



ANNUAL
REPORT
2023-24



JHANVI

JHANVI'S STORY



“Success for me is to reach my goal. I want to be an engineer like my cousin sister. I want to build a beautiful duplex house for my family and I want to build homes for the poor. Everyday I see so many people struggling without shelter, I want to help them.”

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Suchetha Bhat

CEO

FOREWORD

Reimagining Success: The Year That Was

This report features the story of Jhanvi who dreams of being an engineer, yet the crushing pressure of being in the 10th grade and the fear of board exams looms large over her today. Her story is not unique – it's a reflection of a systemic challenge that has long plagued our education landscape, where the need to achieve good grades is deeply seeded and eventually becomes the only marker of success. How have we as a society and system failed to recognise that the traditional definitions of success are not helping young people, but are in fact exacerbating the systemic inequities that they face. Over the last one year, we have been curating with diverse stakeholders, their own definitions of success, in an attempt to pause and reflect to create a space where young people like Jhanvi can dream and truly thrive.

A Year of Transformation

In 2023-24, we didn't just talk about change – we catalysed it. Our Direct Impact programme reimagined education from the ground up- redesigning learning spaces and challenging traditional pedagogies. We reached across seven states, bringing our creative life skills approach to public education with a lens of intersectionality and adversity. We partnered with the Quality & Innovation Cell of the Department of School Education and SCERT, Punjab on contextualising their Welcome Life Curriculum to meet the needs of young people in the region.

Some Highlights that Fill Us with Hope:

Our Life Skills Curriculum went open-source as an invitation for the ecosystem to deep dive into understanding thriving learning spaces. With the scope of being contextualised and implemented with minimal resources, it has been downloaded over a thousand times by educators worldwide!

Project Sampoorna with the Government of Jharkhand was recognised globally as 1 of the 12 global finalists for the Transformative Partnerships Award organised by the Collective Leadership Institute to recognise contribution to sustainable transformative change towards UN Sustainable Develop-

ment Goals.

We brought together over 500 stakeholders – from students, educators, Civil Society Organisations (CSOs), policymakers and media personnel – through our three-city (Bangalore, Delhi and Jharkhand) book tour, to seed the idea that our education ecosystem can intentionally design programmes to enable young people to thrive.

The Courage to Look Inward

Our most profound work has been internal, recognising that systemic change begins with self. It starts with me as the CEO, being willing to hold myself to account, and confront my own intersections of oppression as a woman and of systemic power as an English-speaking, urban and college-educated person in a position of authority. It involves Dream a Dream's ability to hold spaces for its young people and team members by accounting for their intersectional identities, thus creating an environment where everyone can explore who they are without fear.

An Invitation

To everyone reading this – we invite you to join us in reflecting whether success is more than a grade or a rank. Is success about potential and dreams? About Jhanvi making her own life choices without barriers.

Our dream is simple yet radical: a world where new definitions of success are not an exception, but the norm. Are you ready to walk this journey with us?

WHY WE EXIST

To empower young people from vulnerable backgrounds to thrive.

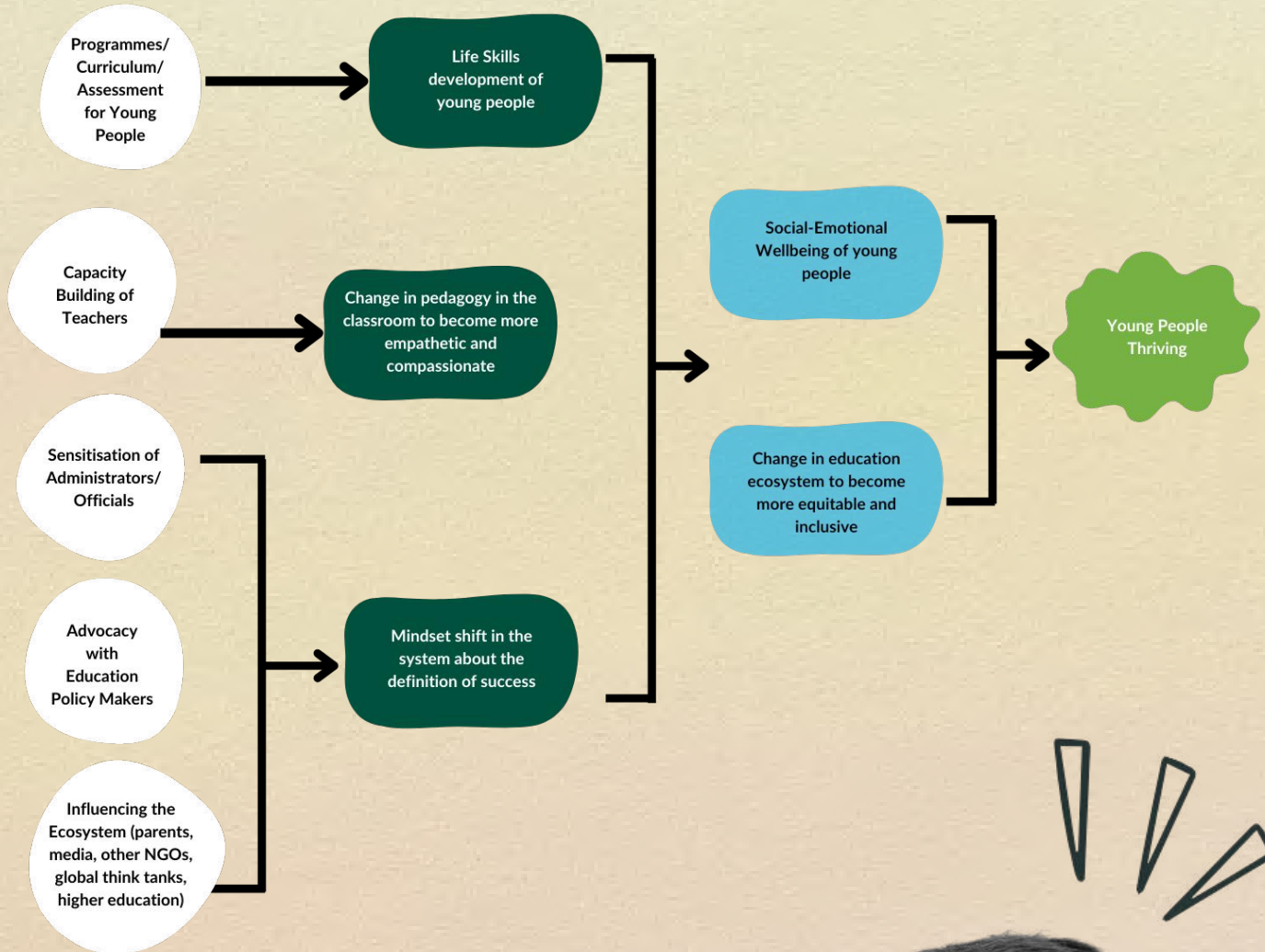
STRATEGIC INTENT 2022-27

Facilitating a mindset shift in the education ecosystem to support the thriving of every child.



THEORY OF CHANGE

Our Theory of Change focuses on the importance of working with the different stakeholders through advocacy, sensitisation and capacity building to create mindset shifts that can enable a world where every young person can thrive.



OUR APPROACH TO MINDSET SHIFT

Shift mindsets about the purpose of education to

Thriving



DIRECT IMPACT

is our demonstrable model in both **in-school and out-of-school learning spaces** where children thrive



SYSTEMS DEMONSTRATION

works towards transforming public education systems in partnership with governments through **levers of change such as curriculum, pedagogies, teacher training, assessments, etc**



BUILDING THE FIELD

focuses on shifting dominant narratives towards thriving as the purpose of education by **weaving together people, places and voices supported by high impact research**

IMPACT AT A GLANCE

10,564

YOUNG PEOPLE
WERE A PART OF
DREAM A DREAM'S
PROGRAMMES

22,75,276

YOUNG PEOPLE
IMPACTED THROUGH
STATE PARTNERSHIPS

61,888

EDUCATORS
TRAINED IN THE LIFE
SKILLS METHODOLOGY



Learnings, Failures and Challenges: Our Journey of Transformation

At Dream a Dream, we believe that true progress is not measured by our successes alone, but by our willingness to confront our limitations and transform them into opportunities for meaningful change. This year, we chose to step into the uncomfortable space of radical honesty – recognising that failures are not endpoints, but powerful moments of learning and potential. Our commitment is not to perfection, but to continuous growth, to understand the complex systems we work within, and to approach our work with humility, compassion and an unwavering belief in the human potential for transformation.

Shifting Mindsets: The Heart of Systemic Change

Our most profound learning this year has been the delicate art of transforming education from within. We have strengthened our impact across seven key states – Delhi, Telangana, Nagaland, Uttarakhand, Punjab, Karnataka and Jharkhand – demonstrating our commitment to systemic change through targeted, contextual interventions.

The Inside-Out Approach

We have embraced a radical notion that true transformation begins with personal introspection. We implemented a pioneering facilitative leadership model within Dream a Dream, which:

- Provides team members with personalised learning allowance and leave
- Encourages introspective self-work, through training in Nadia Chaney's strength-based approach, deep listening skills, validation techniques and compassionate communication strategies
- Creates a culture of care, compassion and continuous learning.

Collaborative Transformation: Expanding Our Ecosystem



Our collaborative approach has been instrumental in amplifying our impact. Key partnerships this year included:

- **Organization for Economic Co-operation and Development (OECD):** Exploring global education transformation strategies and bringing insights to Indian contexts.
- **The Brookings Institution:** Researching innovative learning approaches and assessment frameworks.
- **Life Skills Collaborative:** Developing comprehensive life skills frameworks, crafting compelling new narratives about purpose and success from education.
- **Project Sampoorna in Jharkhand:** Community-driven educational innovation focusing on whole-child development.
- **Karanga and The Weaving Lab:** Developing and learning from global efforts around social-emotional learning, life skills and universal wellbeing.



Reimagining Success: Beyond Academic Metrics

The Thriving Paradigm

Our most innovative initiative this year has been the Thriving Progress Report in Nagaland – a groundbreaking approach to student assessment that:

- Moves beyond traditional academic measurements
- Captures social, emotional and personal growth indicators providing a holistic view of student development
- Considers the complex nuances of thriving among young people through an adversity-informed lens

Innovative Assessment Strategies

We developed new assessment models which:

- Collects data on well-being factors
- Recognises multiple dimensions of student success
- Challenges traditional notions of academic achievement

Recognising Failures

Diversity and Inclusion: Our Ongoing Commitment

We candidly acknowledge the current lack of intersectional diversity within our team and are working towards a deeper understanding of these values through:

- Ongoing development of inclusive policies
- Pausing our transgender policy development to deeply understand community needs by engaging with the transgender community.

Systemic Resistance and Strategic Pivots

Key challenges included:

- Transitioning from direct child interventions to a system-focused approach
- Addressing parent hesitations about student holistic assessment approaches



Strategic Innovations in Educational Approach

Contextual Learning Methodology

We have developed a nuanced approach to training and curriculum design that:

- Recognises unique local contexts in each region
- Prioritises experiential learning over information-heavy training
- Adapts pedagogical approaches to local cultural needs

Looking Forward: Our Commitment to Transformation

Our journey is far from complete. We are committed to:

- Deepening our understanding of intersectional identities
- Continuing to challenge educational paradigms
- Creating spaces that truly embody equity, dignity and inclusion

This is not the end of our journey, but another step in our continuous path of growth and discovery.



15 year old Jhanvi loves art, dance and kabbadi. "Now that I'm in the 10th grade, there is so much pressure on me to perform well in our exams. But, everytime I feel stressed, I dance by myself or make art, which helps me relax."



Direct Impact

Our work with young people over the last two decades showed us that thriving includes life skills, which enables young people to find purpose and meaning by contributing to society and the planet. However, it also became clear that conditions to thrive are not created by young people alone. The ecosystem around them can enable or disable thriving. Our young people show us what thriving looks like across social identities and its manifestation in the context of adversity and marginalisation. Through these ground insights, we intend to facilitate the emergence of demonstrable models of both in-school and out-of-school learning spaces where young people can thrive.

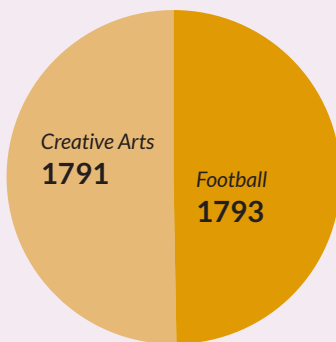


AFTER SCHOOL LIFE SKILLS PROGRAMME

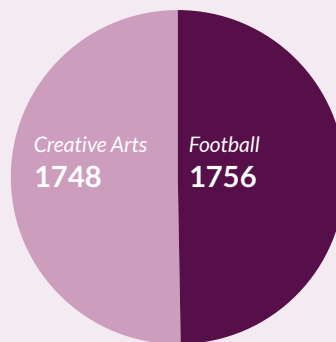
The After School Life Skills Programme (ASLSP) via our creative life skill oriented pedagogy, through the medium of sports and arts, engages students of 20 partner schools in Bangalore, coming from backgrounds of adversity.

IMPACT

Programme-wise distribution of participants enrolled in the ASLSP



Programme-wise distribution of participants who completed the ASLSP



Attendance
88.40%

Retention
97.78%

25 of our young people from Sadhguru School honed their **football skills in a workshop** conducted by Bangalore Football Club at the American Football Club's Grassroot Festival.



Jeff DeCelles from Grassroot Soccer facilitated a session on incorporating **mental health through football** for our Life Skills through Sports facilitators.

Our **collaboration with EKA fellowship** on career guidance has enabled students of Class 8 and 9 from our partner schools to meet monthly and interact with different working professionals. 14 fellows will receive long term, tailored and holistic support until they secure their first jobs.

“EKA Fellowship supported me in improving my communication skills and body language, and I learned how to manage my studies along with other skills that interest me. It has been a great platform to learn and prepare for the future.”

~ Keerthana S, Student, Siri School, Bangalore

62 of our young people from two partner schools were part of the three-and-a-half-day residential **Dream Outdoor Experiential camp**, which is designed using the Creative Community Model from Partners for Youth Empowerment (PYE) Global. The camp focuses on understanding the self, unlocking creative potential and building supportive learning communities through fun activities.



Our **Gully Spirit event** created a space for 85 young people, parents and teachers to dialogue on creating inclusive communities to redefine success.



“Redefining success is creating opportunities of meaningful learning for young people; to think differently and build self-confidence by creating a supportive environment for everyone to solve community problems.”

~ Anjan K, Teacher, Ambedkar School, Bangalore

This year, 5 partner schools (Florida School, Global Public School, Pragna Vidyanikethan, Mount Everest, Chandra High School) exited the ASLSP and we celebrated their journey with us along with 709 young people, 142 teachers and School Heads. We will **continue to hold space** for conversations with them on their larger vision on education and support them through need-based interventions to make the transition smoother.

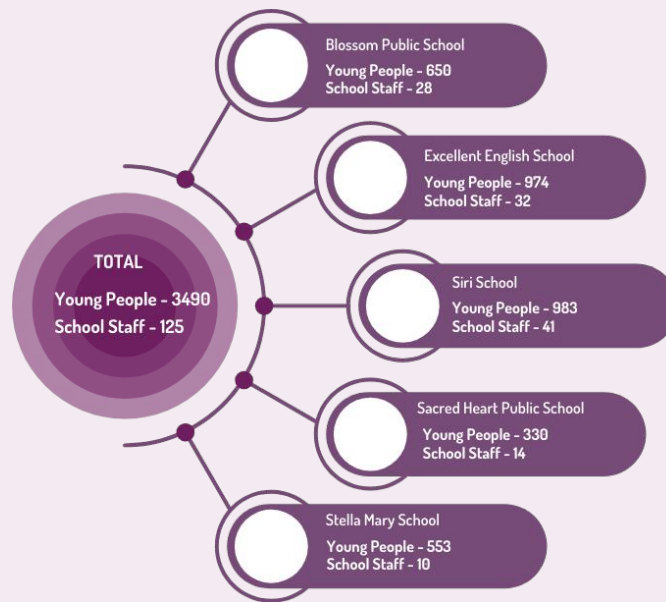




THRIVING SCHOOLS

Thriving Schools are emerging demonstrable models of in-school learning spaces aimed at changing the definition of success; to create a mindset shift in the education system to promote thriving as the purpose of education. ASLSP created the field for transition into a whole school model of the Thriving Schools, which is a contextual, unique model for each school. We held space for school heads and teachers to experience transformatory learning for themselves and work collaboratively to embed thriving into diverse learning spaces.

In 2023-24, we seeded the concept of thriving as the purpose of education by **onboarding 5 schools to the Thriving School Model** in Bangalore - Blossom School, Siri School, Stella Mary, Excellent English School and Sacred Heart School.



Young People and School Staff engaged in the Thriving School model

Thriving schools' leaders reflected on their strengths and potential while on a three-day **immersion visit** to witness system level change in Delhi Government schools, to deeply reflect and understand the need for systems change in their schools.



"After the immersion visit to Delhi schools, my vision is to inculcate skill-based moral, social and spiritual values in students to live happily, respectfully, creatively, peacefully and successfully. They should not be trained to work just for the betterment of economic status. I wish to see happiness, enthusiasm on their faces and in their eyes."

~Nirmala S, Principal, Stella Mary School, Bangalore



Reimagining learning spaces through redesigned walls at Sacred Heart School, Bangalore.

“When I saw our classroom after the wall painting, I got a very positive vibe. The drawings made me think that we can do anything, and we are all equal, people of any gender. The butterfly painting makes me believe that we can fly high from any place.”

~ Mythri V, Class 9 student, Sacred Heart Public School, Bangalore

Siri School and Vishnu International School inaugurated new playgrounds **recognising the importance of a play-space** for young people.



WHAT WE LEARNT

Learning for young people should be free of conditional norms and educational benchmarks with spaces to explore, reflect, learn, experiment and thrive.

Teachers are compelled to focus exclusively on academics and scores, hence we facilitate safe spaces for them to connect with self and enable their agency to meet students' learning needs, thus transforming them from being teachers to facili-teachers.

Systems change comes from collaborating with stakeholders and not from informing and engaging with them from a position of power. The immersion visit of the 5 Thriving Schools' leaders to the Delhi Schools facilitated conversations and deep listening toward building new narratives around redefining success. School leaders are now ready to pause and reflect on how learning spaces can enable thriving in the context of adversity. Investing in their personal journeys, value systems and walking with them at their pace to meet school needs will help change the narrative of education.

WAY FORWARD

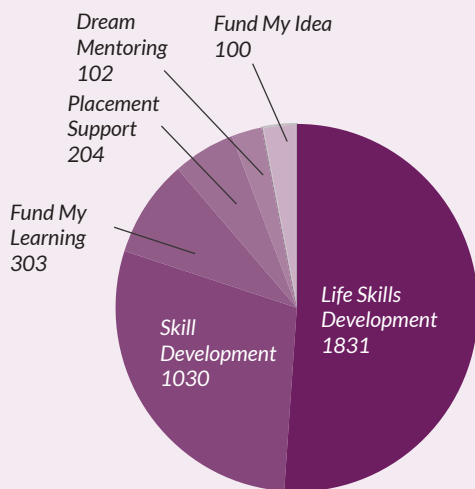
We will continue to collaborate, support and engage with school leaders, nurture teachers through our facilitative approach and engage parents in spaces designed to listen and understand their role in the thriving journeys of young people.



THRIVING CENTRES

Thriving Centres are emerging demonstrable models of out of school or community learning spaces to enable a mindset shift at individual, interpersonal and community level. Our two community-based centres in K.R.Puram and Bommanahalli areas of Bangalore, help build agency among young people (15 to 23 year olds) to challenge barriers and identify enablers to thrive by equipping them with information, skills and access to opportunities to make meaningful life choices and a healthy transition from adolescence to adulthood.

IMPACT



Total number of young people engaged at the Thriving Centres

3570

Skill Development Programme

to explore skills, interests and passion

Young People engaged

1030

Average Attendance

88.86%

Retention Rate

91.86%

633 girls and 397 boys engaged in the Skill Development Programme

Life Skills Development Programme, a foundational course

Young People engaged

1831

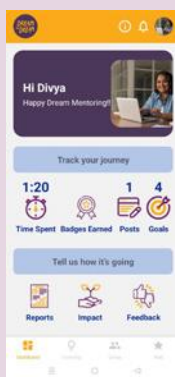
Average Attendance

89.98%

Retention Rate

93.71%

1065 girls and 766 boys engaged in the Life Skills Development Programme



“The ability to make a difference in the lives of young individuals, helping them face challenges has provided me immense satisfaction as well as helped in my personal development. It’s an amazing feeling when you see the mentees smile when they solve a problem or understand something more clearly.”
~ Dileesh K (Dell R&D), Mentor, Dream Mentoring programme

Mentoring

During Covid-19 induced social distancing, we realised the need to create robust and seamless platforms for mentors to connect with young people. Our **Dream Mentoring mobile app** is ready and being piloted to understand its effectiveness. 102 young people (57 girls and 45 boys) have been matched with their mentors.

Placement Support

- 154 young people participated in job fairs at both our Thriving Centres where 17 companies provided placement opportunities.
- 7 of our young people at Thriving Centre, K R Puram received placement support in collaboration with the Human Resource Consultancy, Qess Corp.

We offer scholarships under **Fund My Dream** to support the learning and entrepreneurial ideas of our young people. The scholarship support offers young people the freedom to explore their choices and pursue their goals with dignity.

- **Fund My Learning** enabled 303 young people (187 girls and 116 boys) to pursue education.
- **Fund My Idea** provided 100 young people (45 girls and 55 boys) a platform to utilise unrestricted seed capital to explore the potential of their idea or project. Young people are growing their enterprises in the fields of beauty and makeup, event management, filmmaking and photography.

“Under Fund My Idea, I started my chocolate making business by purchasing a chocolate melting machine and began crafting chocolates. We’re generating good revenue now.”
~ Trishool S, Young Person in Thriving Centre Programme



Last Mile Connect

Support calls were made to **11,197 Dream a Dream alumni** to understand their unique journeys and offer need-based support. These calls are made every quarter and have helped us maintain connections with young people, even after they stop coming to the centres. This helps us understand their needs and support required over time and loop it to the programmes at the centres.

“The support calls helped me understand that young people are unique and special. I felt good seeing them seek guidance and engage in conversations regarding their future.”
~ Shiva K, Anchor, Thriving Centre



24 young people participated in the **Going to School initiative**, a 5-day exposure and entrepreneurial journey in sustainable product industries. 3 young people are in the process of planning and researching to build their careers in sustainability.

In collaboration with Nyaya organisation, more than 80 young people from the Thriving Centre-Bommanahalli participated in **legal awareness** sessions on Cybercrime and Fundamental Rights and Duties of Indian Citizens.

Our Life Skill Development Programme graduates, Srinidhi R, Punitha and Poornima participated in the **Under 18 National Rugby Championship** in Pune.



Namma Adda, our informal social learning space within Thriving Centres, provides young people the space to relax, explore and connect with others. With a healthy snack corner, carpentry kit, art village and a library, young people are exploring and learning without the pressure to succeed.



"I have been coming to Dream a Dream for the past 7 years and Namma Adda is a stress free space for me. The books here help me learn new things."

~ Uday, Young Person, Thriving Centre Programme

Engaging with Parents

270 parents were engaged across different Thriving Centre programmes as they can influence and co-create pathways for young people to thrive. Some parents were surprised to see their children's ambitions and plans for the very first time.



"These sessions help parents and children bond and know more about Dream a Dream. I am uneducated but I want my daughter to be the pillar of our family."

~ Manjula, mother of Kavitha, Young Person, Thriving Centre Programme

Thrift and Thrive was our initiative last year to create a space to exchange thrift items with a small personal note on why it is being given away. This has been a hit in our centres encouraging reusing and recycling to contribute towards climate health.

To understand the needs of young people, we increased outreach to the Sadaramangala community and to public playgrounds around the KR Puram Thriving Centre to interact with those who have dropped out of the education system or are unemployed. We offered our programmes to them and **291 new young people** have started visiting our centres after the outreach.



Amplifying voices on global platforms

- 3 young people (Lavanya V, Sanjana R, Keerthana) from the Thriving Centre Programme participated in a virtual **Youth x Youth Global Conversation** conference on redefining education.
- 2 of our young people; Lavanya V and Karthik participated in an online engagement and discussed social issues in their communities in **Youth Ki Awaaz**.

If you would like to read more about the impact of our Innovation Lab, refer [Impact Report 2022-23](#).

WHAT WE LEARNT

The journey of young people is not linear, unlike how the system perceives it to be. There are many young people who come back after many years to Thriving Centres to pursue programmes or scholarships. Many of our young people wish to be employed while pursuing studies. The need for part time jobs, jobs closer to educational institutes or home are unmet by the system.

The enthusiastic participation of parents in witnessing our programmes has given us hope to continue strategic engagement with other key ecosystem stakeholders – school principals, community leaders and teachers on redefining success to ensure the thriving of all.

WAY FORWARD

To map and understand young people's unique journeys, we are exploring new ways of using technology for it.

We also want to understand the scope of Namma Adda and its role in the learning journeys of young people.

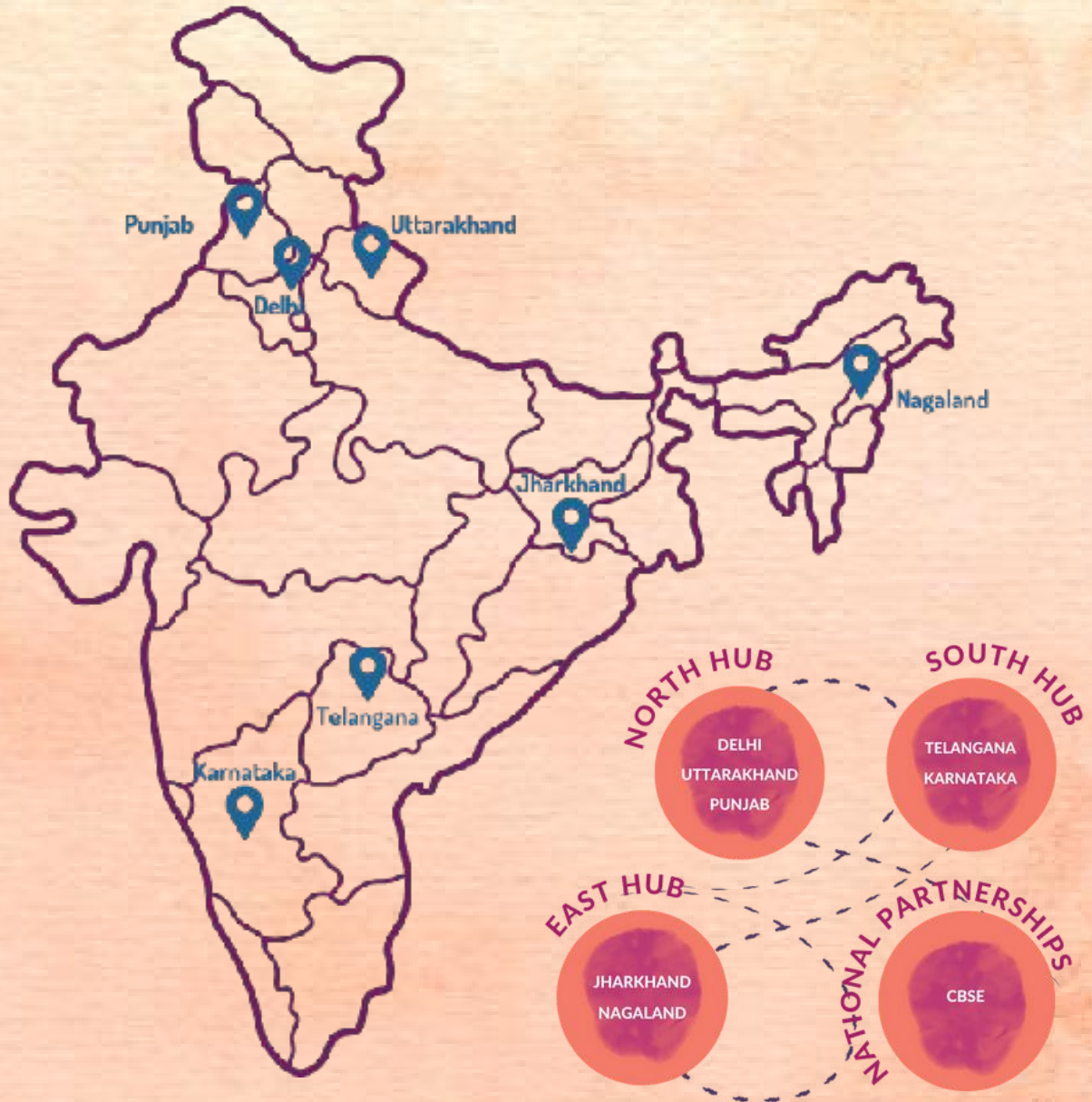
We want to reach out to young people left behind in our current education ecosystem through community mapping, strategically collaborating with local leaders, parents, employment partners, local institutions and NGOs. Further, we intend to design outreach with an intersectionality lens to strengthen our engagement with young people.

We are working to ensure the infrastructure in the Thriving Centres are completely accessible and inclusive.

Jhanvi shares a great bond with her parents and they support her in following her dreams. Her father works in a garment factory, her mother is a homemaker and her younger brother is in school. She is inspired by her cousin's journey, Jhanvi shares, "When she was in school, she faced a lot of hardships and was bullied. She is an engineer now. Her strength to pursue her dream and support her family gives me the courage to do the same."



Systems Demonstration



To transform public education systems through levers of change such as curriculum, pedagogies, teacher training, administrator capacity building and assessments, we offer our creative life skills approach and a lens of intersectionality, adversity and thriving in our collaborative partnerships with central and state governments.

NORTH HUB

We are deepening engagement with policymakers, school staff and teachers in Delhi, Punjab and Uttarakhand through an interactive, empathetic and reflective approach towards a mindset shift around thriving as the purpose of education. We facilitate spaces for stakeholders to experience transformation within self to unlock thriving in young people.

STATE PARTNERSHIP WITH THE GOVERNMENT OF DELHI

In Delhi, we collaborated with the Directorate of Education (DoE), District Institute of Education and Training (DIETs) and State Council of Educational Research and Training (SCERT) to support delivery of the **Happiness Curriculum**, a Social-Emotional Learning programme in 15 districts.



8,00,000+

Students from Nursery to Grade 8 in Delhi Government schools with Happiness Classes



1024

Schools where Happiness Curriculum is implemented



20,000

Teachers trained across all DoE schools on the core values of the Happiness Curriculum



18 Mentor Teachers were trained to develop a deeper understanding of child adversity, thriving, life skills and being an empathetic adult. Along with the Mentor Teachers, we have supported in designing the **Happiness Magazine** as a catalyst to bring more voices of teachers, and students on Social Emotional Learning (SEL) and Life Skills. We also co-created and designed a reflection based student journal for 6 lakh students from Grades 3 to 8.

“Reflective questioning during Happiness classes helps me understand my students’ background, their nature, like what makes them angry, their family situation etc. This enables me to support them better at school. Observing positive changes in students at personal and classroom level has been a brilliant experience for me.”

~ Ms. Shagufta, Happiness Teacher Coordinator, Government Boys Senior Secondary School, Mata Sundari, New Delhi





The week-long school-level **Happiness Utsav** celebrations, to mark the 5 year completion of the Happiness Curriculum, included a gratitude wall, storytelling sessions and activities mapping life skills competencies. Four state-level panel discussions engaging about 300 participants, including students, parents, knowledge partners and government officials explored themes around the impact of the Happiness Curriculum like empathy, personal achievement and self-growth.

“While practising mindfulness in Happiness Classes, I felt calmer and in control of my anger. Through deep breathing, I am able to control my emotions and effectively resolve conflicts.”

~ Lalita Devi, Student of Grade 8th, Government Girls Senior Secondary School, Sultanpuri, Delhi

The **Happiness Curriculum teacher handbooks** were revised with a thematic and age-appropriate structure to reflect the values of equity, dignity and inclusion.

WHAT WE LEARNT

There is an increased acceptance and ownership of the Happiness Curriculum within the system.

WAY FORWARD

Our focus now is to address challenges in programme delivery by supporting policymakers and teachers, so that the curriculum reaches every child in its true essence.

STATE PARTNERSHIP WITH THE GOVERNMENT OF UTTARAKHAND

A 2 year Memorandum of Understanding (MoU) with Samagra Shiksha, Uttarakhand was signed on 10th December 2023 to design a **career guidance programme** for students of Classes 9 to 12 with life skills components to develop career readiness. This was a result of the visit organised for government officials to our Direct Impact programmes at Bengaluru to understand our creative life skills methodology and the Thriving Centre model. We are piloting a contextualised curriculum in 2000 schools reaching 2,90,463 students.



5,92,097

Students enrolled in Classes 1 to 8 across the state



15,979

Schools implementing Anandam Pathyacharya



30,927

Teachers trained on Anandam Pathyacharya

We continue to support State Council of Educational Research and Training (SCERT), District Institute of Education and Training (DIETs) and State Institute of Educational Management and Training (SIEMAT) in the effective implementation of the [Anandam Pathyacharya](#), the curriculum intended to help students understand their emotions and feelings, and learn to connect with themselves, family, society and nature. In collaboration with Blue Orb Foundation and Labhya Foundation, we engaged with government school students from Grades 1 to 8 across 13 districts, through capacity building and life skills training of teachers and other stakeholders.



DIET level training on Anandam Pathyacharya was facilitated for 611 teachers and 43 Diploma in Elementary Education (DEIED) trainees to enable them to develop their self-awareness.

Anandam and SEL based sessions for Principals were held during their Continuous Professional Development training at SIEMAT.

“I feel hopeful and proud of bringing about change through enhanced teacher-student bonding and life skills development through Anandam. I also conduct mindfulness sessions for parents during Parent Teacher Meetings so they can experience Anandam Pathyacharya’s impact.”

~ Kuntala Gupta, Headmistress, Govt Primary School Makhdoompur, Haridwar

WHAT WE LEARNT

Our strategic approach is to create systemic change and not programmatic scale, and so we work with state governments, school systems and local communities to instil ownership and co-create interventions catering to the needs of the young people in the region.

WAY FORWARD

We are working towards developing ownership for Anandam Pathyacharya among teachers through a facilitative, collaborative approach; identifying champions and enabling their leadership within the system. We will also equip teachers and counsellors to implement the new career guidance programme for Classes 9 to 12.

STATE PARTNERSHIP WITH THE GOVERNMENT OF PUNJAB

The Government of Punjab started the Welcome Life Curriculum in 2021 for student wellbeing, to inculcate future skills and moral citizenship in over 2.4 million students. In January 2024, we were approached to work with the Quality & Innovation Cell of the Department of School Education and SCERT, Punjab. We recommended curriculum contextualisation to enhance local relevance, while initiating a need assessment. Teachers and students expressed the need to make the curriculum experiential, which we will support through teacher capacity building.

“To inculcate values and bring about behavioural change in children, it is essential for teachers to role model these values in their interactions and connect with students to understand their context.”

~Raman Dawra, School Head- Government Senior Secondary School, Fatehgarh Sahib





EAST HUB

In Jharkhand and Nagaland, we are bringing the life skills and the whole child approach within a state-specific contextual model of education to meet the needs of young people.

STATE PARTNERSHIP WITH THE GOVERNMENT OF JHARKHAND

We are working in coordination with Jharkhand Education Project Council (JEPC) and Jharkhand Council of Educational Research & Training (JCERT) through the Project Sampurna Consortium, to build narratives towards thriving as the purpose of education. As part of the consortium, we are working to ensure that students develop Social Emotional Skills within school education through the Harsh Johar Curriculum. It is implemented in Classes 1-12 across 121 schools [80 Chief Minister's Schools of Excellence (SoE) and 41 Kasturba Gandhi Balika Vidyalaya (KGBVs), catering to socially and economically deprived students including vulnerable tribal groups, orphans and victims of human trafficking] since 2022. We supported in curriculum contextualisation and in training of Mentor Teachers, State and District Institute of Education and Training (DIET) officials.



11,450

Students impacted by Harsh Johar curriculum



121

Schools trained on the Harsh Johar curriculum



1062

Teachers & DIET faculty trained to implement the Harsh Johar curriculum

Our team met the Honourable Governor of Jharkhand, **Shri C P Radhakrishnan**, to present our book 'When We Thrive, Our World Thrives: Stories of Young People Growing up with Adversity'. He proposed an interactive session with teachers and Heads of Schools of all Schools of Excellence in Jharkhand on our facilitative approach. He also welcomed global education leaders to support educational reforms in the state.



Introductory Harsh Johar and Social Emotional Learning (SEL)-based **experiential training** was facilitated for 1062 teachers and DIET faculty members, 41 Kasturba Gandhi Balika Vidyalaya (KGBVs) Heads of Schools and 141 Block Resource and Cluster Resource Persons.

"In Harsh Johar, I got to know about empathy which has enriched my connection with colleagues and family members."

~ Ravindra Kumar, Additional District Programme Coordinator (ADPO) - Dumka District Education Office, Jharkhand

We supported capacity building of teachers, government officials and consortium partners to use SEL to enable whole child development. We conceptualised and developed a teacher's compendium with 19 stories from teachers on the impact of Harsh Johar on themselves and students.



“When students feel valued, respected, and supported by their teachers, they engage in the learning process. Harsh Johar helps me create a classroom where joy and learning coexist.”

~ Sumeeta Srivastva, Teacher, Chief Minister's School of Excellence - Girls, Sakchi, Jamshedpur



To increase accessibility and awareness of the Harsh Johar curriculum, we organised 3 State level Harsh Samvad (webinars) reaching 35,000 teachers.

To understand teachers' experiences and challenges while implementing the curriculum, 7 Virtual Engagement campaigns were organised.

To engage the larger ecosystem, 6 SEL Posters and 2 online DIKSHA Courses for teachers on Harsh Johar and Active Empathetic Listening were developed.


Student Reflective Activity Booklet on life skills was developed for Classes 8 to 12.

“Participating in reflection, brainstorming, role play, dramatisation during Harsh Johar classes enables me to solve many challenges in real life.”

~ Ravi Shankar, Student, Chief Minister's School of Excellence, Hazaribagh-Jharkhand

Our team has written 5 articles on SEL which have been published in **Pankh**, a monthly magazine by JEPC which is distributed in every school and government office of Jharkhand.





DIET invited us to facilitate Harsh Johar **orientation** training for 4 DIET faculty, 4 teachers and 75 students in Netaji Subhash Chandra Bose Residential School, Hirhi, District Lohardaga catering to tribal communities facing extreme adversity.



We presented our Teacher Development Programme (TDP) model **highlighting teachers' needs** at the **JCERT seminar** to 80 government officials from across India. The seminar was organised to recognise best innovations in schools.

JCERT is working to develop the **State Level Curriculum Framework** in coordination with UNICEF-Jharkhand and has invited us to support with developing life skills related components in the curriculum framework.

[Doordarshan](#) interviewed Sharique Mashhadi, Associate Director, Strategic Partnerships, Dream a Dream on the relevance of Harsh Johar for children in Jharkhand.



WHAT WE LEARNT

Acceptance and expectation from Harsh Johar curriculum to instil social-emotional skills in students is high among government officials and school teachers.

Creating transformation through a facilitative approach takes time, however once the mindset shift takes place, the stakeholders own the change they wish to see in the education system. In Jharkhand, teachers are creating spaces to reflect, introspect, invest and understand the needs of students. Focus has moved from syllabus completion to how students want to learn. They are also trying to understand how adversity and marginalisation impact students' success and failure in the system. Easy to use teacher handbooks and experiential training supports them in incorporating SEL in their pedagogy.

WAY FORWARD

We are creating reflective spaces for government officials to experience the impact of SEL-based programmes.

We will further contextualise the curriculum by incorporating regional stories.

STATE PARTNERSHIP WITH THE GOVERNMENT OF NAGALAND

We work with the Nagaland Board of School Education (NBSE), Department of School Education (DoSE) and the State Council of Educational Research and Training (SCERT) to support in integrating life skills in the education system to achieve holistic child development goals as envisioned in the National Education Policy (NEP) 2020.

“To realise NEP’s vision to make children socially and emotionally competent requires consistent effort. If we can equip children to understand and manage emotions, they will be much more balanced and capable of handling the uncertainties of life. This is absolutely critical alongside academic inputs.”

~ Mr. Thavaseelan K, I.A.S Principal Director, Dept. of School Education, Govt. of Nagaland

The **need assessment study** to explore the well-being of students in Nagaland State Board Schools was conducted by our Research team with 902 students (Classes 6 to 12), 57 teachers and 61 parents. Students scored lower in emotional wellbeing (coping with stress and emotional regulation), personal wellbeing and resilience. The study results recommended implementing a life skills and wellbeing-based curriculum. The government is thereby co-creating the Social Emotional Learning (SEL) based **Morung Curriculum**, along with strengthening DIETs on the SEL component.



20,000

Students across Grades 6 - 12 impacted by the Morung Curriculum



176

Demonstration schools from 16 districts to pilot Morung Curriculum



210

Teachers trained to implement the Morung Curriculum



The **Social and Emotional Wellbeing of Students in Nagaland** report was released by the Commissioner & Secretary School Education, Kevileno Angami & SCERT Nagaland at the State-level workshop in March 2024 in Kohima. It was attended by 130 government stakeholders including Principal Director, Dept. of School Education, Thavasaleen K, IAS; Chairperson NBSE Asano Sekhose; State Mission Director Samagra Shiksha, Temsunaro Aier; representatives from SCERT, District Education Office and Sub District Education Office, School Heads, teachers and students. The study was conducted to evaluate the status of social and emotional wellbeing among students

“Our existing education system is based on rote learning. To move towards competency-based learning and to bring about a mindset shift in Heads of Schools and teachers, we have to be the first ones to shift our thinking.”

~ Ms. Kevileno Angami, Commissioner & Secretary School Education & SCERT, Govt. of Nagaland



In collaboration with DoSE, **experiential-based capacity building of teachers** (nominated as SEL ambassadors to train other teachers) and government stakeholders was facilitated. Two State-Level Virtual Engagement sessions on SEL, self-awareness and educators' wellbeing and 10 Days Virtual Campaign were run with reflective activities on expression, gratitude and growth mindset for the SEL ambassadors.



SEL is a new concept in Nagaland and to build awareness through creative facilitation, we organised a two day workshop in collaboration with SCERT for 40 officials on '**Mindset shift in Education**'.

Nagaland Board of School Education (NBSE), overseeing Secondary education from Classes 8 - 12, invited Dream a Dream to co-create a Holistic Progress Card (HPC), a 360-degree, multidimensional report for Classes 9 and 11 students. A pilot was done with NBSE to create a prototype for HPC and Continuous Comprehensive Evaluation (CCE) cards.

"HPC tracks not only academic growth, but the learner's all round development- cognitive, socio-emotional and psychomotor domains, to boost and strengthen strong self-esteem and self awareness by displaying their innate strengths and areas of improvement."

~ Ms. Asano Sekhose, Chairperson, NBSE

WHAT WE LEARNT

Policymakers recognised the need to contextualise the Morung Curriculum, rather than implementing a SEL curriculum running successfully in other states, suggesting an acknowledgement of local needs in educational planning.

WAY FORWARD

We are finding ways to work with the larger community, church and cultural influencers like local music bands to drive public awareness and acceptability of SEL.

With SCERT, we will support contextualisation of the Morung Curriculum through a cross-departmental committee which includes NBSE, DoSE and DIET.

Along with NBSE, we will support the piloting of the HPC and developing a Life Skills Curriculum for Classes 9 - 12.

Our vision is to support the development of Nagaland as a SEL Knowledge Hub for all North-Eastern States.

SOUTH HUB

We are building a strong narrative in the states of Telangana and Karnataka to reimagine education through safe spaces and empathetic adults in the life of young people. We are trying to bridge non-judgemental connections between different stakeholders of the education ecosystem to move conversations from academics to understanding the needs and emotions of students.

STATE PARTNERSHIP WITH THE GOVERNMENT OF TELANGANA

We signed a Memorandum of Understanding (MoU) with the Department of Education (DoE) and Samagra Shiksha Kendra (SSK), Telangana to implement the contextualised **Chelimi Curriculum**, which builds caring, compassionate spaces in classrooms through engaging and empathetic teacher-student connection.



3960

Students from Grades 6 and 7 offered Chelimi Curriculum



33

Schools implemented Chelimi Curriculum



66

Teachers trained on the Chelimi curriculum

We are supporting the development of a community of teachers to incorporate the facilitative approach and scale the idea of **caring, compassionate spaces** within and outside classrooms. Teacher handbooks were created to support implementation.



“Listening, more than talking, was very useful in getting to know others in training workshops. During teaching, I am usually the one to talk, but now it is not like that. Involving every participant, bringing out their talents, engaging the quiet ones – training has helped me understand how we can get all students to participate by understanding their emotions and skills.”

~ R. Aruna, Teacher, ZPHS Rangampet

We introduced the life skills approach in all Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) and Telangana Tribal Welfare Residential Educational Society (TTWREIS) schools, catering to children coming from severe adversity under **Project Parivartana**. Its intention is to create spaces of wellbeing within the schools for both teachers and students.



800

Students from Grades 6 and 7 under Project Parivartana



20

Schools are implementing Project Parivartana



80

Teachers have been trained under Project Parivartana



Our research team conducted a **Teacher Motivation Study** in 40 Project Parivartana schools to understand and enhance teacher wellbeing. The study found that teachers need spaces to develop their own personal wellbeing, to create an impact on students.

WHAT WE LEARNT

Chelimi is moving from being a project to a movement that incorporates wellbeing and life skills in education. The government is keen on incorporating a facilitative approach for teachers.

Continuous training and on-field support for teachers' wellbeing gives them flexibility to contextualise the Chelimi programme to their setting.

Training and workshops help identify and unite a community that resonates strongly with the values of Chelimi.

WAY FORWARD

We recognise the critical role of empathetic adults in the life of young people and are focusing on expanding the scope of showing care and compassion within schools, outside the purview of the curriculum too.

STATE PARTNERSHIP WITH THE GOVERNMENT OF KARNATAKA

We work with the Tribal Welfare Department, Karnataka Residential Educational Institutions Society (KREIS) and Samagra Shikshana Karnataka (SSK - State Board of Education) to integrate our creative life skills approach within the state curriculum and teacher training.

We contextualised our **Life Skills Curriculum** to suit the needs of students from Grades 1- 7 in Tribal Welfare Department (TWD) schools in Chamarajanagar and Mysore districts.

Life Skills Preparatory workshop and facilitation trainings were held in Chikkaballapur and Mysore districts.



3,419

Students impacted through the Life Skills Curriculum



43

Schools where Life Skills Curriculum is implemented



291

Stakeholders (teachers, Heads of Schools, Taluk Officers, District Coordinator Programme Officer) trained



In collaboration with SSK, **Training of Trainers (ToT)** on Life Skills Curriculum and Facilitation Skills was facilitated for 54 teachers of Grades 6 and 7, along with 27 Cluster Resource Persons and 40 Heads of Schools of 27 Bangalore Urban Karnataka Public Schools.

“I feel that listening and empathising are the only things needed to help the young person develop holistically.”

~ Srinivas T S, Teacher, KREIS, Chikkaballapura

WHAT WE LEARNT

There is an increased acceptance of the life skills approach among teachers. We are now working on deepening engagement with government officials through our experiential workshops that can help the system identify gaps and seek support.

Government officials are realising the importance of mental wellbeing and life skills education for teachers and young people.

Teachers have started experimenting and adopting a facilitative approach in their classrooms and are realising the importance of self care.

WAY FORWARD

We are developing new training designs for policy-makers to familiarise them with the urgent need of the life skills approach and will support capacity building of Master Trainers to train more teachers through the cascade model.

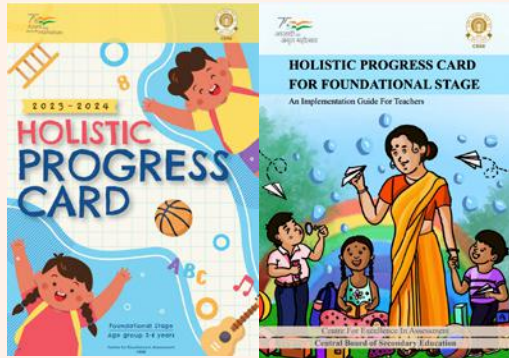
We are working closely with SSK to introduce our life skills curriculum to every student in Bangalore Urban Karnataka Public Schools.



NATIONAL PARTNERSHIPS

We are fostering deep connections, empathy and trust with decision making central agencies to integrate life skills in education policy planning.

As a thought partner with the **Central Board of Secondary Education (CBSE)**, we are building the capacity of the system to design and run inclusive programmes through strategic alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework for Foundational Stage (NCF-FS).



As part of the core committee, we supported the development of the **Holistic Progress Card (HPC)** for Foundational (ages 3-8) and Preparatory (ages 8-11) stages, while leveraging its whole child approach in pedagogy to ensure thriving.

“Our education system should prepare students to learn by creating curiosity and building their confidence to act.”

~ Dr. Joseph Emmanuel, Director (Academics), CBSE on his vision for education

To integrate our experiential and facilitative pedagogical approach in over 28,000 schools across India, our team developed **life skill training manuals** for teachers, counsellors and principals.

We are part of the expert committee to integrate life skills in the curriculum for B.Ed. and M.Ed. in Special Education at the **Rehabilitation Council of India (RCI)**.

A half-day experiential workshop was facilitated on **‘Reconnecting with self & others’** for 17 staff members including 2 Persons with Disabilities (PwDs) at the RCI.

“For the last 10 years, I have attended calls at RCI from people sharing their problems. Though trying my best to offer solutions, their emotions affect me. I also need a space to express, share and the ‘Reconnecting with self & others’ workshop has brought me peace.”

~ Vijay P. Bhadre, Receptionist and Telephone Operator at RCI (Person with Visual Impairment)



“The Dream a Dream workshop was reflective and helped us connect. I was particularly moved listening to my visually impaired colleague, whose experiences made it clear that SEL and life skills are important for everyone, including PwDs.”

~ Dr. Sharanjeet Kaur, Chairperson, Rehabilitation Council of India



Dream a Dream was part of a meeting at RCI & **National Council of Teacher Education (NCTE)** on making teachers' training more inclusive.

At a one day Policy Workshop at Child Centric Disaster Risk Reduction (CCDRR) Centre, **National Institute of Disaster Management (NIDM)** in Uttarakhand, we advocated for young people's representation in policy planning. After this workshop, NIDM made a key policy recommendation to include life skills for holistic resilience in the academic curriculum.

WHAT WE LEARNT

Active participation in the experiential workshop at RCI reiterated the need to have more collaborative spaces for stakeholders to connect.

National agencies like CBSE, NIDM, RCI among others are interlinked and interrelated and we have to arrive at a shared vision and values to collaboratively shift mindsets towards redefining success.

Holistic Progress Card (HPC) must be co-created and contextualised with the teachers to drive ownership and increase sustainability of the intervention.

WAY FORWARD

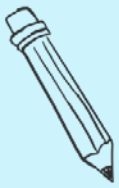
Along with teachers, we will co-create the HPC for Grades 11 and 12, focusing on career readiness and life skills.

We intend to facilitate more collaborative spaces for policymakers to engage with and experience the transformation through our creative life skills approach.

Building the Field

Advocating for thriving as the purpose of education by weaving together people, places and voices, supported by impactful research.





RESEARCH

We are strategically fostering a mindset shift within the ecosystem by prioritising the creation of locally driven, contextually relevant research evidence which is accessible to all for insights-driven decision making. Through collaborative efforts with stakeholders within the education ecosystem, we are bridging the gap between research, policy and practice.

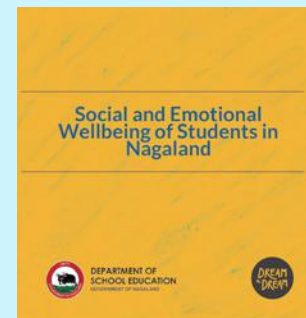
Reports published



[The Pursuit of Happiness in Education: A Research Report by SCERT, Delhi](#)

This **comprehensive evaluation of the Happiness Curriculum** is a collaborative effort between Dream a Dream and the State Council of Educational Research and Training (SCERT), Delhi. A baseline survey was conducted in 19 Model Schools in Delhi, involving over 400 teachers, 20,000 students and 18 mentor teachers spanning Nursery to Grade 8. The study found that the Happiness Curriculum significantly improves students' social and emotional abilities, such as emotional regulation, resilience and empathy; while fostering students' wellbeing and happiness. Classroom practices and pedagogies, including mindfulness, stories, activities and expressions, significantly influenced students' learning experiences.

In collaboration with the Government of Nagaland, a **need assessment study** was undertaken in four districts of Mokokchung, Kohima, Mon and Zuneheboto to evaluate the status of social and emotional wellbeing among students. The report recommended implementing a life skills and wellbeing-based curriculum in Nagaland.



Conferences

Dr. Sreehari Ravindranath, Apoorva Bhatnagar and Aakanksha Agrawal from our Research team, along with a team from TIDE foundation, presented a paper exploring children's experiences during the Delhi Government schools' Happiness Classes titled, 'Embracing Happiness: Capturing the Experiences of Happiness' at the **Global Flourishing Conference** organised by Templeton World Charity.

Collaborations

As part of the **Life Skills Collaborative**, we developed the [Social and Emotional well-being \(SEW\) tool for adolescents](#) and supported large-scale data collection to understand Social Emotional Learning status in the states of Rajasthan, Mizoram, Uttarakhand and Maharashtra. The SEW tool

is available as an open source for people and organisations. We are disseminating insights and scientific papers on how the tool can promote adolescent wellbeing globally. In addition to the SEW tool, we contributed to the development of a **Life Skills Glossary**, ensuring that critical life skills terminology is standardised, widely understood and effectively integrated across contexts. We also engaged in **leadership roles**, facilitating the overall design of the Life Skills Collaborative and ensuring that various stakeholders worked seamlessly to drive the initiative forward. By leading and supporting collaboration, we were able to ensure that the SEW tool and other life skills initiatives align with the evolving needs of adolescents worldwide.

The Organization for Economic Cooperation and Development (OECD)'s 15-country **Survey on Social and Emotional Skills (SESS)** is one of the first international efforts to develop a comprehensive set of metrics around social and emotional skills to support policymaking. We, in collaboration with the Delhi Government, are the anchor partner in this multi-year survey. This year, 75 schools in Delhi, 2700 students, 600 teachers and 75 heads of schools were surveyed.

Dream a Dream has signed a three-year MoU with the **Tata Institute of Social Sciences**, School of Management and Labour Studies to pioneer data-driven policy making in the education system by co-creating open-source data analytics platforms.

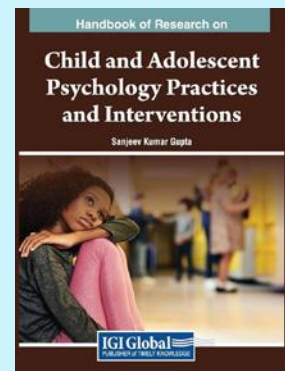
We hosted a [research panel](#) at the **Learning Planet festival** on how culturally responsive and contextualised assessments are vital for monitoring, evaluating and measuring the impact of programmes. We discussed the process, metrics and principles followed for developing the Social Economic Wellbeing (SEW) tool for Indian adolescents.

Journal articles



[‘Perceptions of Children’s Psychological Wellbeing and Academic Learning during COVID-19: Insights from Indian Parents’](#) authored by our Research team members, Dr. Sreehari Ravindranath and Annie Jacob was published in **Education Sciences**.

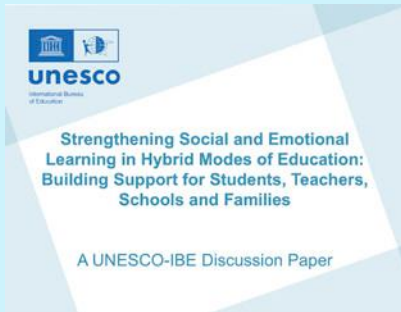
[The Handbook of Research on Child and Adolescent Psychology Practices and Interventions](#) features a chapter by Annie Jacob and Dr. Sreehari Ravindranath, from our Research team, on the social and emotional wellbeing of adolescents from disadvantaged backgrounds.



Blogs and articles

India Development Review (IDR) featured our [blog](#) stressing the importance of understanding a community’s context while planning life skills interventions and assessments.

Life Skills Collaborative published our [article](#) exploring why social and emotional wellbeing in schools should be prioritised.



Our discussion paper [Mainstreaming SEL and Well-Being in Hybrid Modes of Education: Insights from India](#) was published in **UNESCO-IBE** to help students, teachers, schools and families to mainstream social and emotional learning within hybrid educational settings.

The Nagaland Need Assessment study's recommendations were featured in the [Morung Express newspaper](#). An article written by our research team on insights gained on student wellbeing in Nagaland under diverse socioeconomic conditions, cultural norms and geographic terrain, was published in the newspaper, [East Mojo](#).

WHAT WE LEARNT

Fostering collaboration between researchers and policymakers through joint research projects, regular dialogues and knowledge-sharing platforms is crucial to bridge the gap between research, policy and practice.

Involving diverse stakeholders, being sensitive to cultural, social, and economic nuances at both local and global levels in the research process fosters inclusivity and ensures that research outcomes address real-world needs and priorities.

WAY FORWARD

We will focus on research that is rooted in local contexts, inclusive and driven by the needs of communities to generate insights that are relevant, actionable and impactful.

By examining the short and long-term impact of Dream a Dream life skills programmes and the nature of thriving, we will continue contributing to practices and policies that promote resilience, wellbeing and thriving among young people facing adversity.





IMPACT ASSESSMENT

Our focus is to develop robust and scientific impact assessment protocols to measure the effectiveness of Dream a Dream's programmes to enhance our evidence base and disseminate insights that will inform our work. To ensure data quality and transparency, we are creating standardised data management and governance processes.

Our [2022-23 Impact Report](#) showed that 75% of young people in the After School Life Skills Programme and 90.1% in the Thriving Centre Programme improved their life skills scores. We implemented a **Monitoring, Evaluation, and Learning (MEL) framework** across all strategic focus areas, enabling us to consolidate and track progress effectively. This facilitates timely course corrections, celebrates milestones and integrates learnings into future planning. The Theory of Change for Dream a Dream will further guide our impact assessment and strategic planning.

WHAT WE LEARNT

True impact assessment is nuanced and systematic, going beyond conducting baseline and end-line measurements towards understanding how interventions translate into outcomes.

A systematic approach to impact assessment is essential. This means it should be driven by a structured methodology rather than ad-hoc demands. The goal is to bridge the practice gap by assessing not just what is happening but why it is happening and how it can be improved.

The Theory of Change plays a pivotal role in impact assessment. It is not merely jargon but a fundamental framework that outlines how and why a desired change is expected to happen. By mapping out the pathways of change, we can better understand the underlying mechanisms and make informed decisions to enhance the effectiveness of our interventions.

WAY FORWARD

To enhance the effectiveness and impact of Dream a Dream's direct impact programmes, we will develop robust and scientific impact assessment protocols for measuring the effectiveness of programmes and ensure a clear and strong connection between organisation's mission, programme objectives, delivery methods and outcomes.

Standardised data management and governance processes will be developed to ensure data quality whilst also ensuring that data reporting will be made accessible to everyone in the organisation, promoting transparency and informed decision-making.

By systematically collecting, analysing and utilising data, we will share evidence-based practices and findings with various stakeholders, including government bodies, donors and other partners. Effective dissemination ensures that valuable insights and successful strategies are communicated widely.

Jhanvi enrolled in the Dream a Dream's After School Life Skills programme when she was in the 6th grade. "Through the skills I've learnt, I'm now confident enough to talk to anyone." After 8 hours of school, she eagerly awaits her Dream a Dream sessions, "Engaging and learning with different kinds of art activities while having fun helps us relax and reflect at the end of the day."



NARRATIVE BUILDING

While we amplified stories of our young people redefining success, we noticed there are not too many diverse narratives of success which were popular in the education ecosystem. To deepen our own understanding of success and what it means for different stakeholders, we started listening to young people, parents, teachers, school leaders, employers and policymakers, to understand their contexts and revisit their narratives of success. We realised that narratives shift when we listen and feel compelled to move.

We took our book **'When We Thrive, Our World Thrives: Stories of Young People Growing Up with Adversity'** on a **three city book tour (Bangalore, Delhi, Jharkhand)**, seeding the idea that our education ecosystem can intentionally design programmes to move all young people facing adversity to thrive.

BANGALORE

We engaged with **80 young people, 15 educators and 100 partners and supporters.**



Fireside Chat on Thriving in Adversity was moderated by Vasanthi Hariprakash (Founder-CEO, Pickle Jar Media) with Dr. Connie K Chung (Author, *When We Thrive, Our World Thrives*), Vishal Talreja and our young person, Ayesha BiBi at the Bangalore International Centre.

Panel Discussion on Facets of Thriving at the Bangalore Literature Festival was moderated by Master Creative Facilitator, Nadia Chaney with Dr. Connie, Vishal Talreja, and our young people, Rajeshwari A and Revanna M.



Dr. Connie interacted with 30 young people from our **Thriving Centre at K.R. Puram** on different aspects of thriving.



We had an interaction on 'Thriving in Young People' with the **Montfort College Book Club** and with the School of Education, Psychology, Social Work and Sociology at **Christ University, Bangalore**.

DELHI

We engaged with **65 young people, 5 educators and 65 partners and supporters**.

Suchetha Bhat (CEO, Dream a Dream) moderated a conversation on '**Thriving in Adversity**' with Dr. Connie, Sohini Bhattacharya (CEO, Breakthrough) and our young person, Afreen Begum at the India Islamic Cultural Centre.



We were invited by **Saajha** (a CSO enabling parental participation in a child's life) where Dr. Connie and Afreen shared insights on thriving with their team.

Students and faculty of the **Jamia School of Social Work** participated in a discussion on thriving with Dr. Connie and young people - Prasanna H and Afreen Begum, featured in the book.



JHARKHAND

We engaged with **180 young people and 12 media personnel.**

Xavier Institute of Social Service (XISS) invited us to facilitate a panel discussion on the topic 'Thriving as the purpose of education' with Dr. Joseph Marianus Kujur (Director-XISS, Ranchi), Dr. Connie K Chung, Ms. Parul Sharma (Education Specialist, UNICEF Jharkhand Office) and Vishal Talreja (Co-founder, Dream a Dream). Shahid Afrid, whose story is featured in the book, shared his thriving journey during this event.



Dr. Connie and young person, Shahid Afrid discussed about the book with the media at the **Ranchi Press Club.**

OTHER EVENTS

An intergenerational **Remake Learning event** was facilitated at the Thriving Centre, K.R. Puram with 30 parents and young people to have deeper conversations on education, passion and dreams of young people.



Life Skills Curriculum for Students Well Being webinar was hosted on the Firki Platform for over 200 educators across India, facilitated by Dream a Dream. The session helped educators understand the importance of empowering themselves with life skills, to develop it among others.

We collaborated with Big Change UK to facilitate **Big Education Conversations (BECs)** in diverse regions of India to listen to voices on the purpose of education. BECs were held with 393 stakeholders. Seven in-person BECs were facilitated with 273 participants (young people, trainee teachers, educators in Jharkhand, Uttarakhand, Bangalore); and eight virtual BECs were held with 120 participants from different Civil Society Organisations. The [insights report](#) encapsulates diverse stakeholder voices to shape narratives around education and build an inclusive education system.

"The whole purpose of education is to turn mirrors into windows."

~ Anam, LedBy Foundation, New Delhi, Participant at the online BEC with LedBy Foundation



Responses from BEC participants on what they believe to be the purpose of education.



The dominant narrative within the education system was narrow and linear, with its emphasis on marks, grades and a predefined path to success. Realising the need to redefine success for all young people to thrive; and cognizant of the fact that new narratives cannot be created in an echo chamber, we engaged with the ecosystem to provide space for them to articulate their own understanding of success. This also allowed them to reflect on dominant definitions of ‘failure’ and ‘success’, and their impact on young people, especially those facing adversity.



We had [Redefining Success](#) conversations with 122 stakeholders in the ecosystem (young people, parents, organisation leaders, community leaders, government officials, educators, artists among others) to **explore diverse narratives of success.**

“The definition of success has to be redefined across elementary, middle and higher educational institutes so that we can get to the true core of success. If marks do not define success, then what does? This understanding has to be built across all systems for all students.”

~ Dr Avinav Kumar, State Incharge -Quality and Inclusive Education, Jharkhand Education Project Council, Government of Jharkhand, India, on the need to redefine success

We listened and showcased diverse narratives of thriving by sharing [106 videos of our young people expressing their views on thriving, life goals, success](#) among others.

Our young people - Hema, Darshan, Divya, Sathvik, Likitha, Kushal, Praveen participated in [Instagram live conversations](#) to share insights from their thriving journeys.



Young people spoke on gender in sports, unconventional career choices, thriving and life skills in our podcast series, [#UnmuteWithDreamaDream](#).



The thriving journeys of Dream a Dream graduates, [Manja](#) and [Anitha](#) became the inspiration for 2 children stories published on Pratham's **Storyweaver** platform.

In our endeavour to include more insights from the ecosystem, we invited government officials and CSO leaders to write for our website under the section '[From the Field](#)'. Seven guest blogs were published, highlighting author's insights on their work in education. Dream a Dream team members also shared their voices through [12 blogs](#) on our website on life skills, reimagining education and enabling young people to thrive.

This year, we featured the stories of our team members - Nabeel, Nandish, Anjali, Anusha, Parimala and Shiva under **#HumansofDreamaDream**.

A **Webinar** with State Hub teams on '[Partnering with Systems to transform Education](#)' was live streamed on YouTube. **Live conversations with 4 teachers and 2 CSO partners** from Uttarakhand and Jharkhand were held on [Facebook](#) and Instagram.

33 people from diverse backgrounds and leaders of organisations shared their inspiring journeys of creating change, through our [Instagram lives](#).

WHAT WE LEARNT

The idea of success, as shared by diverse stakeholders, is contextual, personal and ever-evolving, ranging from financial security to being useful to society. It is not uniform or an end goal or destination.

We introduced the ecosystem to the dichotomy that exists through the power of listening when it comes to personal definitions of thriving and those conditioned within the education ecosystem.

Collaboration requires listening, understanding and co-creation of new narratives. There's a need to facilitate a pause within the ecosystem to listen to each other and reflect on the ideas around success and thriving.

WAY FORWARD

We will continue to collaborate with the ecosystem to co-curate new narratives of success which are inclusive, promote thriving and are in the best interests of young people.

We look forward to bringing together all our supporters and stakeholders to celebrate Dream a Dream's 25th anniversary.

WEAVING

We create new possibilities by being alive to what is emerging while reimagining education across the world. To make thriving as the purpose of education into a sustainable movement, we are bringing together different organisations and individuals who are scripting the change globally.

We shared our ideas and approach at 30 different speaking engagements and facilitation sessions at Dasra, YouthxYouth, Learning Planet Festival, CIMQUSEF, WISE Summit, HundrED, G20 among others, on themes related to education, young people and thriving.



Our young person, Dharshan, hosted a [podcast](#) that captured young people's stories around **Everyday Acts of Transformation**, a 2-month project under the Catalyst Learning Alliance (CLA). This space is created for learning and enhancing capabilities around fundraising, supported by Dubai Cares.

"Hosting a podcast on young people's stories changed my view of success. It means taking every small step that is possible to make a big change. I experienced this while collecting the stories of young people and analysing how they impacted the larger society with their work."

~ Dharshan K, Young Person, Dream a Dream, on his experience of curating stories around Everyday Acts of Transformation

As a part of Catalyst 2030 – Education Working Group, we supported the 2024 Edition of Pathways to Transforming Education by including the voices of the teachers across India in [A Toolkit for Systems Leaders to Co-Create the Pathways to Collaboration](#).

We contributed to the [India Education Collaborative](#) that promotes innovative practices in education through NGO collaborations, developing personal connections between stakeholders towards a shared vision of education. [The Next door to care](#) advocacy series amplified voices from member organisations including Dream a Dream, on their vision and experience of creating inclusive classrooms.

As part of the **Interfaith G20 Interfaith Education Working Group**, Vishal Talreja (Co-founder and Trustee, Dream a Dream) presented at their annual conference in Pune, offering policy recommendations on utilising interfaith practices in education to ensure its values are contextually specific and child-centred within the education space.

Developing Well-Being Focused Education Ecosystems:

Towards One Earth, One Family, One Future

IF20 Education Policy Brief
With Recommendations for Practical Action
by G20 Leaders

AUGUST 2023

Dream a Dream is an advisory to the **School Mental Health Initiative (SMHI), Health Department**, Govt of Delhi that offers collective learning spaces for psychologists and project leaders to facilitate mental health of school children. It is a promotive and preventive model on adolescent mental health, currently running in 20 schools of Delhi for students from Grades 6 to 12.

“It is incredibly important to not forget that enjoyment, fun and a spirit of inquiry should be at the core of the learning experience.”

~ Rebecca Winthrop, Director, Center for Universal Education at the Brookings Institution, on how to design learning programmes for young people.

We were invited to be a part of the **HP Future’s Council on Knowledge Economy and Skills** to foster innovative thinking and develop recommendations to build a future in which every child has access to good education.

We facilitated online experiential sessions with 29 members of **Varta Leap**, a cross sectoral group of over 170 youth engaging organisations, on life skills through arts.



To reimagine learning while unlocking creative potentials, a workshop was facilitated during the **Helsinki Education Week** under the **HundrED Innovations Summit**.

In the **NISSEM Advisory Group (NTAG)**, Vishal Talreja, Co-founder, Dream a Dream, presented the Social Emotional Learning initiatives being practised in India across our state government partnerships.

Our work of creating a mindset shift through a holistic approach was recognised in the “Whole Child Approach” chapter in the book, **“The Power of the Whole”** by **Sean Slade**, which invites us to focus on the bigger picture in education.

Manshvi Palan from the National Partnerships team spoke on ‘Enhancing communities’ cultural fluency through education’ at the **World Innovation Summit for Education (WISE)**.

WHAT WE LEARNT

Weaving is a co-held space for everyone in the organisation. The way we show up in collaborations, with curiosity, empathy, listening and reflection, upholds our values of equity, dignity and inclusion.

We witnessed a shift in the language CSOs and educational spaces are using, moving from academic achievement to thriving, human flourishing and Whole Child Development as the purpose of education.

Delhi Government’s SMHI intervention, which is at the intersection of health and education, reflects a big shift in reimagining the purpose of education from academics to wellbeing.

Observing slower progress in international weaving collaborations, the team is actively exploring domestic opportunities for weaving, strategically aligning them with the context we are solving for.

WAY FORWARD

We intend to enhance our awareness of whose voice and perspective is missing in collaboratives and to identify blindspots to help our domestic weaving efforts.

Investing in amplifying the voices of young people in platforms beyond mere participation, we are looking to design spaces where young people drive and plan engagements.





Jhanvi shares a special bond with her facilitator, Shruti. Like Jhanvi, Shruti's passion for art drew her to work with young people. Shruti lost her parents at a very young age and was looked after by her aunt, who enrolled her in boarding schools. After working as a hospital attendant, telecaller and mobile sales executive, she eventually followed her passion and joined Dream a Dream as an arts facilitator. "Empowering young people has given me a purpose in life. Every year, I see young people transform and their individual journeys inspire me to do even better."



DESIGN & DEVELOPMENT

To build widespread understanding of Dream a Dream's creative life skills approach and to build capacity to facilitate collaborative, compassionate and caring learning spaces, the Design and Development team supported curriculum and training design for our internal team, government and NGO partners. The team :

- Designed and trained **1030 teachers** across Jharkhand, Karnataka and Telangana and **17 collaborative partners** in Jharkhand. We also trained **25 team members** from Quest Alliance in Jharkhand to collaboratively work on facilitation.
- Designed and facilitated a two day **Thriving Teacher Transformation (T3) training** focused on teachers' wellbeing for 180 staff members of Thriving Schools in our Direct Impact Programme.
- Revised the **Life Skills Curriculum (for Nursery to Class 10)** to align with the National Education Policy (NEP 2020), along with a Facilitator's Handbook, as an open source for organisations and individuals working with young people. It aims to guide facilitators to create a safe, supportive environment for learners from 5 - 16 years of age to amplify their strengths, nurture positive relationships, develop self-expression and other life skills.
- Ensured **organisation-wide adoption of Toolsi**, a platform developed by community arts facilitator and facilitation trainer, Nadia Chaney, and to help the team access facilitation tips online, by transcribing the tool into Kannada and Hindi languages. Nadia has supported Dream a Dream's programme design, trained lead facilitators in using mediums like play, art and dialogue; and supported organisational development since 2009 to help us solve complex social problems. 3 months **strength based facilitation course** was conducted by Nadia to enable core team members and facilitators to adopt this approach while working with diverse stakeholders within the education ecosystem.

"Strength based facilitation shifted the lens of how I see people - not just on the basis of their behaviour, but by understanding needs behind their action."

~ Prathib W, Executive and Facilitator, Dream a Dream

WHAT WE LEARNT

Facilitation is a core tool for systemic change. Hence, we are working to build the organisation's capacity on the tools and techniques of facilitation.

WAY FORWARD

We will continue to hold spaces for stakeholders in the education ecosystem and create transformative experiences to witness the change that the life skills approach can bring.

"Jhanvi found it difficult to open up and talk to everyone despite being an excellent student. She was unable to take initiatives or mingle with her classmates. Gradually, she started showing leadership skills and became confident to share her personal reflections at the end of sessions. I've seen her grow in her courage to lead, take initiatives, debate and go after her passion," shares Shruti.



FUNDRAISING

Donors and funders are our partners in the journey of bringing about a mindset shift towards thriving as the purpose of education. This year, we have deepened our donor conversations by organising quarterly calls with all our key donors to build stronger relationships, generate ideas and develop a shared understanding of Dream a Dream's strategy and vision.

We facilitated a space for our donor, **Michael and Susan Dell Foundation (MSDF)** to connect with the State teams in Systems Demonstration to understand our progress and learnings. This helped us work collaboratively, share challenges and co-create solutions.

"The need for integrating life skills is well accepted today and Dream a Dream's programmes are helping make this a reality for millions of young people by actively working on re-imagining education in India. MSDF has been an early supporter and we're excited to see the organisation expand and test new models of delivering impact."

~ Samar Bajaj, India Director, MSDF

WHAT WE LEARNT

By connecting donors and funders to programme implementation teams, we are building collaborative partnerships with deeper understanding of systems change work. The quarterly donor calls have created an open space for conversations, allowing us to be transparent with our successes and challenges. This has helped build trust and flexibility in donor relationships, supporting the vision with new ideas and solutions.

WAY FORWARD

Entering the third year of our five year (2022-27) strategy, we have been able to raise 65% (65Cr INR) of our total target. We are looking to raise another 35% (approximately 35crs INR) to be able to support our intention to shift mindsets on the purpose of education towards thriving. While raising the support we need, we will continue to walk along with our donors and supporters on this journey to transform education.





OPERATIONS & FINANCE

Our intention is to build a robust team to deliver high quality life skills programmes for young people and the ecosystem to enable thriving. We are committed to upholding dignity, equity and inclusion at our workplace, while collaborating and standardising processes to maximise efficiency. By successfully fulfilling our commitment to legal and regulatory compliance, we safeguard employee interests and maintain transparency and integrity.

- Our **Facilitator Structure** was successfully rolled out in August 2023 to build the capacity of the team to create transformatory learning experiences in systems change work.
- Our team members engaged in 25 different training and education programmes for **personal and professional development**.
- We initiated **Mental Health Dialogues** to normalise conversations on mental health within the team in collaboration with Manoshala, an organisation providing preventive, holistic and affordable mental health solutions.
- We are bringing the values of **Dignity, Equity and Inclusion** in conversations with our partners and vendors. Our career openings are created for people across identities. We are making our People Philosophy more accessible by translating it into Kannada and Hindi.




- **Work-life harmony** initiatives to support the wellbeing of the team to ensure workload alignment and reduce burnout have started. To prioritise and enhance the **wellbeing of team members**, we introduced flexible work hours, self-care leave and wellness days every month.
- We have ensured a **healthy gender balance** in the workplace by supporting the needs of all employees.

WHAT WE LEARNT

Advocating our organisation's vision and approach with vendors and stakeholders nurtures enduring and supportive partnerships.

WAY FORWARD

Our quest is to include intersectional identities beyond binaries within Dream a Dream and we are training the team on embodying dignity, equity and inclusion. We have collaborated with Ungender, an organisation aimed at creating inclusive workspaces, to formulate our Equal Opportunity Policy (EOP) for Transgender Persons.



“Dream a Dream allowed her to become a more open and confident person”, shares Jhanvi’s mother. She believes that it would be great if the programme* could be extended even in the 10th grade so that they are able to deal with the pressure of exams.

**Dream a Dream does not extend the programme to Class 10 students since they attend many special classes to prepare for their board exams and might not be able to manage time. However, we encourage them to take mindful breaks and they are welcome to join the Thriving Centres after their 10th Grade.*

OUR SUPPORTERS FOR THE PAST 3 YEARS



WE WOULD ALSO LIKE TO THANK:

Aakanksha
Aarti Desikan
Aberystwyth University
Abhishek Kumar
Aisharya Jadhav
Allan Thomson
Amisha Vora
Amit Pabalkar
Aniruddha Pandurang Joshi
Anitha Alappat
Annakoot Foundation
Anuradha / Vaidyanathan S
Arjun Dugal
Arnavaz Rohinton Aga
Arshy Sreedharan
Arvind Desikan
Ashok Soota
Astounding Healthtech Private Limited
Bhairavi Prakash
Bhawalal Vastimal Jain (MV Jain)
Big Change
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British Asian India Foundation
Chanpreet Pritam Singh Arora
Charles Terry
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Jumio India Private Limited
Kalyani and Murali K Menon
Karan Sodhi
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Ketan Lodaya
Kunku Soota
Leena Pundalik Naik
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Shoolini Parameshwari Foundation
Shruti Choudhari
Shruti Sharma

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Siva & Royan Foundation
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Stiftung Auxilium
Suchetha Bhat
Sudeepa Gorle
Sultan Trust
Sumanta Mukherjee
Suresh Kumar Devalla
Sweta Daga (MV Jain)
TC Meenakshisundaram
Tanvi Shetty
Tata Institute of Social Sciences (TISS)
The Brookings Institution
Thejesh Dev
Thomas Mathew
UK Online Giving Foundation
Vaibhav Haria
Vaibhavi V
Varsha Sreenivas
Varun Rao
Vijay Negi
Vikram Ghandeeswaran Narayanan
Vinay Kulkarni
Vinod Cherian
Vipin Gupta
Vishal Augustine
Vishal Talreja

OUR STATE PARTNERS

NORTH HUB - DELHI, PUNJAB AND UTTARAKHAND



SOUTH HUB - KARNATAKA AND TELANGANA



Scheduled Tribes Welfare Department
For The Educational, Social & Economics Upliftment of Scheduled Tribes



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EAST HUB - JHARKHAND AND NAGALAND



NATIONAL PARTNERSHIPS



GOVERNANCE

JURISDICTION AND TASKS OF BOARD AND MANAGEMENT DURING 2023-24

THE BOARD

- Is ultimately responsible for strategy, policy, budget and results
- Approves audited financial statements and ensures the organisation's compliance with laws and regulations
- Sees to it that the activities of the organisation are aimed at realising the target and contribute to its mission
- Examines the strategic long-term plan and the individual annual plans and budgets and reviews the progress of the plan throughout the year
- Decides adjustments of plans, budgets and investments
- In 2023-24, the board met four (4) times: 6th June 2023, 22nd August 2023, 14th September 2023 and 13th February 2024.

MANAGEMENT: CORE TEAM THAT INCLUDES THE CHIEF EXECUTIVE OFFICER (CEO) AND THE CO-FOUNDER

- Is responsible for developing the long-term strategy, annual plan and policy
- Informs the Board of all relevant facts and developments
- Evaluates the execution of Dream a Dream's annual plans and presents it to the Board
- Engages in new partnerships and core fundraising
- Ensures financial management and operational governance.

Composition of the Board for the 1st April 2023 – 31st March 2024

Name	Position on Board	Meetings Attended	Years on Board	Gender	Occupation
Deepak Srinath	Chairman	4	11	Male	Business
Vishal Talreja	Trustee	4	12	Male	Social Worker
Pervin Varma	Trustee	4	9	Female	Consultant
Padmaja Nagarur	Trustee	4	6	Female	Consultant

Notes on Board of Trustees

- None of the Board Members are related to each other
- A Board rotation policy exists and is practiced
- Vishal Talreja receives remuneration from the organisation
- No other board members have received any remuneration from the organisation

Management: Distribution of staff according to salary levels as of March 31st, 2024

Gross in Salary	Male Staff	Female Staff	Total Staff
25,001 - 50,000	18	22	40
50,001 - 1,00,000	20	22	42
1,00,001 - 1,50,000	5	10	15
1,50,001 - 2,00,000	2	0	2
Above 2,00,000	1	1	2
Total	46	55	101

Notes on Staff Remuneration:

- Suchetha Bhat, CEO has been paid a remuneration of INR 2,43,000 per month.
- Remuneration of 3 highest paid staff members: INR 2,21,000, INR 1,66,000, INR 1,56,000 per month
- Remuneration of 3 lowest paid staff members: INR 30,000, INR 27,000 and INR 25,000 per month

International Travel (Sponsored by Dream a Dream)

- Dream a Dream's International travel expense during the fiscal year 2023-24 amounts to Rs 22.76 lakhs.

FINANCIAL SUMMARY

CONSOLIDATED BALANCE SHEET AS ON 31ST MARCH 2024

Particulars	Amount in Rs 2023-24	Amount in Rs 2022-23
Liabilities Corpus Fund	31,85,030	31,85,030
General Fund	3,57,11,382	3,80,01,681
Restricted Fund	1,03,60,991	38,66,592
Current Liabilities & Provisions	6,36,964	6,71,861
	4,98,94,367	4,57,25,164
Assets Fixed Assets	1,02,13,159	91,82,790
Investments	1,72,70,176	42,30,515
Current Assets, Loans and Advances		
Cash & Bank Balances	1,87,30,295	1,96,79,299
Grant Receivable in respect of Restricted Grants	—	92,69,609
Other Current Assets	36,80,737	33,62,951
	4,98,94,367	4,57,25,164

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2024

Particulars	Amount in Rs 2023-24	Amount in Rs 2022-23
Income		
Grants & Donations	17,73,68,040	10,90,20,488
Interest Income - Savings Bank Account	15,62,893	15,00,459
Interest Income - Fixed Deposit	7,86,586	8,57,940
Other Income	2,51,595	1,40,892
Total Income (A)	17,99,69,114	11,15,19,779
Expenditure		
Programme Cost		
Innovation Labs - After School Life Skills Programme (ASLSP), Thriving Schools & Centres	5,49,05,408	3,87,21,343
Research, Impact Assessment/Monitoring & Evaluation & Strategic Insights	1,79,59,910	2,16,11,802
Collaborative Initiatives with Educational Partners	1,59,25,722	1,58,63,217
Life Skills & Wellbeing Curriculum Implementation	3,43,12,583	2,86,57,615
Curriculum Innovation & Development	84,47,232	57,67,911
Sub Total	13,15,50,855	11,06,21,889
Administration Cost		
Fundraising Expenses	90,63,468	67,77,892
Human Resources & Staff Training	54,52,230	60,92,479
Administrative Costs	2,04,28,852	1,52,64,553
Sub Total	3,49,44,550	2,81,34,923
Total Expenditure (B)	16,64,95,405	13,87,56,812
Surplus/(Deficit) (A - B)	1,34,73,709	2,72,37,033
Surplus/(Deficit) transferred to		
Restricted Fund	1,57,64,008	2,51,72,203
General Fund	(22,90,299)	(20,64,829)
Total	1,34,73,709	2,72,37,033

CONSOLIDATED RECEIPTS AND PAYMENT ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2024

Particulars in INR	Amount in Rs 2023-24	Amount in Rs 2022-23
Opening Balances (A)	2,39,09,814	6,49,32,146
Cash in Hand	36,106	26,168
Cash at Bank	1,96,43,193	4,08,56,293
Fixed Deposit	42,30,515	2,40,49,685
Receipts (B)	17,98,35,314	11,18,63,142
Grants and Donations	17,73,68,040	10,90,20,488
Interest Receipt from Savings Bank Account	15,62,893	15,00,459
Interest Receipt from Fixed Deposit	3,39,377	9,34,719
TDS refund received	3,17,750	2,52,440
Other Receipts	2,47,254	1,55,036
Total Receipts (A+B)	20,37,45,128	17,67,95,288
Payments (C)		
Programme Cost	13,14,50,361	12,43,85,419
Innovation Labs - After School Life Skills Programme (ASLSP), Thriving Schools & Centres	5,55,61,123	5,00,08,891
Research, Impact Assessment/Monitoring & Evaluation & Strategic Insights	1,77,82,406	2,17,11,922
Collaborative Initiatives with Educational Partners	1,55,55,909	1,64,22,980
Life Skills & Wellbeing Curriculum Implementation	3,29,00,396	2,86,26,640
Curriculum Innovation & Development	96,50,527	76,14,986
Administration Cost	3,23,04,924	2,62,35,741
Fundraising Expenses	91,59,397	67,68,192
Human Resources & Staff Training	54,44,224	61,15,300
Administrative Costs	1,77,01,303	1,33,52,249
Other Payments		
Fixed Assets Purchased	40,29,032	22,64,314
Total Payments (C)	16,77,84,317	15,28,85,474
Closing Balance	3,59,60,810	2,39,09,814
Cash in Hand	7,462	36,106
Cash at Bank	1,87,22,833	1,96,43,193
Fixed Deposit	1,72,30,515	42,30,515
Total (C+D)	20,37,45,128	17,67,95,288



“If I had the chance to reimagine my school, it would be a place where students can play. We are always under a lot of pressure because of our marks and there is no opportunity to play anymore because of exams. My school should be a place where play is prioritised over studying,” adds Jhanvi.

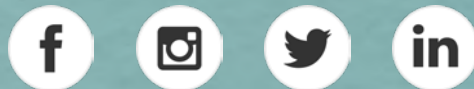
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SUPPORT. WITH YOUR HELP, WE
CAN TRANSFORM THE EDUCATIONAL
EXPERIENCE OF OVER 130 MILLION
CHILDREN LIVING IN ADVERSITY IN
INDIA AND ENABLE THEM TO THRIVE.**



**SCAN THE QR CODE TO MAKE A
DONATION TO DREAM A DREAM**



All photos of Jhanvi in this report have been taken by Prasanna H



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