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Abbreviations

ASLSP – After School Life Skills Programme
CCP – Career Connect Programme
LMSP – Last Mile Support Programme
TDP – Teacher Development Programme
LSF – Life Skills Facilitation
TSWREIS – Telangana Social Welfare Residential Education Institutions Society
BEP – Block Resource Person
CRP – Community Resource Person
DIET – District Institute for Education and Training
SEL – Social and Emotional Learning
LSAS – Life Skills Assessment Scale
LMSP – 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 Score of the participants is >=2.5
Below norms - Baseline/End line Score 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 - A measure used to quantify the amount of variation of a set of data values. When the change in scores of the participant is >=.75, it is equal to 1 Standard Deviation
Significant change - Participants whose scores change by 1 Standard Deviation (>=.75) is a significant change
Meaningfully engaged – To make meaningful career choices and decisions in life
On 23rd March 2020, India went into a country-wide lockdown with a 4-hour notice and as we knew it changed overnight. As we tried to make sense of what was happening around us, we at Dream a Dream offered an invitation for diffusion of hope. To just breathe. Take a moment of stillness before we respond, take a moment away from panic to give way to clarity and allow for us to potentially offer a whole new response, something different, unique, and contextual to the current crisis. Especially in education, especially for our children. The question was simple: What if? What if the #Whatis campaign we wish to invite into our imagination is the #WhatIf we wish to invite into our imagination for all our children? Dream a Dream’s #WhatIf campaign resonated with hundreds of individuals and dozens of national and international organizations who joined us on the journey to reimagine the future.

And as we grappled with making sense of what the future could look like, young people in our programs showed what is possible. Despite all the economic and political failures of this pandemic, alumni and young people who were part of our programs showed us the skills they had developed to navigate our interconnected, complex world which was in crisis. They came forward and offered compassionate solutions to the issues that were unfolding around them. From helping migrants with accommodations to volunteering towards COVID relief work to offering compassionate solutions to the issues that were unfolding around them. From helping migrants with accommodations to volunteering towards COVID relief work.

The year also saw recognition for Dream a Dream from numerous education officials in the 5 states of Delhi, Jharkhand, Karnataka, Telangana and Uttarakhand for the opportunities they provided us to work with over 1 million children. We are thankful to and fortunate enough to get constant encouragement, support and guidance from all our partner schools, donors, facilitators, teachers and parents who helped us in successfully completing this report. Also, we would like to extend our sincere gratitude to all our partners for their cooperation and active participation in all of our programs.

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First, we express gratitude to our co-founder, Vishal Takheji for his encouragement, timely support and guidance till the completion of our impact report. We would also like to acknowledge the support from colleagues Chandrasekhar K (Director, Strategic Partnerships), Bhawani Arumugam (Director, Teacher Development Programme) and Pavithra K.L (Associate Director, Career Connect and After School Life Skills Programme).

The report would not have been possible without the support of Shankar Subramanian, M. Ramesh, Chetan Israelis, Shweta Lydi, Ramula Patel, Dhansukh Kumar Amrit Sharma, Sowit Chauhan, Paawan Trivedi and Shankar Mahadevan from their knowledge and experience. And as we move forward from the devastation of the COVID crisis we commit to ensure that children have the life skills to overcome adversity and prepare for an uncertain future. At the same time, we also commit to doing our best to dismantle the intersectional and deeply entrenched discrimination that marginalized children face.

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Executive Summary
Dream a Dream empowers young people from vulnerable backgrounds to overcome adversity and flourish in a fast-changing world, using a creative life skills approach. Dream a Dream has crafted a pedagogical method and approach—a science that allows for a redefinition of adverse circumstances by changing the lens through which the past is viewed. Our programmes seek to improve outcomes for students by creating positive learning experiences through a collaborative approach that targets young people, parents, teachers, mentors, and volunteers.

Our programmes, After School Life Skills Programme (ASLSP) and Career Connect Program (CCP) which indirectly impact young people and indirectly impact young people and is designed to nurture empathy, expand their creativity, develop listening and validation skills and the ability to share with authenticity while also learning facilitation skills. As a result, over the last two decades, Dream a Dream has worked with over 10,000 students every year to bridge this gap and impart essential life skills to children and young people from vulnerable backgrounds.

Major findings include:
1. Young people at ASLSP and CCP showed an improvement in life skills by 91.9% and 100% respectively.
2. The improvement in Holistic score was statistically significant (ASLSP-76.7%, CCP-98.2%) for ASLSP and CCP programmes.
3. Male and female participants (ASLSP and CCP) improved in each of the five life skills measured.
4. The Last Mile Support Programme (L-MSP) showed that 97.5% of the young people were meaningfully engaged.
5. Reinforcement programmes conducted for teachers and young people helped them to manage and cope with their current situations.

Based on the evidence of the impact evaluation, all results of all intervention strategies were effective and statistically significant (ASLSP-76.7%, CCP-98.2%). The findings of the study indicate that the results of all intervention strategies were effective in developing and nurturing life skills.

Our Approach
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 parent, a teacher, 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 advocate for a framework that functions in society by influencing policy-changing education paradigms, by reimagining learning and redefining the purpose of education for young people to thrive in the 21st century.

Ecosystem
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 government officials, stakeholders, and the community that helps 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 10,000 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 these innovation labs, new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework to reimagine life skills education.
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 to 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:

Young People: 8-16 years  
Partner Schools: 20  
Young people who completed the programme: 5084  
Districts in Karnataka: 13  
Partners: 29  
Teachers who completed the programme: 1139  
Young people who benefited from the programme: 28475

Young People: 14-19 years  
Young people who benefited from the programme: 5106
The Strategic Partnerships team focuses on scaling the life skills approach, the core of what we have learnt in Dream a Dream for the past 20 years. This endeavour creates great opportunities to contribute to the work of State Governments in implementing non-cognitive curriculum like the Happiness Curriculum work with Delhi, Andhra Pradesh and Uttarakhand Governments. We look at direct impact by creating avenues for our Teacher Development Programme to train teachers across various states and contexts. There is also a strong focus to integrate this learning into programme design of various NGOs to reimagine their work with their stakeholders.

HAPPINESS CURRICULUM, DELHI

Dream a Dream partnered with Delhi Government on Happiness Curriculum as an educational programme for children from grades 1 to 8 in schools run by the Government of Delhi. The objective of this programme is to improve mental wellbeing of students. The curriculum teaches mindfulness, social-emotional learning, critical thinking, problem solving and relationship building with an objective to equip students with the necessary skills and environment to become purpose-driven and explore a nuanced idea of happiness. The introduction of the happiness curriculum into government schools of Delhi has been called a reformative step towards school education in India. The Happiness Curriculum is introduced in 1024 government schools, 20,000 classrooms and impacting 8,00,000 students.

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Students’ class participation has substantially increased after implementing the Happiness Curriculum. The activities facilitated discussion among students on daily life schedules and induced conversations with friends and families. Mindfulness is the best part of the curriculum, enjoyed by both students and teachers.

The handbook activities were easy to implement in classrooms. Happiness curriculum is designed in an easy-to-understand language and students enjoyed the stories and activities. Mindfulness tips made students more attentive, focused and helped improve concentration levels.

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Key findings of the Happiness Feedback Report

• The curriculum components were age-appropriate and in accordance with the changing needs of students.
• Mindfulness tips made students more attentive, focused and helped improve concentration levels.
• The feedback activity was designed in an easy-to-understand language and students enjoyed the stories and activities.
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TELANGANA

Dream a Dream has been working closely with Telangana Social Welfare Residential Educational Institutions Society (TSWREIS), Ministry of Scheduled Caste Development, Government of Telangana. TSWREIS is running 268 residential educational institutions with the noble aim of providing quality education to needy and deprived children. The mission of the TSWREIS Society is to prepare the students to face the challenges of the 21st century with a sense of self-confidence and in a collaborative behavior. Introducing life skills approach in TSWREIS schools, empowering teachers with life skills to build empathetic, creative and highly engaged classrooms for children coming from severe adversity are key focus areas of our work. The COVID-19 pandemic has been a huge challenge for the TSWREIS with the closure of most of the residential schools.

Our work in the state in 2020-2021
• Reintegration sessions for 100 teachers from TSWREIS
• Facilitated cross learning between Delhi and Telangana government schooling systems. This gave the TSWREIS leadership team a first account of SEL based curriculum and its impact on students and schools.

UTTARAKHAND

Dream a Dream partnered with the Uttarakhand Government on Anandam Pathyacharya- an educational programme for children from grades 1 to 8. The premise of the Aａndam Pathyacharya, is helping students develop skills associated with happiness. The programme engages students in games, joyful exercises, guided practices for mindfulness, role playing and presentations. The programme is intended to influence the improvement of learning outcomes in children.

Our work at Uttarakhand in 2020-21
• Supported in training 18000 teachers through 500 virtual labs across Uttarakhand on Anandam Pathyacharya
• Reintegration programmes for teachers(12) from DIET Dehradun
• Life skills facilitation X workshops to 120 teachers
• Supported the Capacity building workshops for creating Anandam curriculum content with Teachers and DIET officials
• Supported in conducting 86 workshops(online and offline) for teachers, government officials and DIET officials

Voices of Impact:

“Happiness Curriculum is designed in an easy to understand language. All students enjoy the stories and activities.”
- Grade 3 teacher from Government School, Sarvodaya Kanya Vidyalaya, Mangolpuri, Delhi

“Each story in the handbook can help change mindsets. My students listen very carefully and connect it with their experiences.”
- Grade 7 teacher from Government Sarvodaya Kanya Vidyalaya, Jonapur, Dehradun

“Anandam stories are my favorite. I find them so relatable to my life. Expression day makes me realize how much nature provides for us and how I need to be grateful towards it for giving air, oxygen, fruits, vegetables, etc. I also want to thank everyone in my life who helps me in one way or the other way.”
- Grade 5 student from Government Primary School, Dehradun, Uttarakhand

“The instructions given in the book and the language used are simple to follow. For instance, activities like Achha laga, Achha hona and Hum sab-ki sansan are very easy to conduct in classrooms.”
- Grade 7 teacher from Government Sarvodaya Kanya Vidyalaya, Shahdara, Delhi
Experiences shared by Young People and Teachers during Lockdown

**DELHI**
Supported in engaging 460,000 students during the pandemic by sending happiness videos, audio and subject specific worksheets, which helped students continue learning.

**JHARKHAND**
Supported the Jharkhand Government in launching and managing the lockdown pathshala for students.

**UTTARAKHANAD**
Supported in coming up with videos on stories from Anandam Pathyacharya for learning through Pathshala during lockdown.

**KARNATAKA**
Karnataka, Telangana, Uttarakhand and Jharkhand: Reintegration training to teachers from Uttarakhand, cope with current situations, manage themselves and thus enable every child to adapt to the situations.

- 2415 sports kits to young people to learn from home
- 3050 arts kits to young people to learn from home

**Dream a Dream’s Response to COVID-19**

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**Dream a Dream’s Response to COVID-19**

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**Experiences shared by Young People and Teachers during Lockdown**

**DELHI**
As schools were closed during pandemic, our teacher sent us Anandam curriculum videos with stories and activities. Listening to madam’s voice in the videos gave it a classroom effect. I liked all the stories and activities. I was not very friendly with my classmates. But this changed as I listened to the Anandam stories like ‘Sharir Ka Ghamand’, ‘Ahankaar Ke Kamre’ and ‘Nirmal Pani’. These classes made me believe that we all are equal.

- Grade 5 student from Government Upper Primary School, Dehradun, Uttarakhand

**JHARKHAND**
During lockdown period I joined Lockdown E-Pathshala an initiative for students learning. Through this channel, I met the Dream A Dream team. Everything was so uncertain because of the pandemic. I attended Dream A Dream’s training in both online and offline modes. The training gave me mental strength. I learnt many things from the online session. The most amazing thing I learned is ways to provide feedback and methods to be applied in class while engaging students. I always apply these methods in my classroom, which energizes the students and calms their minds. I developed problem-solving skills and calmness through this training, Dream A Dream offline/online session on life skills helped me work better with the students in my school.

- Teacher, Public high school, Ramgarh, Jharkhand

**UTTARAKAND**
With the extended lockdowns I was anxious about my future and worried about the health of my family. The online life skills sessions I attended at Career Connect Centre gave me a sense of relief and gave me a much needed break from what was unfolding in the outside world. This Program motivated me a lot and made me believe in myself and helped me think positively. The programme helped me to manage situations (during the lockdown) and improved my self-confidence.

- Young person, Life Skill Development Programme, Career Connect, Karnataka

**KARNATAKA**
I learnt mindfulness which made me feel relaxed and calm. I learnt about the Johari window which helped in giving and receiving feedback. I learnt to make the classroom environment more lively, free from fear where every student would feel connected and could participate in classroom activities enthusiastically. I am feeling more connected with my students and even the students enjoy these activities.

- Assistant Teacher, Government Middle School, Ramgarh, Jharkhand

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

- 15000 families reached out
- 4597 ration kits distributed
- 570 young people received emotional & mental health support provided
- 257 coaching/learning kits provided
- 3000 masks provided to 20 partner schools
- 132 teachers supported with ration kits for 4 months
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Learning and Outcomes of the Programme

ASLSP
- Positive change in participants’ average scores: 91.9%
- Participants above norms (>=2.5 points) by the end of the programme: 95.5%
- Participants improved their skills significantly (by at least 1 standard deviation): 76.7%
- 76.6% of participants improved in each of the 5 life skills

CCP
- Positive change in participants’ average scores: 100%
- Participants above norms (>=2.5 points) by the end of the programme: 99.9%
- Participants improved their skills significantly (by at least 1 standard deviation): 98.2%
- 94.5% of participants improved in each of the life skills
- 97.5% of participants meaningfully engaged (i.e. made meaningful choices) initially - 97.5%

TDP
- 41.9% of the teachers had regular catchup conversations with their students.
- 17.2% of the teachers used WhatsApp to engage students in some form of academic work.
- 14.7% of teachers conducted lessons on regular phone calls and were in touch with their students.
- 11.2% of teachers conducted weekly/half-weekly online classes for their students.
- 80% of the teachers said the trainings helped understand their own quarantined selves.
- 79% of the teachers said the training helped to understand the role of facilitator in an online classroom.
- 74% of the teachers said the training helped to understand the quarantined children

Methodology, Assessment Instrument

The impact of Dream a Dream’s Programmes is measured using the Life Skills Assessment Scale. The LSAS is the first of its kind, peer-reviewed, standardized and published impact measurement tool in the world to measure improvement in life skills amongst disadvantaged children. The scale is externally administered by programme facilitators at the beginning and end of the life skills programme to measure the 5 life skills mentioned (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. Social Behavior and Personality: An international journal, 48(4), e8938).

Data Interpretation

The following assessment options of the 5 life skills in the LSAS (does not yet do, does with 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 within a SD of 0.75” is considered as a significant change in the average of all 5 life skills (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. Social Behavior and Personality: An international journal, 48(4), e8938).
Life Skills Assessment Scale

Dream a Dream uses a simple and effective five item scale called the Life Skills Assessment Scale (LSAS) to measure life skills in young people. Life Skills Assessment Scale a peer reviewed, standardised and published impact measurement tool that measures (Kennedy et al, 2014) life skills in young people.

The Life Skills assessment Scale is administered to young people in the age group of 8-16 years. In 2019, Dream a Dream conducted a study to extend the LSAS age norms, which resulted in a simple, valid, and reliable assessment tool for children and young people aged from 8 to 22 years. This was peer reviewed, standardised and published in Social Behavior and Personality Journal, Pearson, D., Kennedy, F., Taleja, V., Bhat, S., & Newman-Taylor, K. (2020).

The Life Skills Assessment Scale: Norms for young people aged 17–19 and 20–22 years. Social Behavior and Personality: An international journal, 48(4), e8938

THE SCALE ASSESSES 5 CORE LIFE SKILLS

**SKILL 1** 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.

**SKILL 2** solving problems
The ability to acknowledge that there is a difficulty, 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 help appropriately and solve problems successfully.

**SKILL 3** 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 behaviour such as sharing ideas, taking the lead, encouraging others, raising one’s hand, coming forward to help a facilitator with a task, or staying back after the session to help clean up.

**SKILL 4** managing conflict
The ability to be aware of the conflicts both internal and external and at the same time the manage conflicts effective and respective manner. This includes being assertive, resolving disagreements appropriately, not using violence or foul language.

**SKILL 5** understanding and following instructions
The ability to comprehend, understand and respond to instructions appropriately. This includes comply with instructions and ask for clarifications when needed.

The After School Life Skills Programme (ASLSP), uses the medium of sports and arts to engage and develop critical life skills. The programme is an innovation lab where new approaches to life skills are developed, introduced, demonstrated and fed back into a larger framework for learning.

Participants in this programme are primarily between 8-16 years of age. The programme is broadly divided into two areas: Life Skills through Creative Arts and Life Skills through Sports (Football). Young people join the ASLSP and choose either the arts-based or the sports-based medium. The participants are then divided based on their age, into batches and each batch receives around 25 sessions during a school year.
Programme-wise Distribution of Participants Who Completed the Programme

Total Participants: 2798
- Average Attendance: 70%
- Retention Rate: 92.2%
- Partner Schools: 20
- Facilitators: 32
- Young people graduated: 1470

Impact Analysis: Life Skills Assessments 2019-20

The Life skills assessment analysis was conducted in 24 Partner’s Schools under the ASLSP. The Life Skills assessment data was collected from 1556 participants of which 760 were male and 796 were female. They were in the age group of 8-18 years and between the grades of 4th and 9th.

- Age Distribution:
  - 50% 11-13 yrs
  - 15.9% 8-10 yrs
  - 11.6% 14-16 yrs
  - 5.4% 17-19 yrs

- Gender Distribution:
  - 51.2% Male
  - 48.8% Female

- Grade Distribution:
  - 51.2% 4th Grade
  - 15% 5th Grade
  - 14% 6th Grade
  - 12% 7th Grade
  - 9% 8th Grade
  - 7% 9th Grade
  - 5% 10th Grade
  - 1% 11th Grade
  - 1% 12th Grade
The analysis showed:

- 76.7% of the participants improved their life skills significantly (at least by one standard deviation >= .75 points).
- 53.7% of the participants had scores below set standard norms (LSAS norms < 2.5 points) in the beginning.
- 95.5% participants improved to above norms by the end of the programme.
- Higher number of female (96.4%) participants had scores above norms when compared to male (94.6%) participants by the end of the programme.

Overall Significant Change in Life Skills

76.7% of the participants improved their skills significantly.

**Life Skills Improvement**

91.9% of the participants showed a positive change in life skills.

<table>
<thead>
<tr>
<th>Life skills</th>
<th>Baseline</th>
<th>End line</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with others</td>
<td>2.6</td>
<td>3.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Overcoming difficulties and solving problems</td>
<td>2.3</td>
<td>3.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Taking initiative</td>
<td>2.5</td>
<td>3.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Managing conflict</td>
<td>2.0</td>
<td>3.4</td>
<td>1.4</td>
</tr>
<tr>
<td>Understanding and following instructions</td>
<td>2.6</td>
<td>4.0</td>
<td>1.4</td>
</tr>
<tr>
<td>Average</td>
<td>2.4</td>
<td>3.7</td>
<td>1.3</td>
</tr>
</tbody>
</table>

**Significant change**

- 76.7% of the participants improved their life skills significantly (at least by one standard deviation => .75 points)
- 15% of the participants had scores below set standard norms (LSAS norms < 2.5 points) in the beginning.
- 95.5% participants improved to above norms by the end of the programme.
- Higher number of female (96.4%) participants had scores above norms when compared to male (94.6%) participants by the end of the programme.
After School Life Skills Programme (ASLSP)

The graphs above show the life skill scores of male and female participants. The baseline scores indicate both male and female participants had scores below norms in overcoming difficulties and solving problems and managing conflicts. All participants had end line scores above norms (>=2.5 points) by the end of the programme.

Male participants had lower baseline and end line scores in all five life skills when compared to female participants.

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Baseline</th>
<th>Endline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with others</td>
<td>2.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Managing conflict</td>
<td>2.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Taking Initiative</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>Overcoming difficulties and solving problems</td>
<td>1.9</td>
<td>4.0</td>
</tr>
<tr>
<td>Understanding and following instructions</td>
<td>3.2</td>
<td>4.0</td>
</tr>
</tbody>
</table>

The graphs above show the overall average scores in each of the 5 life skills. The participants showed an improvement of 76.6% in all five life skills. Male participants had a higher improvement of 77.6% in all five life skills assessed.

Participants Showing Improvement in Each Life Skill

The graph above shows the overall average scores in each of the 5 life skills. The participants showed an improvement of 76.6% in all five life skills. Male participants had a higher improvement of 77.6% in all five life skills assessed.
Kavya is a bright and talented 12-year-old girl studying in 7th standard in Government School Ambedkar Nagar, Bangalore. She has been part of Dream a Dream's After School Life Skills through Sports programme for the past 4 years. She comes from a low-income family. Her father had abandoned the family when Kavya was very young. Since then, her mother has been taking care of the family. Her mother works as a tailor in a garment factory. Kavya’s elder sister also works as a helper in a garment factory to supplement the family income. Kavya was very quiet girl and did not mingle with all students in class. One of the reasons for this behaviour was difficult situations at home. She hardly interacted with any of her classmates and had few friends. She did not take part in any activities organized in school or even in her class. Observing this, the After School Life Skills programme facilitator decided to speak to her. The facilitator spoke to Kavya’s mother and class teacher. Having understood the reason for Kavya’s behavior, he initiated one-on-one conversations with her and planned some sessions to improve her interaction with others. Encouragement by the facilitator, helped Kavya to improve her interaction with others. The activities helped her learn to take initiatives and develop leadership skills. According to Kavya, “I thought I will not be able to mingle with anyone, I will be alone forever in my life, but I am very lucky that I enrolled into Dream a Dream’s After School Life Skills programme. The Lifeskills session helped me overcome my fear, hesitation and build my confidence. I am a different person now—someone who is very strong, confident and bold. I feel I can now face anything in my life.”

Career Connect Programme (CCP) is an innovation lab which equips 14-19 year old with information, skills and access to opportunities to make a healthy transition to adulthood. CCP conducts career awareness workshops, runs short-term modules in Computers, English, Communication skills, Career guidance and provides access to internships, scholarships, vocational training and jobs. The programmes are delivered 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 life and to build knowledge.
Participants who completed the life skill development programme 1005

Career Connect Programme (CCP)

Life Skills Assessment Analysis (2020-21)

The Life Skills Assessment Analysis presents data sets of young people who completed the Career Connect Programme. Data of 785 young people who completed the Life Skills Development Programme were analysed. There were 282 male and 503 female participants in the age group of 14 to 25 years.

Age Distribution

Gender Distribution

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>14-16yrs</td>
<td>282</td>
<td>503</td>
</tr>
<tr>
<td>17-19yrs</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>20-22yrs</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>23-25yrs</td>
<td>8</td>
<td>11</td>
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</table>

Gender Distribution

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2059</td>
</tr>
<tr>
<td>Female</td>
<td>1175</td>
</tr>
</tbody>
</table>

Average Attendance

Life Skills Development 2020-21: 88.38%
Career Connect Programme: 87.62%
Reintegration Programme: 84.56%

Participants who completed the life skill development programme: 1022

Total Participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>884</td>
</tr>
<tr>
<td>Female</td>
<td>1175</td>
</tr>
</tbody>
</table>
Life Skills Improvement

100% of the participants showed a positive change in demonstrating life skills.

The analysis showed:

- The results of the study indicate that a majority of the participants (89.3%) required a lot of help or some help to demonstrate life skills in the beginning of the programme.
- The analysis showed that majority (100%) of the participants improved their life skills by the end of the programme, as they demonstrated life skills with little help or independently.

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

<table>
<thead>
<tr>
<th>Life skills</th>
<th>Baseline</th>
<th>End line</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with others</td>
<td>2.0</td>
<td>3.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Taking initiative</td>
<td>2.0</td>
<td>3.4</td>
<td>1.4</td>
</tr>
<tr>
<td>Managing conflict</td>
<td>2.0</td>
<td>3.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Understanding and following instructions</td>
<td>2.3</td>
<td>3.9</td>
<td>1.6</td>
</tr>
<tr>
<td>Average</td>
<td>2.1</td>
<td>3.5</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Overall Significant Change in Life Skills

Overall Significant Change in Life Skills

Young people showed change in life skills:

- Significant Change
- Improved

The analysis showed:

- The above graph shows most of the participants (98.2%) improved their skills significantly (at least by one standard deviation >= 0.75 points). At the beginning of the programme, 78.2% of the participants were below the set standard norms (LSAS norms of <2.5 points) and this improved to 99.9% above norms by the end of the programme.
The above graphs show the life skills scores of male and female participants. In the beginning of the programme both male and female participants had baseline scores below norms (< 2.5 points). Both male and female participants have an average baseline score below the norm on each of the skills (<2.5 points). Female and male participants had high scores in understanding and following instructions followed by taking initiative skills. Both male and female participants had scores above norms (≥2.5 points) in all five skills by the end of the programme.

Gender Wise Improvement In Each Life Skill

The graph shows an overall average score of young people in each of the 5 core life skills. A minimum of 94.5% of the participants improved in each life skill. Female participants showed an improvement of 94.8% in all five skills assessed while male participants showed an improvement of 94.5% in all life skills assessed.

Participants Showing Improvement in Each of the 5 Core Life Skills
Sharanya is an 18-year-old girl who had a very troubled childhood. Her father walked out of the family when she was just 3 years old because her mother gave birth to a girl child, as he believed a girl child brings poverty and bad luck to the family.

Sharanya's mother worked as a house help. Her mother took care of the family with the meagre resources she received working as a maid. While Sharanya was in the 8th grade her mother was diagnosed with cancer and needed surgery. The surgery got delayed as they could not arrange money for it. Her brother dropped out of college and started working while Sharanya continued her education.

Her relatives supported them with some money for the surgery but that was not enough. As her mother who was earning member of their family was ill, the relatives harassed Sharanya to get married to which she refused. This incident made her feel dependent and helpless; she wanted to prove to her father and relatives that even a girl child can support the household and need not be married off.

Sharanya wanted to do something in her life. Knowing Sharanya’s plight her professor at college asked her to join Dream a Dream’s programmes at the Career Connect Centre as she felt it would be a good change for her.

Sharanya was eager to learn and develop skills. Her friends described her as a ‘sponge’ ready to absorb knowledge. She attended the Life Skill Development programme, Beautician course, Photography course, Tally to name a few, at the Career Connect Centre.

At Dream a Dream, Sharanya was able to build resilience and fight back the helplessness she felt. The skills learnt at Dream a Dream has helped her take up a part-time job and continue her studies as well.

She shares, “Dream a Dream built in me the courage I needed to stand up to my family and reject marriage proposals. It helped me to be a strong and independent woman. At Dream a Dream I was able to transform from a girl to a woman ready to take on the responsibility of my family. Dream a Dream helped me to face challenges in life.”

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 LMSP successfully track every young person who completes the life skill development programme, so that they are meaningfully engaged in life. The LMSP provides scholarships, employment, skill development training and mentoring opportunities to young people in the age-group of 16 to 22 years for a meaningful engagement in life.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Meaningfully engaged</th>
<th>Scholarships</th>
<th>Fund my project programme</th>
<th>Mentored</th>
<th>Placed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5797</td>
<td>95.7%</td>
<td>254</td>
<td>64</td>
<td>149</td>
<td></td>
</tr>
</tbody>
</table>

Overall Tracking Status of the LMSP Participants (2020-21)
Shafiya is a 20-year-old whose journey at Dream a Dream started when she was pursuing her 7th standard at Excellent English School. Shafiya participated in many workshops. Reminiscing her first workshop she shares, “I remember the Tree of Life activity conducted by Dream a Dream in my school. I remember this activity because it was the first time, I was made to think about what I wanted to be.”

Shafiya comes from a family of six which includes her father, mother, brother and 2 sisters. Her father has mental health issues and is unable to work and mother is housewife. Her brother works as a mechanic and is the sole breadwinner of the family. She has two sisters of whom one sister is married, and the other completed her graduation and was looking out for a job. Shafiya works part-time whenever possible to support her family.

After her brief journey with Dream a Dream in her school, she learnt about the Career Connect Centre run by Dream a Dream when she was pursuing her 2nd year in her pre-university course. She joined the spoken English programme at Dream a Dream.

Recollecting her sessions Shafiya expressed “When I joined the spoken English sessions, I lacked confidence and found it difficult to communicate with others. I participated in a lot of role plays and took up many leadership roles which helped me develop confidence and improve my communication skills.”

Shafiya received scholarship support from Dream a Dream which helped her continue her studies. Shafiya recollects “As my father was a tailor, I knew how to stitch. I knew how to apply mehndi but was not an expert. Dream a Dream gave me an opportunity to perfect my skills through skill development sessions. The programme taught me how to market myself to my customers and this helped me take more orders and expand my customer base. My dream is to be a stylists cum beautician.”

During the lockdown Shafiya got an opportunity to really explore her skills as an entrepreneur. She started sharing her work on social media. Soon she started receiving many orders for marriages during the lockdown. One day she received an order from an apartment for 70 members where she earned Rs 25,000 in one day.

Today Shafiya is experimenting with designing bridal wear using her mother’s old sarees. Shafiya’s resilience helped her create a business for herself even during the pandemic.

03 Teacher Development Programme (TDP)

The Teacher Development Programme (TDP) engages adults to deepen impact and unlock the potential of young people. TDP uses a creative life skills approach to nurture empathy, expand creativity, develop listening and validation skills along with the abilities to share authentically, infuse also-bearing facilitation skills. The teachers learn to create empowering environments where young people can rise to the challenges, they face every day.
Programme Reach in Karnataka: 2020-21

Life Skills Facilitation (On-site)
- Karnataka: 259 teachers
- Telangana: 9 partner schools

Life Skills Facilitation (Online)
- Karnataka: 1139 participants completed all four Life Skills facilitation workshops
- Telangana: 29 partner schools

Young People Engagement
- Karnataka: 182 young people engaged
- Telangana: 9 partner schools

Reintegration
- Karnataka: 741 teachers
- Telangana: 29 partner schools

Karnataka and Telangana
Teacher Survey: Impact of COVID-19

Dreams of a Brighter Teacher Development programme conducted a survey engaging 1895 teachers from partner schools in Karnataka to understand the impact of COVID-19 on their wellbeing.

The survey focused on:
- The mental health of our teachers and students
- Understanding the support required by our communities
- Understanding how the teachers were supporting themselves and their communities
- Capturing the teachers’ lessons learned in the pandemic era and post COVID-19
- Capturing the good practices that teachers are using online for teaching

### Key Findings

- **72.4%** Teachers felt sad/worried/angry/confused
- **17.9%** Teachers reported that their students were worried about uncertainty around exams & school
- **18.41%** Teachers received calls from students speaking about their families

### Survey Highlights

<table>
<thead>
<tr>
<th>Teachers’ feelings &amp; emotions regarding COVID-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
</tr>
<tr>
<td>Sad/worried/anxious/confused</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>Rarely useful</td>
</tr>
<tr>
<td>Very useful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges faced by children</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
</tr>
<tr>
<td>17.9%  Teachers reported that their students were worried about uncertainty around exams &amp; school</td>
</tr>
<tr>
<td>18.41% Teachers received calls from students speaking about their families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures taken by teachers to support children</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
</tr>
<tr>
<td>41.9%  Teachers had catch-up calls with students</td>
</tr>
<tr>
<td>17.2%  Teachers engaged with students for academic work via WhatsApp</td>
</tr>
<tr>
<td>14.7%  Teachers taught students via phone calls</td>
</tr>
<tr>
<td>11.2%  Teachers weekly/bi-weekly online classes for students</td>
</tr>
</tbody>
</table>

Life Skills Facilitation (LSFX) workshops:

Life Skills Facilitation workshops (LSFX) conducted to promote social and emotional learning among teachers in a post-covid world. LSFX workshops were conducted for 1,237 teachers from 25 partner schools in 58 batches. The teachers from Karnataka, Telangana, Tripura and Uttarakhand attended the workshops.

LSFX focused on:
- Understanding the journey of coping with the COVID situation (for the teacher and child)
- Exploring the role of a facilitator/facilitator in this current situation.
- Identifying and practicing skills of using creativity to connect with children online.
- Strengthening our supportive communities.

**Understanding the Quarantined Self**

- **80%** of the teachers said the training helped to understand the quarantined self.
- **74%** of the teachers said the training helped them to understand the quarantined child.
- **79%** of the teachers said the training helped them to understand the role of a facilitator in an online classroom.

**Understanding the Quarantined Child**

- **73%** Very useful
- **72%** Very useful
- **67%** Very useful

**Dreams of a Brighter Teacher Development programme**

LSFX workshops conducted to promote social and emotional learning among teachers in a post-covid world. LSFX workshops were conducted for 1,237 teachers from 25 partner schools in 58 batches. The teachers from Karnataka, Telangana, Tripura and Uttarakhand attended the workshops.
Voices from the Field

“I am a Kannada teacher teaching grades 8 to 10. I completed my B.A, B.Ed. and MA teaching from a Private Kannada medium school in Doddaballapur. I have 5 years of teaching experience. I have participated in offline Life Skill facilitation Workshops and one online workshop organised by Dream a Dream. The workshops have influenced me in my personal and professional life. I started my inward journey through the ‘River of Life’ activity, I was amazed to see my own journey, the ups and downs I had in my life. I felt good during the activity.

I was deeply influenced by the trainers who gave space and respect each participant without any prejudices throughout the training. I was inspired by the way they held every participant to identify and bring out their innate strengths. I started to introspect, my thoughts and behaviour and how it influenced the people around me. I realised that I got angry soon, I hesitate to mix with people around me and had a rude and uncomfortable zone around me. I was determined to change myself. I learned that I needed to use every opportunity in life to enhance my living within.

“I am working as a guest teacher teaching science at School in Gundlupet taluk, Chamarajanagar district. This school is run by Social Welfare Department, the students from economical background are enrolled for their studies. Most of the students are children of farmers/ petty shop owners. I have completed my BSc, B.Ed, MSc (Chemistry). I teach students from grades 6 to 9. Dream a Dream’s training was my first training after started teaching. The sessions were online. This training was a life changing event in my life. As I was guest teacher, my contract was not renewed during the pandemic, yet I was lucky to attend the training. I loved the activities done during the training. I could interact with other school teachers and had a good opportunity to know what is happening in the outside world. The session on ‘Corona Awareness’ was too inspiring that it boosted my self-confidence level which was low at that time. During this training, I learnt how to handle small groups (Whats App) interaction, I learnt that all the teachers were going through the same situation as I was. I learnt how we could counsel and help each other. This activity was a great opportunity and an eye opener to me to learn the problems of other teachers during the pandemic.”

LEARN SKILLS ASSESSMENT (LSAs)

Please complete the LSAs to obtain a clear idea of your levels of awareness in the young person. You may need to spend some time thinking before you decide. Do not spend too long thinking about each question. Just record your impression for each question, consider age-appropriate levels (of actual age, rather than physical appearance).

Pull an sieve 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 all the comments boxes.

**Name of person serving**

<table>
<thead>
<tr>
<th>Name of person serving</th>
<th>Gender</th>
<th>Name of assessor</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Does not yet</th>
<th>Does with help</th>
<th>Does on own</th>
<th>Does independently</th>
</tr>
</thead>
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</table>

**Description of situation**

<table>
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<th>Does with help</th>
<th>Does on own</th>
<th>Does independently</th>
</tr>
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**Description of activity**

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<th>Does on own</th>
<th>Does independently</th>
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**Description of feelings**

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<th>Does with help</th>
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</table>

**Description of reason**

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<th>Does not yet</th>
<th>Does with help</th>
<th>Does on own</th>
<th>Does independently</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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


LIFE SKILLS ASSESSMENT SCALE

WHAT THE LSAS CAN DO FOR YOU

MEASURING PROGRAMME IMPACT
Find out how effective interventions are at targeting key skills among disadvantaged young people in India.

ALLOCATING A CHILD TO THE PROGRAMME RSET FOR THEM
See how young people perform in different programmes and help maximise their benefits for them.

DETERMINE A SKILLS PROFILE FOR AN INDIVIDUAL CHILD
Look at two dimensions: broad outcome strengths in an individual young person.

COMPARING ONE PROGRAMME WITH ANOTHER
Discover which skills have been developed by a given programme.

COMPARING AN INDIVIDUAL’S SCORING WITH NORMALS
Show how a young person compares with the average scores for their age group.

FEEDBACK ON PROGRESS
Let stakeholders (planners, parents, teachers, careers, young people) see progress visually.

OUR SUPPORTERS FOR THE PAST 3 YEARS

Dr. David Pearson
Consultant Child Psychologist, is a specialist in child and adolescent mental health, former N.C. Head of Psychiatry and Associate Tutor at the University of Southampton. He has previously worked at Evelina London and is a clinical advisor at the Detention Centre and has significant experience in helping vulnerable and young people with complex mental health needs.

Dr. Fiona Kennedy
Consultant Child Psychologist, was former N.C. Head of Psychiatry and Associate Tutor at University of Manchester, Sheffield and Devon in England, then Associate Chair of the British Psychological Society (BPS) and President of the British Association for Parent Child and Parent-Child Psychotherapy (BAPCP). She has published in the field of child and adolescent mental health, particularly for those from minority, black, and culturally diverse backgrounds. She is currently working on a number of research projects with Dr. David Pearson, and the partners and co-workers are currently involved in a number of projects.

Mr. Vishal Talavera
Director of Children’s Future, has over 25 years of experience in the development sector. He is a Non-Executive Director of Foundation UK and was a National Child Development Agency Board Member at the UK. He has been a lead author for the UK’s ‘Children’s Future’ report, which has influenced policy and practice for children and young people. He is a founder of the ‘Children’s Future’ initiative, which was the first to publish research recommendations for policy makers in the UK. He has also worked with a number of national and international organizations to develop policy and practice for children and young people.

For more information on LSAS, contact:

Vishal Talavera: vtalavera@childrensfuture.org
Dr. David Pearson: dpearson@childdevelopment.org.uk
Dr. Fiona Kennedy: fiona.kennedy@uk.net

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.