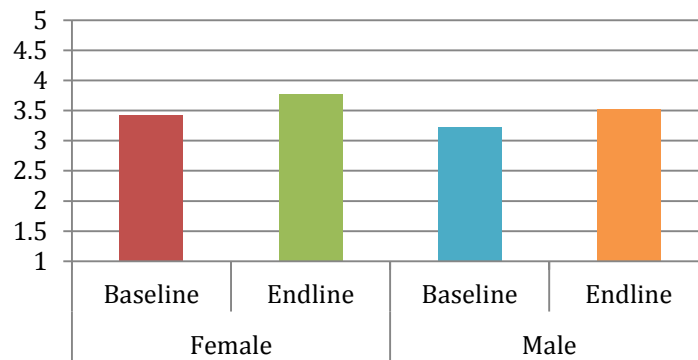


Figure 6: Impact across Skills by Gender

In the year 2011-2012, the development of Life Skills seems to be higher on an average among girls compared to boys by barely 1% as seen in Figure 6. However looking at skills wise improvement, boys seem to take more initiative to participate in activities as part of the programmes when compared to girls. The girls seem to have managed conflicts among themselves, their batch mates and programme mates better than boys.

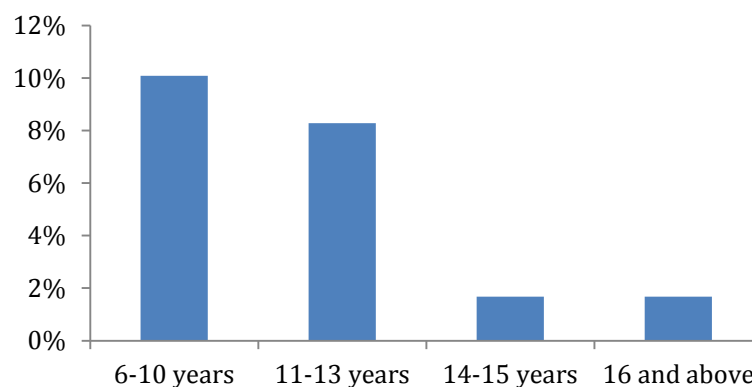


Life Skills improvement across Age groups

Table 4: Percentage of young people who have shown positive Life Skills improvement across

		Age groups											
2011-2012	Overall	Interaction		Problem solving		Taking initiative		Managing conflict		Understanding & following instructions			
Age groups	%	N	%	N	%	N	%	N	%	N	%	N	Total
6-10	71%	112	40%	63	46%	72	51%	80	56%	88	49%	77	157
11-13	71%	521	47%	349	40%	294	54%	394	44%	325	45%	333	736
14-15	54%	192	38%	135	28%	98	43%	153	38%	133	33%	116	353
16 and above	52%	51	40%	39	28%	27	41%	40	37%	36	39%	38	98
Missing	63%	74	44%	52	31%	37	50%	59	45%	53	42%	49	118

Figure 7: Impact across Age Groups



71% of young people in the age groups 6-10 years and 11-13 years respectively have positively developed life skills as shown in Table 4. We also see from Figure 6 that impact reduces from around 10% among younger age groups to around 2% as they grow older. This concurs with human psychology concepts of young people being more adaptable to behaviour change than adults. A higher percentage of young people in the age group 6-10 years and 11-13 years have spent 2 years or more with Dream A Dream's programmes. Hence, we can say that the impact is higher when a young person is engaged in the Life skills programme from a younger age as they have the opportunity to participate for a longer duration.



To note, many young people from these backgrounds are unaware of their age, hence a category “Missing” has been created.

Life Skills improvement across Partner NGOs

Table 5: Percentage of young people who have shown positive Life Skills improvement across Partner NGOs

	Annaswamy		Ananya		CSA		Citizen F		Citizen H		RAZA		RTS		Stella Mary		Vibhuthipura	
	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E
Average Score	3.52	4.25	3.08	3.95	3.4	4.13	2.81	3.62	2.5	3.1	3.22	4.03	3.18	3.87	2.83	3.79	3.49	3.86

Figure 8: Impact across Partner NGOs

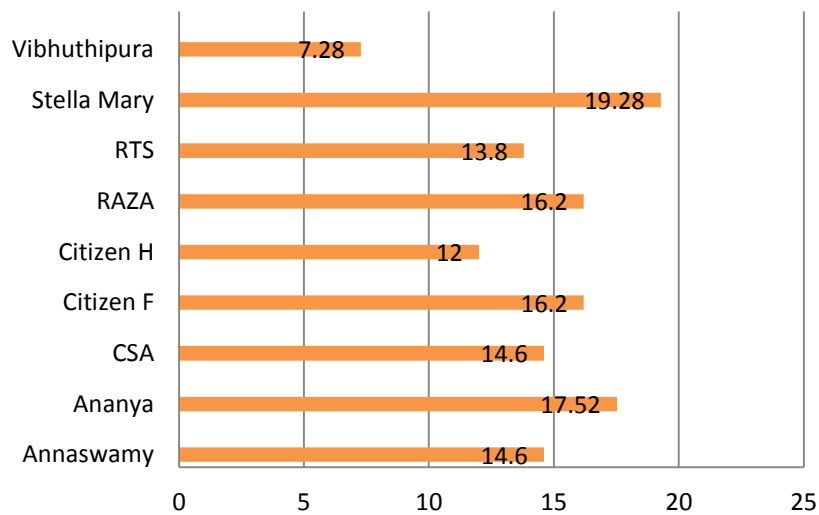
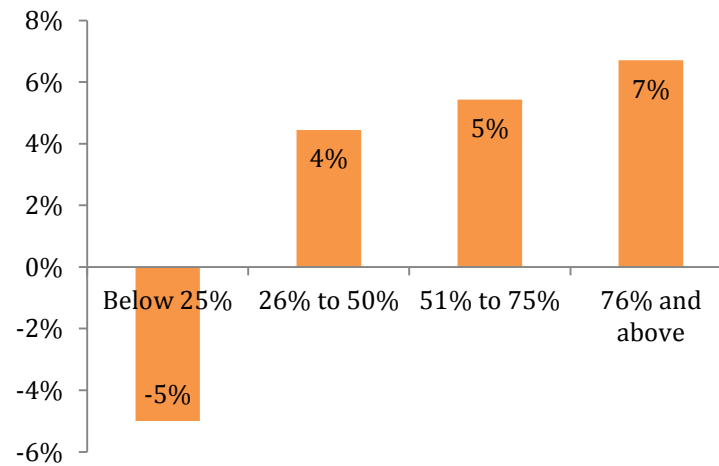


Figure 8 shows Stella Mary School has the highest percentage of improvement in Life Skills (19.28) while Vibhuthipura is observed as the lowest improvement (7.28) although all NGOs fall in a range of 10-15% improvement.

Impact of consistent participation on Life Skills development (Attendance)

Figure 9: Attendance and LS Development

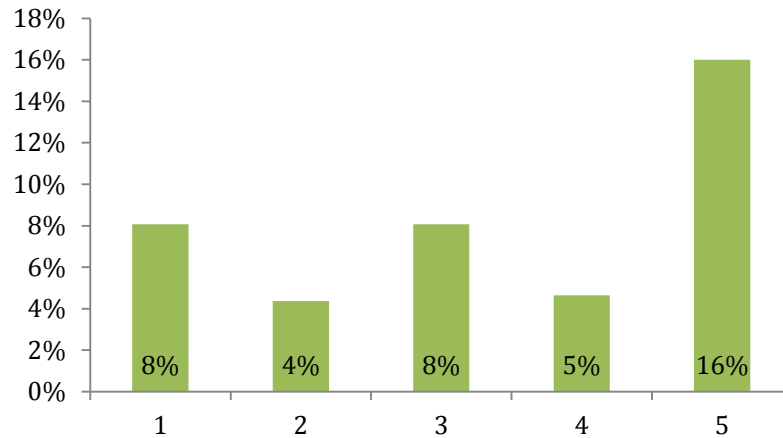


From the above figure, there is negative impact with lack of participation in the programmes and the impact being significantly higher among young people who have shown consistent participation in the programmes. This shows continuous and diligent participation in the 9 month intervention increases the impact on young people and requires that commitment to see a behaviour change.

“Asif started playing Dream Football about two years ago. He was the only child who attended every session without fail. He never complained about anything and he was punctual in his attendance and sincere in his approach to the game. Even though he is smaller than most of the young people and not as strong as the others, he still worked hard to make sure that he could play the game well. He was selected to play in all the tournaments for the Annaswamy team and he worked hard to improve his skills and techniques in the game and became one of the most promising players in the team.”

Long term impact on Life Skills development (duration)

Figure 10: Long term impact on Life Skills Development



On an average from Figure 10, the impact is highest with longer term participation in the programmes. As the number of years spent with Dream A Dream increases as part of the programmes, the behaviour change is significantly higher, irrespective of which medium is used, Football or Creative Arts.

Stories of Change

Afroz, 9 year old boy from Excellent English School

Little Afroz is a smiling, active and naughty boy like anyone else. He would talk perfectly well with everyone but when it came to volunteers or any new people he would not. A little earlier, the 4th standard participants were settling down for their Creative Arts session. Noticing that other young people were peeping in and distracting the students, I proceeded to close the door. A few seconds later I noticed Afroz was crying. On asking, his bench mates said that he could not tolerate closed doors. We did not close the door at that session; I have observed him doing the same for a while. One day I sat with him and talked to him. He said that when doors are closed, he feels like it is a punishment as this is what happens to him at home. The next day I purposefully closed the door and I was standing near him and made sure that he is safe when the doors are closed. Now he doesn't have any problem when the doors are closed.

Building a personal connection with young people is a key principle of engagement and forms the foundation of our life skills work.



Avinash – 12 year old boy from Citizen High School, Frazer Town

Avinash has been a part of the football programme for the last two years. When he came into our programme, he was not an active participant. He used to do what the coach told him but he was very lazy in all the activities and used foul language during the session. With regular attendance at the sessions, he gradually started improving both his football skills and even in his behaviour.

The facilitator noted, “He used to help me and soon started building strong relationships with the other members of the team. From then on, he was happy. He told me that he would listen to everyone and respect his elders. I asked him whether it was the programme that had led to these changes and if so, why had he changed. He said that the programme had previously been focused on learning football skills but now the focus is on teaching life skills as a part of the curriculum. He said that the team agreements helped him make changes in his behaviour both inside and outside the game. He started to take initiative during the games and behave responsibly during the sessions. If he had any doubts, he would clarify them in the session itself and he often came out with some very powerful and relevant questions.”

Avinash shared, “I feel like I too have changed through my involvement in the programme. I learned better ways to behave with my elders and with younger children, responsibility, how to take initiative and most importantly, I learned how to be a leader and I’m really happy I learned this because it is a very good quality to have. I have learned that I have to be a good soccer player and the importance of relationships not only in soccer but also in my life outside of the game. The football programme has made a lot of changes in my life and I know how to work hard to achieve a bright future for myself.”

Active listening and validation are one of the most important tools with a facilitator to support young people like Avinash and help them build trust in relationships.

Ayyappa – 13 year old at Excellent English School

Facilitator Chandru narrated the story of Ayyappa’s change.

Ayyappa has been in the football programme for the last one year. Initially when we started the programme with the structured sessions, he was clueless about what was being taught to him. He never used to mingle with any of the other young people in the sessions; he was also very naughty and often used foul language without any remorse. I used to try and exclude him for



some time during the sessions for bad behaviour and even one of his school teachers came and told me to exclude him from the session. His parents also complained about his behaviour saying that he was being disrespectful, taking money from them without their knowledge and fighting with his brother. He would also lie to them, telling that there was a sports programme and arrived home very late. After we excluded him from a few sessions, he came to classes and pretending to behave.

One day, the young people had a structured session with the topic being 'Dealing with Parents'. All the young people spoke about their parents and everyone spoke positively about their relationship with their parents, explaining that they loved their parents and their parents in turn also loved them. I then shared my personal story. I used to disobey my parents and as a result, faced a lot of difficulties in my life. This story had a lot of impact on Ayyappa and he understood the importance of respecting his parents. His behaviour gradually improved both in the sessions and at home.

Sharing personal stories and building a personal connection with young people with authenticity helps builds trust with them.

Testimonials

Young people

*"I have never seen this kind of programme and it makes me feel good. The first session is one of the most memorable days of my life. I have been playing football since I was 10 and I used to play very selfishly. Once I lost a game due to my selfishness and this made me realise that being selfish is very bad and you can't score a goal if you behave like that. After going to some sessions, I have become much more honest, my football skills are a lot better and there have even been changes even in my life. Thank you Dream a Dream!" ~ **Avinash – 7th grade student from Citizen High School, Frazer Town***

"The session was done in a structured way based on gender. We had to listen to someone from the opposite gender without interrupting and identify two of their opinions. Then we set-up a gender based stadium where we divided into a boys and girls group. The girls sat in a small circle and boys in a larger circle around them. The circle had to be big enough where all the girls can sit comfortably and hear each other. The coach asked us questions to guide the conversation. What is the best thing about being a girl in your community? What can boys do to be better friends



with girls? Why do girls and boys get mad at each other? Communication between boys and girls is the best way. This changed my attitude towards both genders." ~ **Student from Annaswamy School (2011-2012)**

Volunteers

"I think volunteering with Dream A Dream made me realize how much fun it was to be a child. The kids I had met over the course of time in the schools are so full of life and spread joy. In the sports programme they learnt team work and although there were fights, by the end of the day they all went back as friends which I think makes a big difference. In the creative arts programme I noticed that some of the kids are very good at art and they also they get to show their creative side but this part still has to be worked upon because some of the kids still tend to copy other the students' work". ~ **Akash R Latang**

"The art classes run very smoothly, the young people seem to be enjoying a lot and get very involved in their work, they get creative & imaginative. Other than just a little bit of trying to look into each other's' work and copying some ideas (which the teacher constantly reminds them not to do) the young people get to express their own creativity while having a lot of fun" ~ **Khushi V**

Conclusion

This report reflects that Dream Life Skills Programmes helped young people in the age group of 8-14 develop Life skills during the year 2011-12. Across programmes, the Dream Life Skills through Creative Arts programme has shown higher impact compared to the Dream Life Skills through Football programme. Girls in both programmes have shown slightly higher improvement in Life Skills and younger children have shown significant impact on Life Skills development compared to older children. We have finally seen that consistent participation in the programmes and long term engagement has shown high impact.

In the long run this intervention of Life skills development is expected to reflect on their ability to make healthy choices in life, manage conflict and overcome difficulties on their own thus moving them towards an independent life.



Contact Us

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Annexure 1: Dream Life Skills Assessment Template

Please record your overall impression for each question. Remember, the examples are only examples, they are not scoring points. Don't spend too long thinking about each question, just record your impression. This form does not measure technical skills (art, sport, computer etc).

For each question, consider age appropriateness, think of actual age, rather than appearance.

Circle or highlight the most relevant number in the boxes for each question. Low scores are not a problem. They indicate great potential for progress. Be sure to provide 2, 3 brief observations that helped you to make your rating

Child Unique ID. No.

Programme:

Name of Child		Gender	
Actual Age		Partner Center	
How old Does the child look		Programme:	

Name of the Assessor:

Date (dd/mm/yy):

Does the Child have difficulty with Language If Yes please comment?

Areas of Assessment	Does not yet do	Does with lots of help	Does with some help	Needs just a little help	Does independently
A. Interacting with others (For example, does X interact appropriately with other program members, staff, opposite sex? Does X communicate properly? Does X sensitive to others' needs and feelings?)	1	2	3	4	5
Comments: provide examples as rationale for rating:					



B. Overcoming difficulties and solving problems/age-appropriate independence (For example, does X find a way around obstacles which arise during the program? Does X ask for help appropriately? Does X consider pros and cons and make a choice?)	1	2	3	4	5
Comments: provide examples as rationale for rating:					
C. Taking initiative For example, does X carry out tasks without being told? Does X show age appropriate leadership?	1	2	3	4	5
Comments: provide examples as rationale for rating:					
D. Managing conflict (Does X show appropriate assertiveness? Does X resolve disagreements with others appropriately? Does X accept discipline without violence or foul language or running away?)	1	2	3	4	5
Comments: provide examples as rationale for rating:					
E. Understanding and following instructions (Apart from the language issue, Does X understands and willingly follows through instructions?)	1	2	3	4	5
Comments: provide examples as rationale for rating:					