



IMPACT REPORT 2020-21

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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*

BRP – *Block Resource Person*

CRP – *Community Resource Person*

DIET – *District Institute for Education and Training*

SEL – *Social and Emotional Learning*

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

On 23rd March 2020, India went into a country-wide full lockdown with a 4-hour notice and life 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 all of us to pause. To just breathe. Take a moment of stillness before we respond. Take time 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 is the #WhatIf we wish to invite into our imagination to transform education 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 re-imagine the future.

And as we grappled with making sense of what the future could look like, young people in our programs showed us what is possible. Despite all the economic and political fallouts 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 rations to volunteering towards COVID relief work to turning into entrepreneurs to support their families, our young people found their own unique solutions.

The year also saw recognition for Dream a Dream from diverse quarters. Dream a Dream also won the Football for Good award presented by Common Goal at the World Football Summit. We were also humbled to be

certified as a Great Place to Work organization with over 94% of the staff expressing pride about their job and the organization.

The crisis is not over, and the future continues to be uncertain. But the pandemic made us even more starkly aware of the systemic inequities that continue to hold our children back. All of it for us has meant a renewed focus on a complete mindset shift in the purpose of education and the role of society towards that change. It is a journey that ensures every child is responsible, happy, and resilient, while also breaking down the systemic barriers that stop them from reaching their potential. 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.

We thank the over 10,000 young people who enroll in our program every year, the 35,000 teachers who chose to attend our trainings through the years, and the 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 forever indebted to all our supporters and donors who have walked this journey to ensure every young person thrives.

With hopes for a better and safer future, we look we look forward to continuing this journey with each one of you.

Acknowledgements

This impact report required huge amount of work, research, dedication and its implementation would not have been possible without the support of many individuals and teams. Therefore, we would like to extend our sincere gratitude to all of them.

First, we express gratitude to our co-founder, Vishal Talreja 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), Bhavani 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 Shanker Subramanian, M. Revanna, Sheetal Lydia, Renuka Patil, Dhanush Kumar Amit Sharma, Swati Chaurasia, Pawan Trivedi and Sharique Mashhadi. Without their knowledge and experience, the report would have been incomplete in terms of quality of outcomes.

We would also like to acknowledge Varsha Pillai (Associate Director, Communications), Suchitha Balasubramanian and Manisha Raghunath from the

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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 young people for their cooperation and active participation in all programmes.

Special thanks to Annie Jacob, Ravichandra.K and Sreehari Ravindranath, 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 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 a process - 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.

This report represents the impact evaluation of the life skills approaches implemented in three programmes of Dream a Dream for the year 2020-2021. The report presents the detailed analysis of the innovative programmes conducted during the pandemic and the relief work carried on by Dream a Dream. This report intends to document the best practices and innovations to provide inputs and insights for national and international level policies and programmes in life skills education.

Dream a Dream works through three key programmes, After School Life Skills Programme (ASLSP) and Career Connect Program (CCP) which directly impacts young people and the Teacher Development Programme (TDP) which indirectly

impacts young people through teachers. In ASLSP and CCP, we use a creative life skills approach where young people can make better choices and become more meaningfully engaged. TDP engages teachers to 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.

Over the last two decades Dream a Dream has worked with over 10,000 students every year to bridge this gap by imparting essential life skills in children to empower them to overcome adversity and thrive. The After School Life Skills Program (ASLSP) is particularly designed to develop new approaches to life skills whereas the Career Connect Program (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 Program (TDP), the organisation has trained over 35,000 teachers/educators from 206 partners and impacted the lives of over 1.5 million children through our national strategic partnerships.

Major findings include:

1. Young people at ASLSP and CCP showed an improvement in life skills by 91.9% and 100%

respectively.

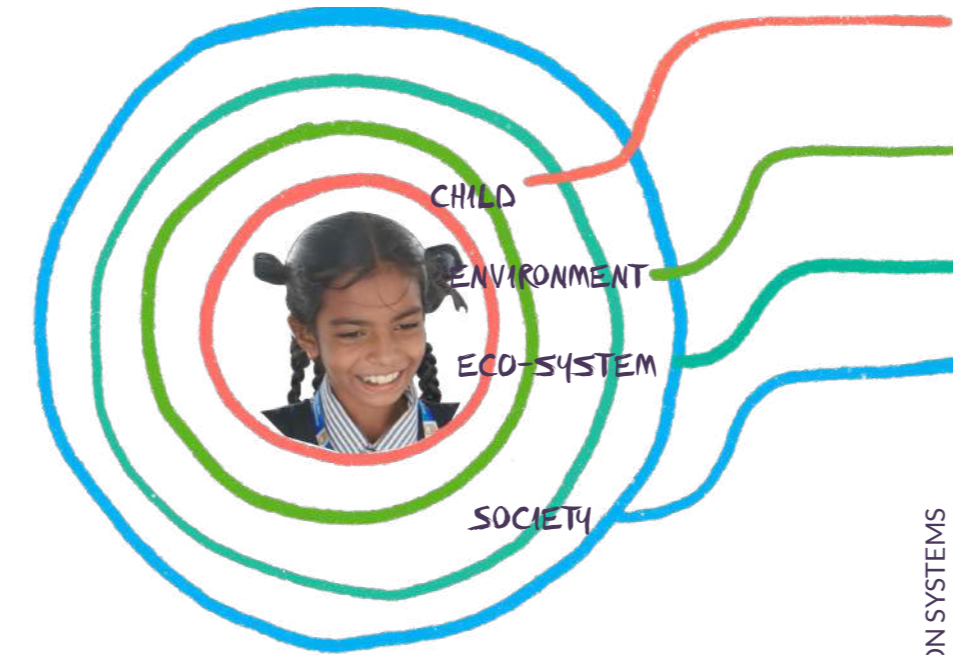
2. The improvement in lifeskills scores was statistically significant (ASLSP-76.7%, CCP- 98.2%,) for ASLS and CC programmes.

3. Male and female participants(ASLSP and CCP) improved in each of the five life skills measured.

4. The Last Mile Support Programme (LMSP) showed that 97.5% of the young people were meaningfully engaged.

5. Reintegration 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 programmes are on-track to achieve its intended results. The findings of the study indicate that the results of all intervention strategies were effective in developing and nurturing life skills among our young people and teachers

OUR APPROACH



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.

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

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:

AFTER SCHOOL LIFE SKILLS PROGRAMME

Young People: 8-16 years
Partner Schools: 20
Young people who completed the programme: 5084

CAREER CONNECT PROGRAMME

Young People: 14-19 years
Young people who benefitted from the programme: 5106

Districts in Karnataka: 13
Partners: 29
Teachers who completed the programme: 1139
Young people who benefitted from the programme: 28475

TEACHER DEVELOPMENT PROGRAMME

Strategic Partnerships

05

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 an educational programme for children from grades 1 to 8 in schools run by the Government of Delhi. The objective of this program 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, 20000 classrooms and impacting 8,00,000 students.

The Happiness Team conducted a refresher training for the teachers who were a part of the Happiness programme. The training was attended by 6169 teachers from various schools in Delhi. During this training the Happiness Curriculum Feedback was collected from teachers as a part of the review on Happiness Curriculum Teacher handbook. The feedback form was developed by SCERT, Directorate of Education, Government of Delhi. Based on the responses received Happiness Feedback Report was prepared by Dream a Dream that includes some of the valuable insights and teacher testimonials.

Key findings of the Happiness Feedback Report

- The curriculum components were age appropriate and in accordance with the changing needs of the students.
- Mindfulness tips made students more attentive, focused and helped improve concentration levels.
- Happiness curriculum is designed in an easy-to-understand language and students enjoyed the stories and activities.
- The handbook activities were easy to implement in classrooms.
- Instructions to guide the in-class activities were clear and easy to understand and follow.
- Mindfulness is the best part of the curriculum, enjoyed by both students and teachers.
- The activities facilitated discussion among students on daily life schedules and induced conversations with friends and families.
- Students' class participation has substantially increased after implementing the Happiness Curriculum Handbook.

- Students who participated in happiness classes have demonstrated improvement in self-discipline, cooperation with other students alongside a sense of togetherness with care and respect for others.
- Happiness Curriculum helped reduce stress and anxiety and improved wellbeing of students. It also improved the listening skills and patience levels of students.

JHARKHAND

Dream a Dream has been working in the state of Jharkhand since 2019 and implementing life skills programmes in Ramgarh district. The Dream a Dream team has been working in collaboration with Jharkhand Council of Education and Training(JCERT) for SATH-E project and for effective implementation of Gyan-Setu programme by the state government in all schools. The projects involved teacher professional development, meetings and discussions with head teachers on life skills and school visits. Dream a Dream is one of the partners of Project Sampurna which aims to demonstrate social and emotional learning(SEL) in 19 districts of Jharkhand over the next 4 years. In this project Dream a Dream expertise is engaged to build social and emotional learning in the system and equip various stake holders on SEL. The four broad areas of the project that Dream a Dream is focused on includes curriculum contextualization, building an understanding of SEL in the ecosystem, training and capacity building of State Resource Group (SRG) members and teachers, and building high quality evidence of SEL from Jharkhand.

Our work in 2020-21:

- 50 Teachers trained from different blocks of Ramgarh district.
- 69 Block resource and cluster resource persons trained on SEL.
- 80 teachers trained through Lockdown E-pathshala
- Worked with JCERT in contextualising SEL modules.
- Conducted 4-day offline training with state resource group(SRG), district resource group(DRG) in collaboration with JCERT on contextualized module of SEL to 294 participants of State Health and Wellness Programme
- Supported a state level webinar on "Role on SEL in the Whole Child Development" organized by JCERT.

Capacity building programmes on SEL were conducted to enhance self-awareness, build an understanding on child adversity and SEL /life skills to Block Resource Persons and Cluster Resource persons.

SEL programme feedback analysis

- 90% participants felt that the workshops helped them understand more about adversity in children. They also learnt how to work with such students.
- 95% participants felt life skills should be included in the education curriculum.
- 95% participants believed that the pandemic has affected the social and emotional well being of students. They also were of the opinion that the SEL training has helped them implement their learnings on SEL in the classrooms.

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 TSWREI 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 all TSWREIS schools, emowering 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 Anandam 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 Sarvodaya Kanya Vidyalaya, Shahdara, Delhi

_____ **“The instructions given in the book and the language used are simple to follow. For instance, activities like Achcha laga, Achcha hona and Hum sab ek samaan are very easy to conduct in classrooms.”**

- Grade 7 teacher from Government Sarvodaya Kanya Vidyalaya, Jonapur, Delhi

_____ **“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

Dream a Dream's Response to COVID-19

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



15000

families reached out

57

young people's emotional & mental health support provided

257

COVID hygiene kits provided

20

partner schools given sanitizer cans

4597

ration kits distributed

50

families made aware of COVID-19

3000

masks provided to 20 partner schools

132

teachers supported with ration kits for 4 months

09

Uninterrupted Learning for All Young People

DELHI

Supported in engaging 4,00,000 students during the pandemic by sending happiness video, audio and subject specific worksheets which helped students continue learning.

JHARKHAND

Supported the Jharkhand Government in launching and managing the Lockdown E-pathshala for students.

UTTARAKHAND

Supported in coming up with videos on stories from Anandam Pathyacharya for learning through E-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.

- 2615 sports kits to young people to learn from home
- 2500 arts kits to young people to learn from home

Experiences shared by Young People and Teachers during Lockdown

“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

“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

“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 how to give 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

“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

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 $\geq .75$)-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 $\geq .75$)-98.2%
- 94.5% participants improved in each of the life skills
- Participants meaningfully engaged (i.e. made meaningful choices in life)-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/ bi- 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 facili-teacher in an online classroom.
- 74% of the teachers said the training helped to understand the quarantined children

Monitoring and Evaluation Report Highlights

- ASLSP and CCP achieved outcomes expected in 9/10 programmes
- Excellent planning and robust tracking of programme progress by the teams
- Excellent reporting methods and techniques used by programme teams
- Creation of a supportive community of educators, parents, and stakeholders aided in achieving the desired output and outcome
- Innovations in conducting life skills and skill development sessions (hybrid learning, blended learning)
- Implementation of new (reintegration) programmes tailored to situations such as the COVID pandemic
- Building safe spaces for self-reflection and reimagining education aided in adopting the new normal
- Implementation of methods to promote the social and emotional wellbeing of young people and their families by providing COVID relief materials, emotional support, and awareness programmes

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

The methodology followed by ASLSP, CCP and TDP is to assess the participants at the start (Baseline Assessment) and end (End line Assessment) of the programme using the

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 Stan-

Life Skills Assessment Scale (LSAS). Results gathered help indicate the programme's effectiveness in developing life skills in young people before and after the programme. The baseline is administered after the first few sessions for the ASLSP & CCP. For TDP the baseline is administered three days before the Life Skills Facilitation workshop-1 and end line is administered for the same young people at the end of the programme (after all four LSFs).

More specifically the facilitators observe the behaviour of the students in the ASLSP and CCP sessions, while for TDP, facilitators observe the students both inside and outside the classroom. They are assessed on 5 key life skills.

dard Deviation(SD) for each skill: The “normative score of 2.5 with 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., 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

THE SCALE ASSESSES 5 CORE LIFE SKILLS

*The LSAS Paper: https://www.changemakers.com/sites/default/files/competition_entry_form_files/3518_lsas_sbp_journal_march_2014.pdf

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 the 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.

01 After School Life Skills Programme (ASLSP)

————— 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.

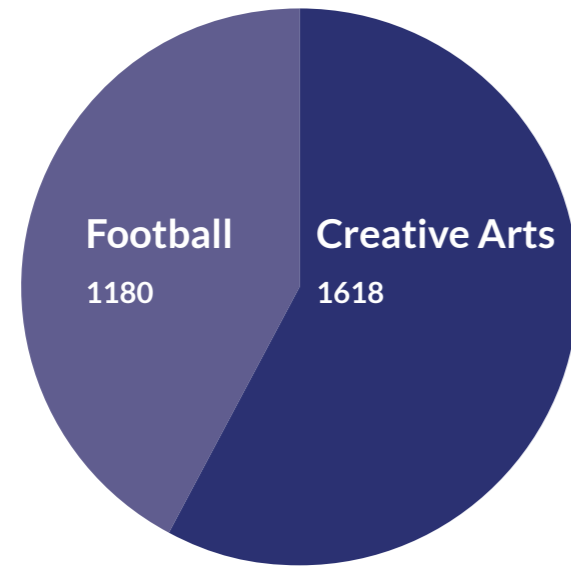


ASLSP Framework 2020-21

Goal: To engage and develop critical life skills in young people to thrive in the 21st century

Programmes	Expected programme output	Output achieved	Outcomes achieved
Life Skills Development Programme	<p>Empower 1000 young people with Life Skills</p> <ul style="list-style-type: none"> To interact with others Manage conflict Take initiative Overcome difficulties and solve problems Understand and follow instructions 	3036 young people trained and 2798 completed the programme	<ul style="list-style-type: none"> 91.9% of the participants showed a positive change in life skills. 76.7% of the participants showed a significant change ($\geq .75$points) in their life skills scores. 95.5% of the participants had life skills scores above norms (≥ 2.5points)
Reintegration Programme	Build resilience in young people to cope with the COVID-19 pandemic.	2048 young people trained and completed the programme	<ul style="list-style-type: none"> 76.8% of the participants found the reintegration programme very interesting(feedback collected) 74.1% of the participants felt the reintegration programme helped them to reflect on emotional, mental, and physical experiences during quarantine.
WhatIf Education Campaign	Enable young people to reimagine self, education, family, and community and to be resilient and adapt to the new normal.	500 young people participated	<ul style="list-style-type: none"> 500 young people shared their experiences of adopting to the new normal
Psycho-social support to young people	Psycho-social and emotional wellbeing of young people	Support provided to 10000 and above	<ul style="list-style-type: none"> Psychosocial and emotional support to 10000+ people (young people and families with ration bags, awareness programmes, school kits, masks, sanitisers, art kits and sports kit)

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

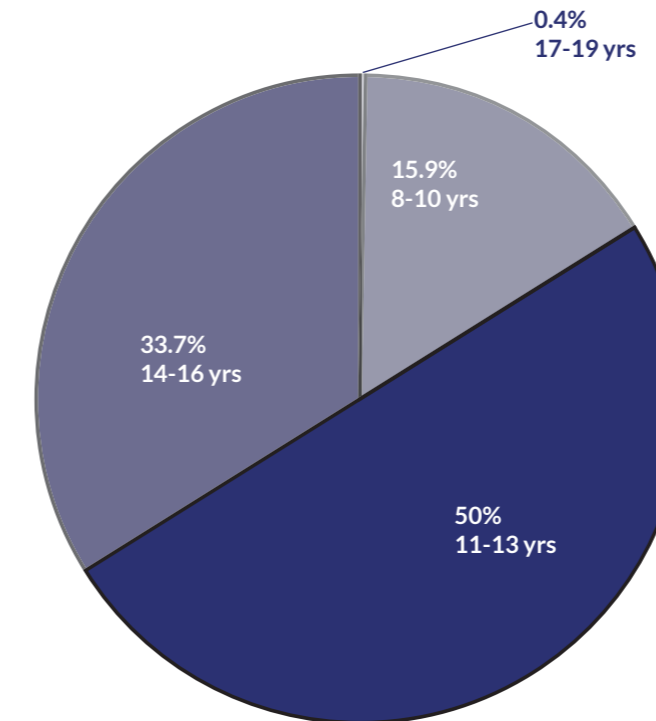


participants completed

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.

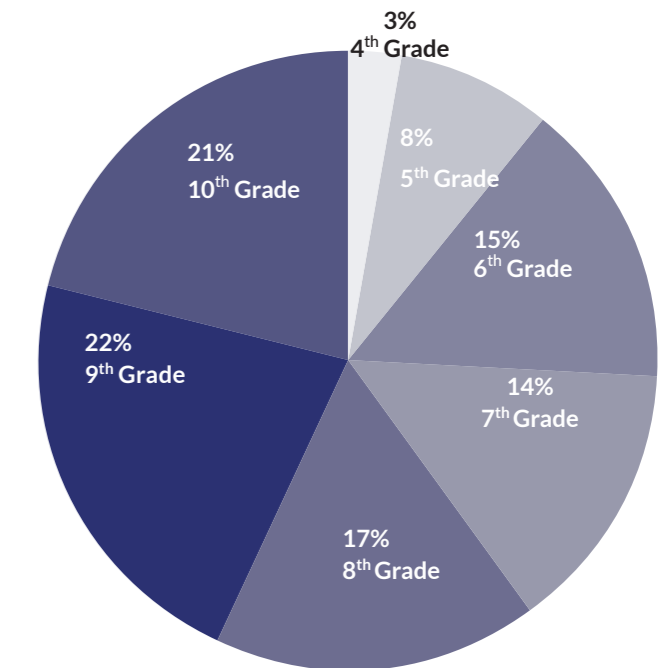
Age Distribution



Gender Distribution

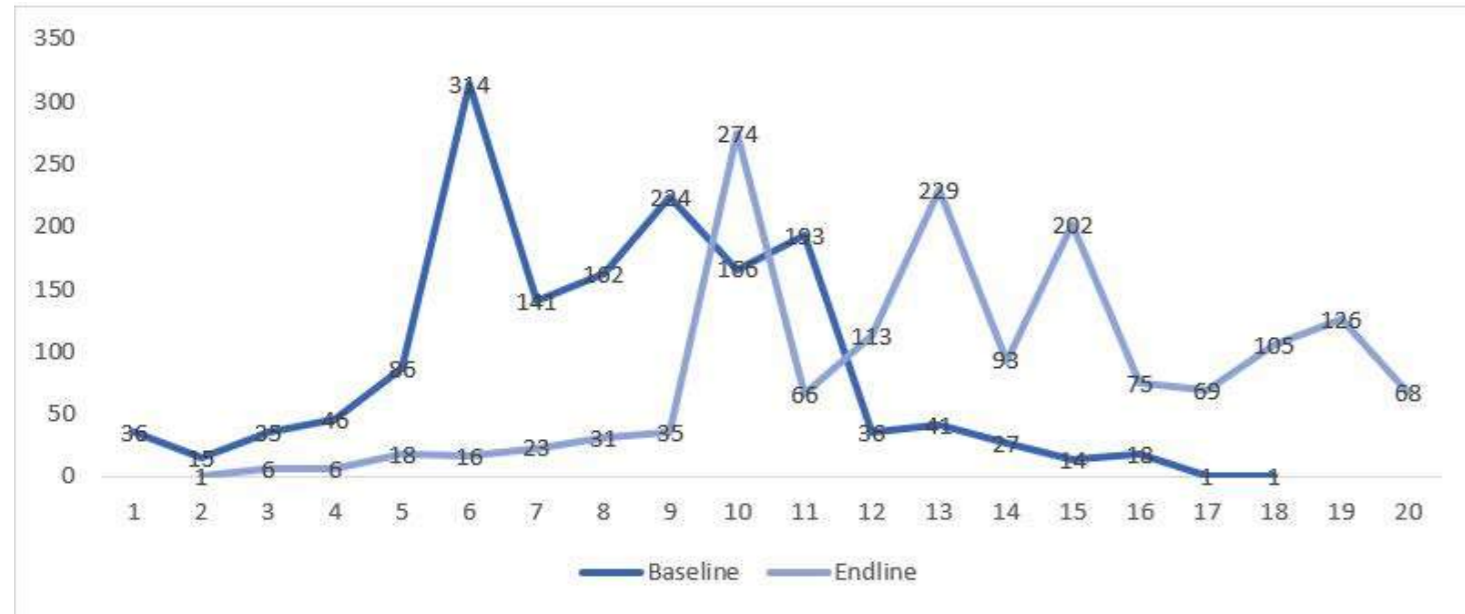


Grade Distribution



Life Skills Improvement

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



Life skills scores

The analysis showed:

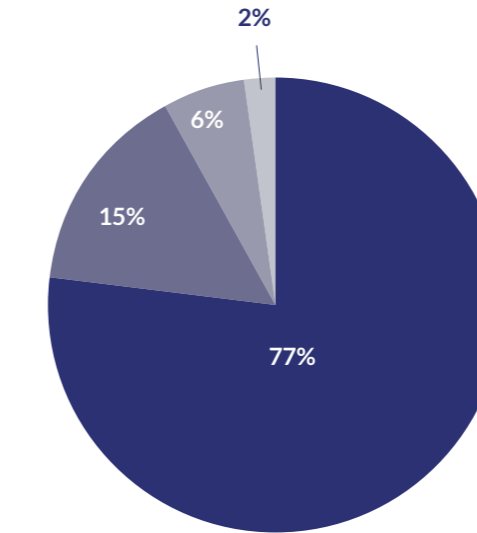
- The above graph show that majority of the participants require lot of help or some help to demonstrate life skills in the beginning of the programme.
- The analysis show majority(91.9%) of the participants improved their life skills by the end of the programme that is they demonstrated life skills with little help or independently.

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

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

Overall Significant Change in Life Skills

76.7% of the participants improved their skill significantly.



Young people showed change in life skills:

- Significant change
- Improved
- Maintained
- Scores decreased

THE ANALYSIS SHOWED:

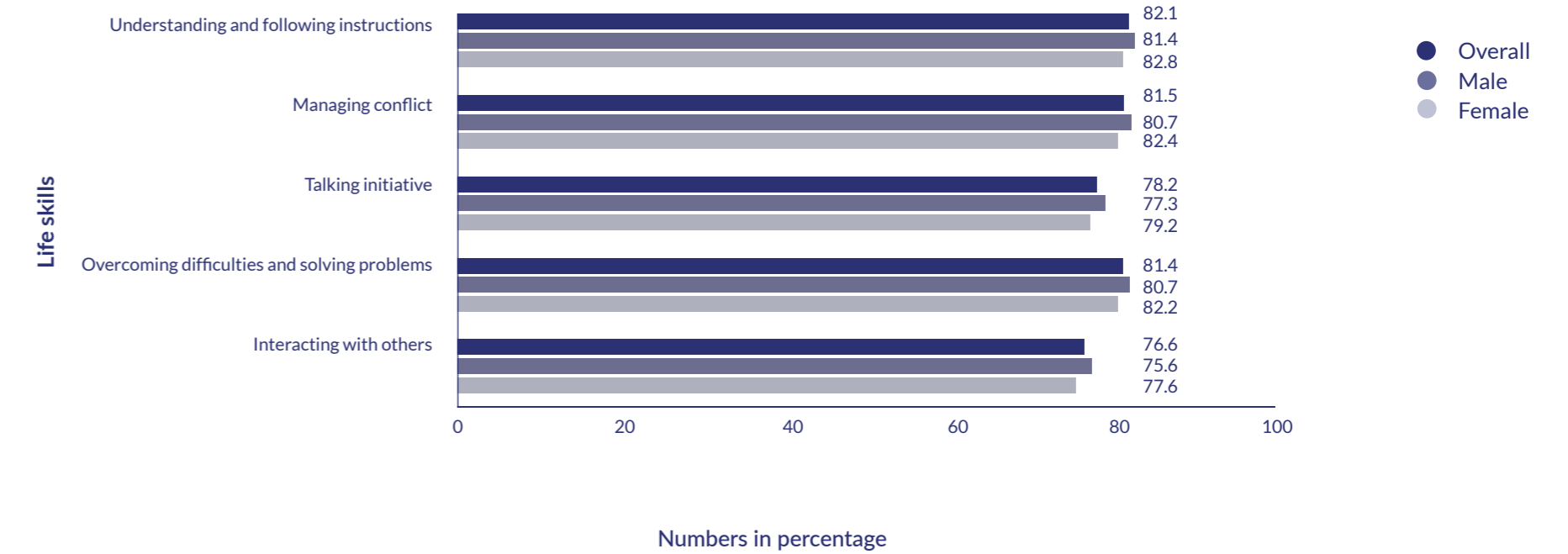
- 76.7% of the participants improved their life skills significantly (at least by one standard deviation $\geq .75$ points)
- 53.7% of the participants had scores below set standard norms (LSAS norms < 2.5 points) in the beginning.
- 95.5% participants improved to above norms by the end of the programme.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

Gender-wise Improvement In Each Life Skill



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.

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 Skill 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 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."

02 Career Connect Programme (CCP)

_____ Career Connect Programme (CCP) is an innovation lab which equips 14-19year 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 change of pace in the world around them.



CCP Framework 2020-21

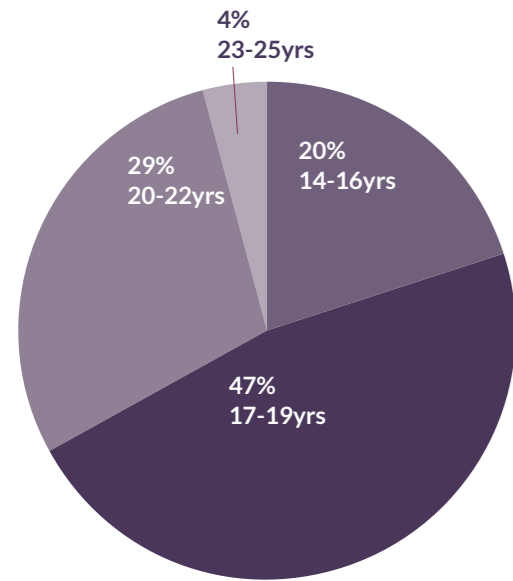
Goal: To enable young people to thrive in the 21st century and meaningfully engage in life by developing critical life skills

Programmes	Expected programme output	Output achieved	Outcomes achieved
Life Skills Development Programme	Develop Life skills in young people to ADAPT, EVOLVE and THRIVE in uncertainty	1005 young people trained and completed the programme	<ul style="list-style-type: none"> 100% of participants showed a positive change in their life skills scores. By the end of the programme, 99.9% of young people had scored higher than the norm (≥ 2.5 points). 98.2% of young people showed a significant change ($\geq .75$ points) in skills. 70% of the participants found the life skills programme through virtual mode interesting. 48.8% of the participants said that they would invite their friends to attend the virtual life skills programme.
Skill Development Programme	Explore and the build capacity of young people through in-demand skill development	1022 young people trained and completed the programme	<ul style="list-style-type: none"> Stories and testimonials from young people reflected the impact of the skills development programme.
Last Mile Support Programme	Empower and enable young people to make meaningful choices through the long-term services such as <ul style="list-style-type: none"> Mentoring Placements Scholarships. 	500 young people participated	<ul style="list-style-type: none"> 500 young people shared their experiences of adopting to the new normal
WhatIf Campaign	Enable young people to re-imagine self, family, education and society and create spaces for self- reflection	500 young people participated	<ul style="list-style-type: none"> 500 students(100%) actively participated in the campaign

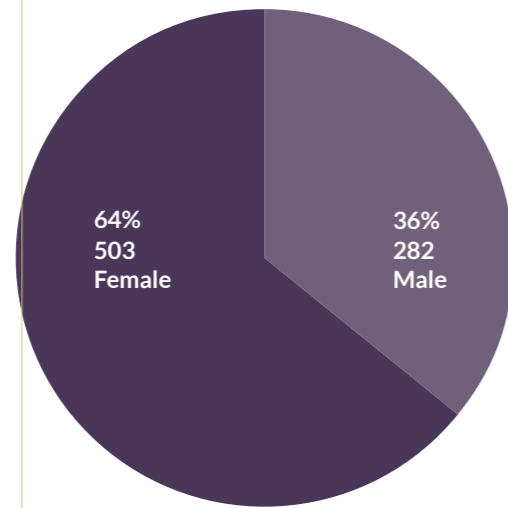
Life Skills Assessment Analysis (2020-21)

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



Life Skills Development 2020-21:

Average Attendance
88.38%

Participants who completed the life skill development programme
1005

Skill Development 2020-21:

Average Attendance
87.62%

Participants who completed the life skill development programme
1022

Reintegration Programme

Total Participants
2059

Male
884

Female
1175

Life Skills Improvement

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



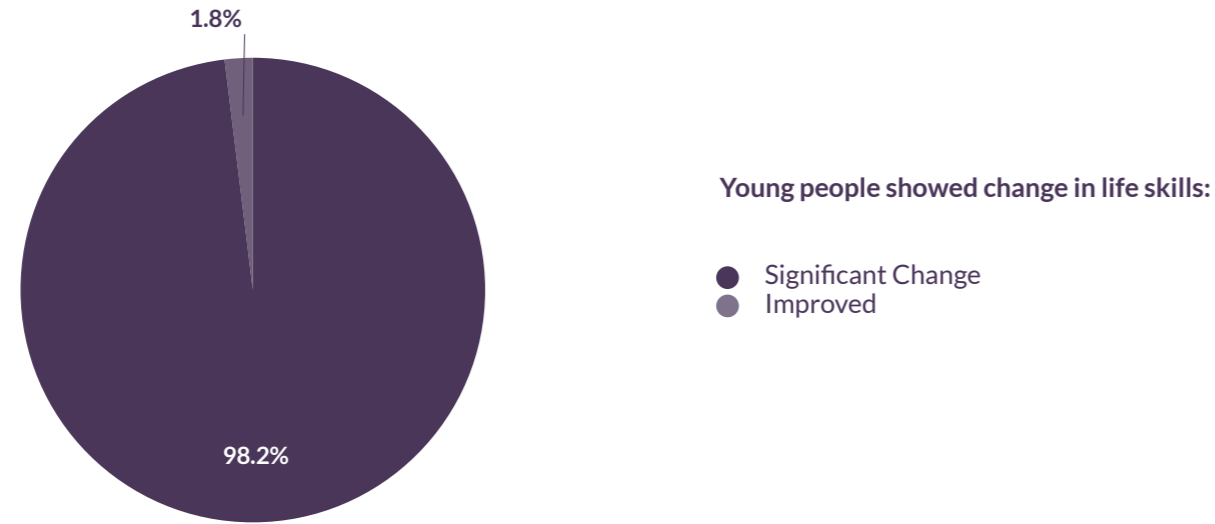
The analysis showed:

- The results of study indicate that majority of the participants(89.3%) required lot of help or some help to demonstrate life skills in the beginning of the programme.
- The analysis showed majority(100%) of the participants improved their life skills by the end of the programme that is 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:

Life skills	Baseline	End line	Improvement
Interacting with others	2.0	3.3	1.3
Overcoming difficulties and solving problems	2.0	3.3	1.3
Taking initiative	2.0	3.4	1.4
Managing conflict	2.0	3.3	1.3
Understanding and following instructions	2.3	3.9	1.6
Average	2.1	3.5	1.4

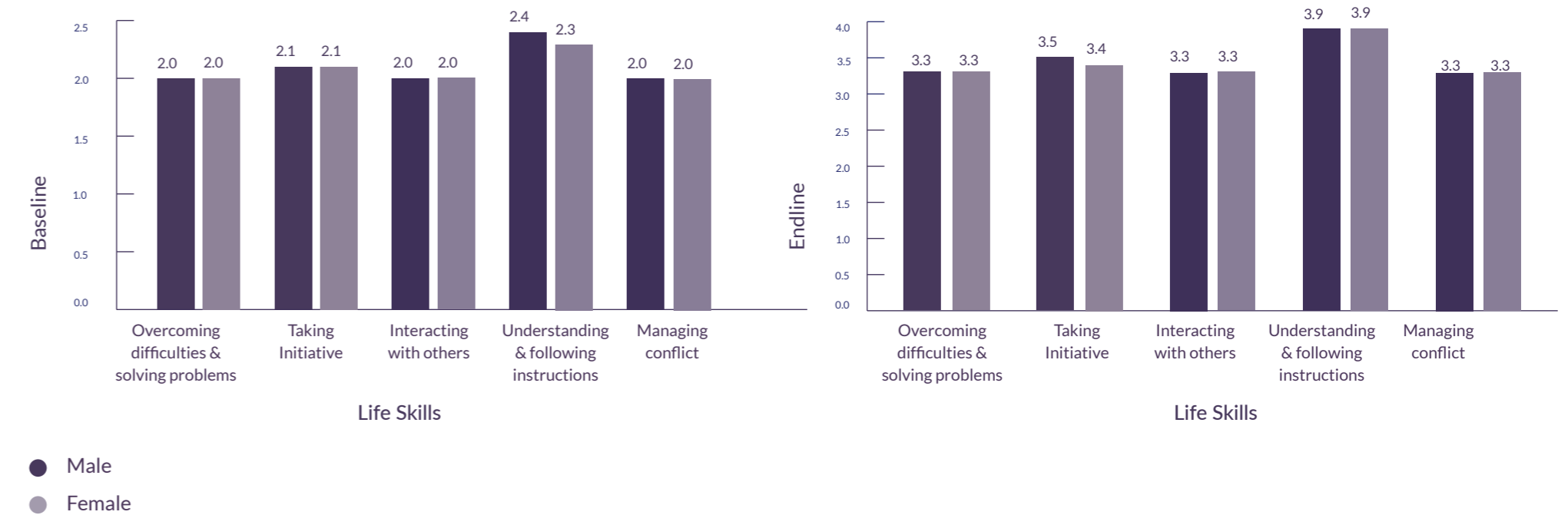
Overall Significant Change in Life Skills



THE ANALYSIS SHOWED:

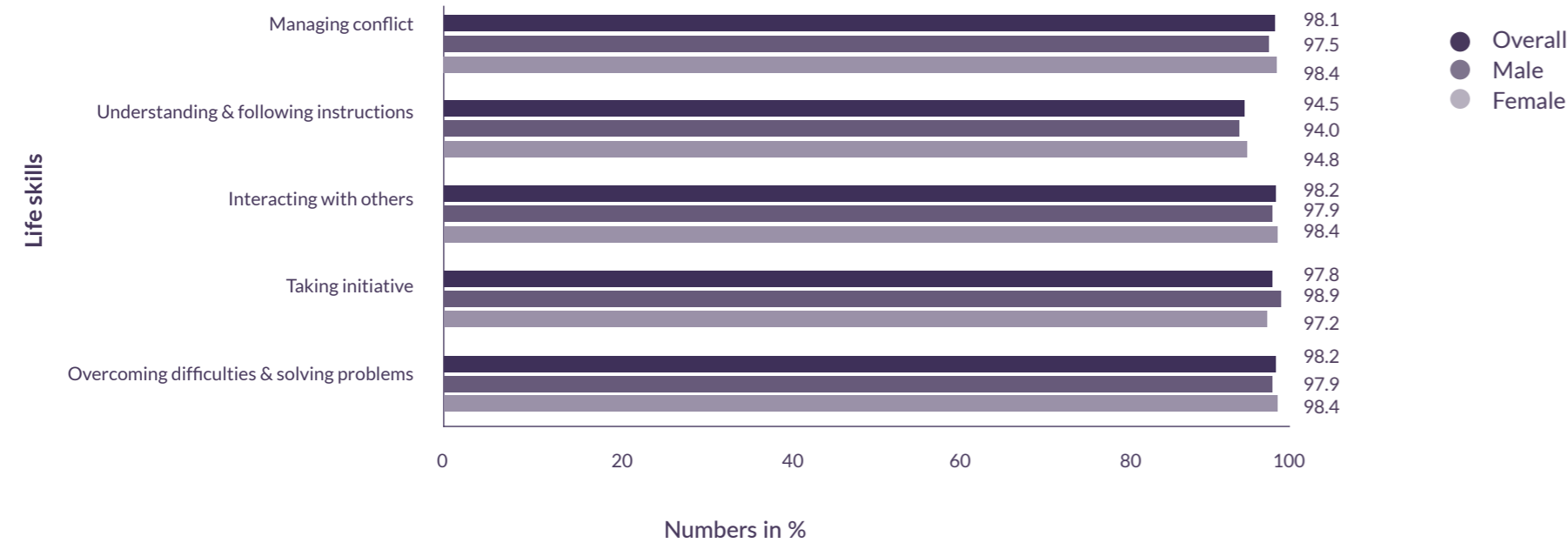
- The above graph shows most of the participants (98.2%) improved their skills significantly (at least by one standard deviation $\geq .75$ points). At the beginning of the programme, 78.2% of the participants were below the set standard norms (LSAS norms of < 2.5 points) and this improved to 99.9% above norms by the end of the programme.

Gender Wise Improvement In Each Life Skill



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 female and male participants had overall baseline scores of 2.1 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.

Participants Showing Improvement in Each of the 5 Core Life Skills



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% in all life skills assessed.

Career Connect Programme Impact - Summary

More than 300 million students worldwide are having their education disrupted by the spread of the Coronavirus. Schools and universities haven't faced this level of disruption in generations, but unlike any time in the past, we have the ability to continue education even when schools close.

Young people are at the heart of everything the Career Connect Programme does, and we are committed to helping everyone have positive learning experiences, whether online or at our centers.

In this uncertain environment, it is important to us that learning continues, even if it can't happen in person. We re-looked at how we could deliver our sessions using a blended learning approach, wherein we combined experiential learning with technology available on various platforms and insured that the impact of our programmes stayed in take. For the young people who did not have access to technological devices, internet support was provided to complete the programme.

Most of the young people who attended our sessions had previously been exposed to our programme directly or indirectly. This increased the ability of young people to adapt to the blended learning approach seamlessly, given that the age group of the young people exposed and the usage of technology for classes and projects was a familiar ground that enabled young people to contribute to the impact of the session.

Keeping in mind that technology fatigue may set in, we ensured that the sessions involved fun. All our sessions begin with mindfulness activities. The reintegration sessions enabled young people to stay grounded and mentally fit during a difficult time.

The Career Connect sessions happened both online and off-line, which gave young people constant access to the facilitators, ensuring that we kept in touch with young people on a regular basis. The rapport building helped the young people not feel alienated during the crisis.

We trained ourselves on how to observe young people online and conducted offline daily activities that helped us build life skills in young people, even during an uncertain crisis.

The COVID-19 relief measures and support given by Dream a Dream to young people lessened the impact of the pandemic by focusing on the overall well-being of young people.

These strategic decisions taken by the Career Connect team ensured that the impact of the programme stayed unaffected, and the learning of young people continued despite all the challenges they had faced.

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 required 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."

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 LMSP successfully track every young person who complete 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.



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 a housewife. Her brother works as a mechanic and is the sole bread winner 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 stylist 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. When most beauty parlours closed during lockdown, more people sought her out for her beauty services. One day she received order from an apartment for 70 members where she earned Rs 25,000 in one day!

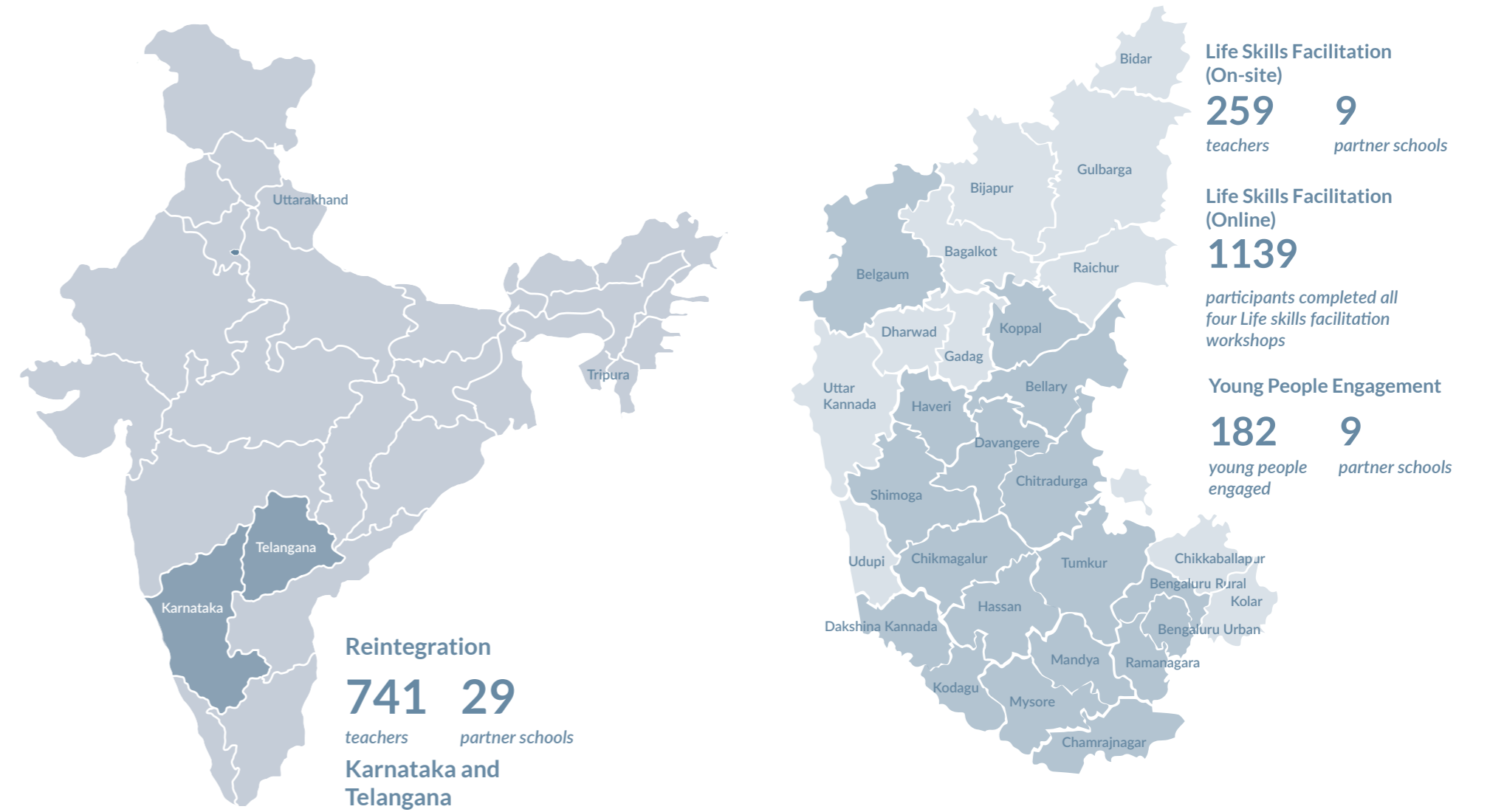
Today Shafiya is experimenting with designing bridal wear using her mother’s old sarees. Shafiya’s resilience helped her create a business for herself even during the pandemic.

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 ability to share authentically while also learning facilitation skills. The teachers learn to create engaging learning environments where young people can rise to the challenges, they face every day.



Programme Reach in Karnataka: 2020-21



Teacher Survey: Impact of COVID-19

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

The survey focused on

- The mental health of our teachers and students
- Understanding the support required by our communities where we work
- Understanding how the teachers were supporting themselves and their communities
- Capturing what teachers believe could be the potential way forward (post COVID-19)
- Understanding accessibility and comfort level of teachers using digital tools for teaching

SURVEY HIGHLIGHTS

Teachers' feelings & emotions regarding COVID-19

72.4%

Teachers felt sad/worried/anxious/confused

General sense of helplessness due to uncertainty of the situation

Challenges faced by children

17.9%

Teachers reported their students felt worried about uncertainty around exams & school

18.41%

Teachers received calls from students speaking about their families

Measures taken by teachers to support children

41.9%

Teachers had catch-up calls with students

17.2%

Teachers engaged with students for academic work via WhatsApp

14.7%

Teachers taught students via phone calls

11.2%

Teachers weekly/bi-weekly online classes for students

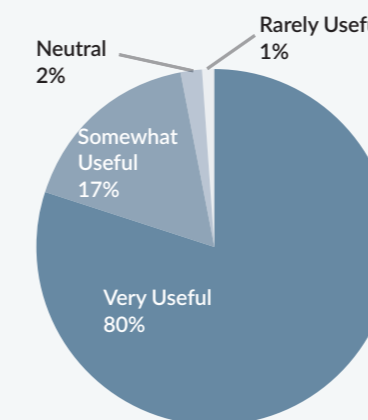
Life Skills Facilitation (LSFX) workshops:

Life Skills facilitation workshops(LSFX) conducted to promote Social and emotional learning among Teachers in a post covid world. LSFX online workshops were conducted for 1139 teachers from 25 partners schools in 58 batches. The teachers from Karnataka, Telangana, Tripura and Uttarakhand attended the workshops.

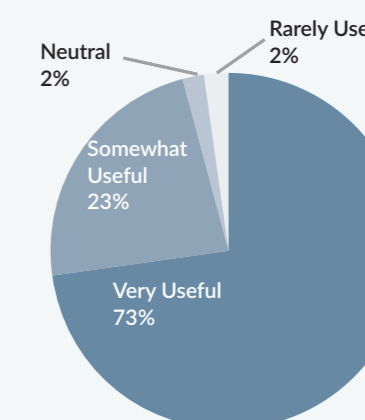
LSFX focused on :

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

Understanding the Quarantined Self



Understanding the Quarantined Child



KEY FINDINGS

- 80% of the teachers said the training helped understand their quarantined self.
- 74% of the teachers said the training helped to understand the quarantined child.
- 79% of the teachers said the training helped to understand the role of facili-teacher in an online classroom.

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 3 offline Life Skill Facilitation Workshops and one online workshop organised by Dream a Dream. The workshops have influenced me a lot 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 respected each participant without any prejudices throughout the training. I was inspired by the way they held every participant to identify and bring-out their natural strengths. I started to introspect, my thoughts and behaviour and how it influenced the people around me. I realised that I get angry soon, I hesitate to mingle with people around and had built a safe and comfortable zone around me. Once I identified this, I was determined to change myself. I learned that I needed to use every opportunity in life to enhance my being 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 I 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 COVID pandemic situation, patience was one of the great skills that kept me motivated throughout the phase. I had to attend 4th workshop which was online which created less opportunity for learning with other participants as we had during our three phases face to face training. However, the online session helped me in creating creative lesson plans during the lockdown period. This phase helped me enhance my digital skills. Now, I feel enhancing and influencing the ‘Being’ which is important than just communicating with young people.

during the training. During the training, I could interact with other schoolteachers and had a great opportunity to know what’s 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 small group (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.”

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 ✓ 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 ✓ 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
	5		=		
Any other comments you would like to make:					

LIFE SKILLS ASSESSMENT SCALE

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

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

WHAT THE LSAS CAN DO FOR YOU

MEASURING PROGRAMME IMPACT

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

ALLOCATING A CHILD TO THE PROGRAMME BEST FOR THEM

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

GETTING A SKILLS PROFILE FOR AN INDIVIDUAL CHILD

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

COMPARING ONE PROGRAMME WITH ANOTHER

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

COMPARING AN INDIVIDUAL'S SCORES WITH NORMS

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

FEEDBACK ON PROGRESS

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

LSAS CAN BE USED BY

NGOs

Give feedback to stakeholders, inform strategy and maximise effectiveness.

CLINICIANS

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

DONORS

Make better informed decisions about funding allocation and support.

PROGRAMME DEVELOPERS

Check out programme performance at an early stage.

RESEARCHERS

Advance the study of life skills.

FEEDBACK ON PROGRESS

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

ABOUT THE AUTHORS



Dr. DAVID PEARSON

Consultant Clinical Psychologist, is a specialist in child and adolescent mental health, formerly an NHS Head of Psychology and Honorary Tutor at the University of Southampton. He has worked for government hospitals (NHS) for over twenty years including heading the Psychology Department for both adult and child services as a part of the Isle of Wight (NHS) Trust, UK. Research interests and publications have included clinical applications in child hyperactivity, food additives, hallucinations and effects of child adversity. He has also published a wide range of international scientific journals, edited a mental health text book and is an award winning author of a self-help book with Dr. Fiona Kennedy about overcoming adversity and how to thrive.



Dr. FIONA KENNEDY

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



Mr. VISHAL TALREJA

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

For information on LSAS, contact:

Vishal Talreja - vishal@dreamadream.org
 Dr. Fiona Kennedy - drfionakennedy@greenwoodmentors.com
 Dr. David Pearson - dr.pearson@yahoo.co.uk



OUR SUPPORTERS FOR THE PAST 3 YEARS



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.



No. 398/E, 17th Cross, 9th Main, 3rd Block, Jayanagar, Bangalore - 560011

www.dreamadream.org