Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach.

Currently, we work with 10,000 young people a year through our two innovation labs – After School Life Skills Programme and Career Connect Programme, have trained over 7,700 teachers/educators from 206 partners impacting over 1,92,500 children and have impacted over 1 million children through strategic partnerships with state governments in Delhi and Jharkhand. We work on a strong collaborative approach with local charities, corporates, volunteers, governments, expert consultants and a host of national and international strategic partners.
WHY LIFE SKILLS?

“The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.”

- Life skills as defined by World Health Organisation

The world is changing at a rapid pace and young people today need the ability to respond to this fast pace of change and thrive in the 21st century. The Dasra Research Report on increasing employability in India states that, “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.” Given the magnitude of India’s youth population, the need for life skills training has become imperative. When young people develop the ability to take initiative, solve problems, overcome difficulties, manage conflict, interact with each other and understand instructions, it helps them overcome the effects of adversity and catch up to normal development. Dream a Dream has been successfully addressing the needs of children and young people from vulnerable backgrounds by developing their life skills using a variety of experiential tools and mediums such as sports, creative arts, outdoor experiential camps, mentoring and life skills for career development.
Teachers are the engines that drive social and emotional learning (SEL) through practices in schools and classrooms, and their own social-emotional competence and wellbeing strongly influence their students. Classrooms with warm teacher-child relationships support deep learning and positive social and emotional development among students.

Research shows that teaching is one of the most stressful occupations; moreover, stress in the classroom is contagious—simply put, stressed-out teachers tend to have stressed-out students.

How then can we change the mind-set of teachers to be more aware of their emotions and in turn, make them more responsive to the students’ needs?

Dream a Dream’s TDP is based on the premises that true transformation happens with the presence of a caring, compassionate adult in a young person’s life. Adults who work with young people are uniquely positioned to unlock their creative potential. Skilled adults can empower young people to make positive life choices, express themselves, commit to their own learning, and become leaders in their families and communities. When a teacher, a key influencer in a young person’s life, plays the role of this caring, empathetic adult, they engage in learning, they feel inspired and they transform.

Inspired by the Creative Community model developed by PYE (Partners for Youth Empowerment), the model uses experiential techniques to nurture empathy, expand creativity, develop listening and validation skills and develop the ability to share feedback authentically and learn facilitation skills. In other words, teachers learn to create engaging learning environments where young people can rise to the challenges, they face every day. By empowering teachers with life skills, we are enabling them to identify gaps and be more responsive to what the students are feeling and truly need in spaces of learning.
MODULES

The Teacher Development Program is delivered through a series of 4 Life Skills Facilitation workshops spread over 6-8 months. Each workshop has 25-30 adult participants and each of the four workshops is focused on specific outcomes.

Life Skills Facilitation 1: Deepening their understanding of the self; looking at ways to explore and expand their creative potential.

Life Skills Facilitation 2: Deepening their understanding of child development, and developing personal connections with young people by listening deeply and offering authentic validation.

Life Skills Facilitation 3: Building creative communities of learning with young people by re-imagining their role as a teacher. Learning to facilitate safe spaces for learning and practicing strength based facilitation.

Life Skills Facilitation 4: Integrating life skills development approaches within the learning environment - and learning to design Life Skills based sessions.

OVERALL IMPACT 2018-19

Distribution of Teachers Completed the Programme

- Low-cost Private Schools: 54%
- B.Ed Institutions: 41%
- Government Schools: 5%

Partner Profile

- 1450 participants completed all four Life Skills Facilitation workshops
- 100% attendance
- 78.7% retention
WHAT OUTCOMES ARE BEING EXPERIENCED?

Top three self-reported outcomes for 94% of teachers who say quality of life improved

- 33% experienced improvements in teaching
  “I didn’t want to become a teacher. I had no option left and had to take up this profession. But after the programme I have renewed vigour and motivation to become a good teacher”

- 21% experienced increase in empathy
  “Earlier I had lot of fear and shame. Kids didn’t mingle with me as I was short-tempered and they were scared of me. Now I am friendly with them.”

- 21% experienced increase in self-confidence
  “I had stage fear and was afraid to talk to others. I was also shy to talk to women and was scared of being embarrassed. The programme has helped me overcome that.”

HOW SATISFIED ARE TDP TEACHERS?

NET PROMOTER SCORE (NPS)

Q: On a scale of 0-10, how likely are you to recommend Teacher Development Programme to a friend or family member? (n=200)

NPS = % Promoters - % Detractors
9-10 likely to recommend 0-6 likely to recommend

NPS BENCHMARKS

Selected Lean Data Benchmarks
(n = 100+ companies, 25,000+ respondents)

Lean Data Global Average 42
100+ companies

India Average 34
20+ companies

Education Sector Average 42
40+ companies

Lean Data Insights for TDP by 60_decibels (as on July 31st, 2019)
Hailing from rural Mysore, I, Kaalappa am a Mathematics teacher, teaching high school children in a government high school, for the past 20-years. Coming from a family of educators, I completed my Master’s in Physics from Kuvempu University and decided to become a teacher, along with my wife. I always introduced myself as, ‘Kaalappa Sir, a strict Mathematics teacher’. My students seemed scared of me, to want to share what they felt openly. I was stressed by my school management, parents and education department to ensure that my students achieved good results. This made me focus less on the low achievers in my class and never enabled them to come to the grade level. I was also a teacher who resorted to corporal punishment when required.

During Dream a Dream’s Life Skill Facilitation (LSF) workshop, I got a chance to learn about the life skills I possess and to reflect about my inner self. Through the course of the activities, I realized I lacked the skill of listening, reacting impatiently and losing my temper with my students. The many experiential activities conducted throughout the training enabled me to enhance my life skills. In the third phase of the workshop, I remember vividly the ‘ride share’ activity, where we were asked to imagine a car driven by a driver who had certain emotions, behavior, attitude and thoughts. The car also had 3 co-passengers with certain emotions, behaviors, attitudes and thoughts. The passengers’ moods kept influencing each other, throughout their communication in the car. During the ride, one passenger was dropped off, while another passenger got in. This caused their moods to be influenced again, much like the initial disturbance. In being participant to this activity was the learning that every child is unique in their own way, very much like every passenger in the activity. It made me reflect on the prejudices and biases I had created about my students.

These experiential activities helped in understanding students and people in a better way. I realized how I was reacting to situations quickly, in anger, leading me to lose many people but post the workshop, I learnt how to not react. I learnt to respond and create a safe space for the students and colleagues around me, so they could share their opinions and express their feelings. As I started to keep myself calm, my students started to open up and began asking me their doubts. They now spend time with me and try harder to understand ‘Mathematics’. I feel it is easy to teach the students now as compared to before, because when I started to spend time with students, I realized where they are facing difficulties in learning Math. I now take time to go the student’s learning level and try to support in bringing them up to the expected level. The workshops empowered me to change my behaviour and become more creative in teaching my students.

“Every child is unique in his or her own way.”
- Kaalappa, Government High School Master
HOW DO I BECOME A PARTNER?

If you are from any of the following:

Low-cost private schools
Govt Schools
B.Ed Institutions
NGO Partners

Interested in exploring the Teacher Development Programme?
Please contact: Bhavani, Associate Director, Teacher Development Programme - +91 96322 43367