



**DIRECT INTERVENTION  
IMPACT REPORT  
2023-24**



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# Abbreviations

**ASLSP** – After School Life Skills Programme

**TCP** – Thriving Centre Programme

**TC** – Thriving Centre

**LMSP** – Last Mile Support Programme

**LSD** – Life Skills Development

**LSDP** – Life Skills Development Programme

**LSAS** – Life Skills Assessment Scale

**LSA** – Life Skills Assessment

**Score change** - End line LSA Score – Baseline LSA Score

**Improved** - Overall LSA Score Change is above 0

**Did not improve** - Overall LSA Score Change is less than 0

**Maintained** – Overall LSA Score change is 0. The scores remained the same before and after the programme

**Above norms** – Baseline/End line Scores of the participants is  $\geq 2.5$

**Below norms** – Baseline/End line Scores of participants is  $< 2.5$

**Retention** – Sum of participants completed the programme/Total no. of participants enrolled in the programme

**Average attendance** – Sum of attendance percentages of all participants enrolled/Total no. of participants enrolled in the programme

**Standard deviation** - is a measure used to quantify the amount of variation of a set of data values. When the change in scores of the participant is  $\geq .75$ , it is equal to 1 Standard Deviation

**Significant change** - Participants whose scores change by 1 Standard Deviation ( $\geq .75$ ) it is a significant change

# FOREWORD



**Suchetha Bhat**

CEO

A handwritten signature in black ink that reads "Suchetha". The signature is written in a cursive style with a long, sweeping underline.

In the year 2023-24, Dream a Dream continued its mission to empower young people through transformative life skills interventions, focusing on the After School Life Skills Programme (ASLSP) and the Thriving Centre Programme (TCP). The results from these programmes highlight the significant positive impact on participants, equipping them with essential life skills to navigate challenges, build resilience and thrive in a complex world.

The Life Skills Assessment Scale (LSAS) administered to young people participating in these programmes showed notable improvements across five key life skills: interaction with others, problem-solving, managing conflict, taking initiative and understanding instructions. The data revealed that 92.1% of ASLSP participants and 96.1% of TCP participants experienced skill improvements. More impressively, 71.8% of ASLSP participants and 80.1% of TCP participants showed significant changes in their life skills, indicating the depth of transformation these young people underwent. These improvements in life skills were closely linked to better social-emotional wellbeing, reinforcing the idea that developing life skills is a critical factor in supporting young people's holistic growth.

Additionally, the impact of gender was a notable finding, with female participants showing higher improvements in both the ASLSP and TCP. This gender differential provides valuable insights into how life skills interventions can help address disparities and promote gender equity. The results also revealed that the development of life skills empowered young people to take advantage of opportunities such as skill development programmes, mentoring and the Last Mile Support services at the Thriving Centres.

As part of its commitment to long-term, systemic change, Dream a Dream took a major step towards deepening its impact by expanding the Thriving Schools Model. Five partner schools from the ASLSP have now been integrated into this model, transitioning from a focus on life skills

interventions to a whole-school approach that redefines success and nurtures thriving across the entire school system. At the same time, the organisation is exiting from 15 other partner schools to focus on deeper, systemic transformations.

The Thriving Centre Space continues to be a focal point of this work, offering a safe and inclusive environment for young people to explore their potential. By fostering collaboration with local ecosystems and co-partners, Dream a Dream aims to create lasting pathways for youth to thrive, ensuring they have the skills and support needed to succeed in life.

This year, we also explored the impact of the Direct Intervention programme by assessing social and emotional wellbeing. Wellbeing is essential for children as they transition into adolescence and young adulthood, yet there is a lack of culturally validated tools to measure social and emotional competence in India. The newly developed scale focuses on social, emotional, and personal dimensions, is standardised for the Indian context, is an open source, and can provide valuable insights into the effectiveness of various social and emotional learning (SEL) interventions. It can also serve as a monitoring and evaluation tool for a range of government-led SEL initiatives.

In closing, the 2023-24 impact report highlights Dream a Dream's ongoing commitment to empowering young people through life skills development, and its drive to reshape educational systems to support young people in their journeys toward thriving. The organisation remains steadfast in its mission to redefine success and create an equitable, inclusive future for all young people.

Thriving is not about the child alone—it's about how the system defines success and changes the narrative around it. The organisation remains committed to supporting young people in their nonlinear journeys toward thriving, driven by a vision of systemic and sustainable change.

# Acknowledgements

————— Dream a Dream empowers young people from vulnerable backgrounds to thrive using a life skills approach, enabling them to become resilient and confident contributors to society. Recognising the influence of the ecosystem surrounding young people, the Direct Impact Programme fosters in-school and out-of-school learning spaces that promote growth, agency and thriving across social identities through innovative and experiential methods.

This report evaluates the impact of the life skills approach implemented in two Dream a Dream programmes during 2023–24. It offers insights into best practices and innovations for life skills education while highlighting the link between life skills development and the socio-emotional wellbeing of young people.

The creation of this report is the result of the collective efforts, dedication, and expertise of many individuals and teams, whose invaluable contributions we gratefully acknowledge.

First and foremost, we express our deepest gratitude to Ranjith M, Vijay Kumar, Mahendra B, Gangadhar, Manja D, A. R. Shwetha, and Pavithra K. L., along with every other team member of the Direct Impact Programme. Their expertise, hard work and unwavering commitment were instrumental in achieving the high-quality and impactful outcomes reflected in this report.

We are sincerely thankful to Suchitha Balasubramaniam, Saba Ahmad, Manisha Raghunath, and Prasanna H from the Narrative Building team.

Their meticulous efforts in designing and editing the report significantly enhanced its presentation and readability.

Our heartfelt appreciation goes to Shrikantha A from Operations for his financial and logistical support, as well as his crucial guidance in programme implementation, which ensured the seamless execution of our initiatives.

Finally, we extend special thanks to Joseph Thomas Rijo, Amit V. Kumar, Ravichandra K. and Sreehari Ravindranath from the Research, Impact and Data Governance team. Their tireless dedication and valuable insights were critical in shaping the report and ensuring its relevance and depth.

To everyone who contributed to this endeavour, we extend our sincere thanks. Your support and commitment have been indispensable in realising this report's vision.

# Executive Summary

Dream a Dream continues to empower young people from vulnerable backgrounds who experience extreme adversity using a life skills approach. The young people have shown us that thriving includes life skills which enables them to contribute to the society as resilient and confident champions. However, the organisation has recognised the 'enablers' (the ecosystem around the young people) influence on the young people in their thriving journeys. The Direct Impact programme continues to demonstrate in-school and out-of-school learning spaces where young people can thrive through innovative and experiential methods that allow them to explore and build life skills while overcoming adversity. The programmes enable them to enhance their growth, develop agency and showcase what thriving looks like across social identities.

This report represents the impact evaluation of the life skills approach implemented in two programmes of Dream a Dream for the year 2023-24. The report provides input and insights on the best practices and innovations for national and international level policies and programmes in life skills education. The report also projects the results of the socio-emotional assessment that was administered to the young people in the life skills education programme; showcasing a link between the development of life skills and the progress in social and emotional wellbeing of the young people in these programmes.

Dream a Dream works through two key programmes, After School Life Skills Programme (ASLSP) and the Thriving Centre Programme (TCP), which directly impact young people. In ASLSP and TCP, we use a creative life skills approach where young people can explore essential life skills and make better choices and become meaningfully engaged. Over the last two decades, Dream a Dream has worked with over 10,000 students every year, imparting essential life skills and beyond for young people to overcome adversity and thrive. The After School Life Skills Programme (ASLSP) is particularly designed to develop critical life skills in young people in the age group 9-14, while the Thriving Centre Programme (TCP) equips 15-23-year-olds with information and skills to make a healthy transition to adulthood and career opportunities.

Major findings of the impact evaluation through Life skill assessment scale include:

- Young people at ASLSP and TCP showed an improvement in life skills of 92.1% and 96.1%, respectively.
- The improvement in life skills scores was statistically significant (ASLSP-71.8%, TCP-80.1%) for ASLSP and TCP.
- Male and female participants (ASLSP and TCP) improved in each of the five life skills measured.
- Young people from all age groups enhanced their

skills by the end of ASLSP and TCP.

Findings of the impact evaluation through the social emotional wellbeing scale include:

- Social and emotional wellbeing increased from a mean of 120.56 to 124.96 (mean difference of 4.398,  $p < 0.001$ ), with significant difference from baseline to endline assessment in the ASLSP.
- Social and emotional wellbeing increased by 3.48 points ( $p < 0.001$ ), indicating a statistically significant difference between the baseline and endline assessments in the TCP.

Based on the evidence of the impact evaluation, all programmes are on track to achieve their intended results. The findings of the study indicate that the intervention strategies were effective in developing and nurturing not only the life skills among our young people but also enhance their social-emotional wellbeing, highlighting a link between the two.

# OUR APPROACH

Shift mindsets about the purpose of education to

## Thriving



### SYSTEMS DEMONSTRATION

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



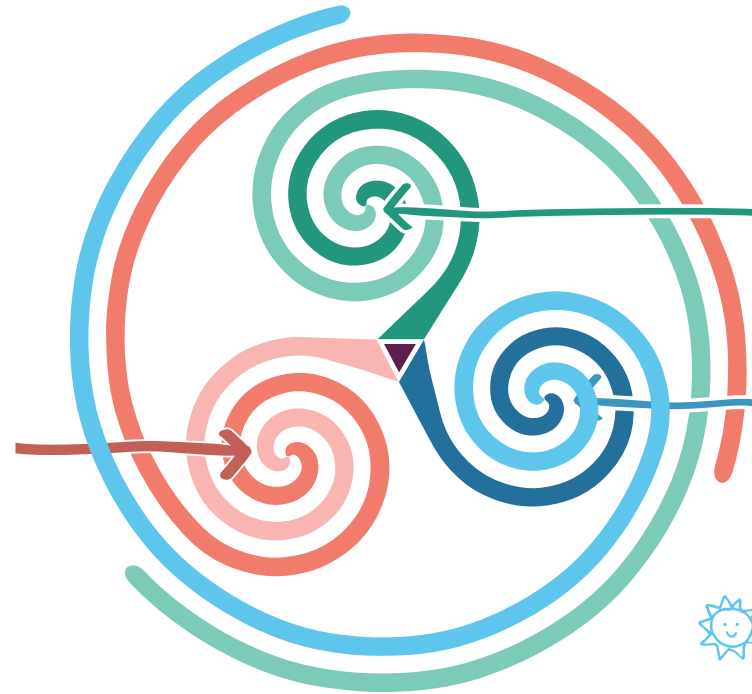
### DIRECT IMPACT

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



### 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**





# Life skills are abilities for adaptive and positive behavior that enable young people to deal effectively with the demands and challenges of everyday life.

1995, World Health Organisation

## The Urgency of Life Skills

Young people from vulnerable backgrounds come from various experiences of adversity. It affects their ability to engage with the world, make healthy life choices and their ability to thrive in a fast-moving world.

At Dream a Dream, we believe that 21st century skills provide an excellent opportunity for young people from vulnerable backgrounds. Young people are able to adapt to this new, fast-changing world through life skills and thus achieve positive outcomes in life: resilience, confidence, dignity, adaptability and happiness.



# Our Programmes:

## After School Life Skills Programme

Young People - 9-14 years old

Partner Schools - 20

Young People who completed the programme - 3504

## Thriving Centre Programme

Young People - 15- 23 years old

Young People who benefitted from the programme -  
3570

### Learning and Outcomes of the Programme

#### After School Life Skills Development Programme

- Positive change in participants' average scores - 92.1%
- Participants above norms ( $\geq 2.5$  points) by the end of the programme - 94%
- Participants improved their skills significantly (by at least 1 standard deviation  $\geq .75$ ) - 71.8%
- 74% of participants improved in each of the 5 life skills

#### Thriving Centre Programme

- Positive change in participants' average scores - 96.1%
- Participants above norms ( $\geq 2.5$  points) by the end of the programme - 66.9%
- Participants improved their skills significantly (by at least 1 standard deviation  $\geq .75$ ) - 80.1%
- 82.6% participants improved in each of the life skills

# Our Methodology

## Our Evaluation Approach

We measure impact in ways that put the child at the centre. We believe that every child has the potential to overcome adversity and develop life skills through the innovative and non-traditional approaches followed at our innovation labs. The change in behaviour and the development of life skills in young people through our programmes are measured using a combination of methods (qualitative and quantitative) and techniques.

## Life Skills Assessment Scale (LSAS)

Dream a Dream uses a simple and effective five item scale called the Life Skills Assessment Scale<sup>1</sup> (LSAS) to measure life skills in young people. Life Skills Assessment Scale is a peer reviewed, standardised and validated impact measurement tool that measures life skills in young people.

The LSAS is administered to young people in the age group 8-16 years. In 2019, Dream a Dream conducted a study to extend the LSAS age norms, which resulted in a simple, valid and reliable assessment tool for children and young people aged 8 to 22 years. This was peer reviewed, standardised and published in the Social Behavior and Personality Journal<sup>2</sup>.

- **Interacting with Others:** The ability to communicate with others. This could be an individual person, a small group, a large group, with teachers, or with the opposite sex. It involves the ability to interact in an effective, respectful, sensitive manner.
- **Overcoming difficulties and solving problems:** The ability to acknowledge that there is a difficulty and actively seek ways to overcome or solve it through various means, such as asking for help or taking some action. This includes the person's ability to overcome difficulties, face obstacles, ask for help appropriately, and solve problems successfully.
- **Taking Initiative:** The ability to come forward and do things independently, whether it is to pursue one's own interests or to further the interests of others. This includes behaviours such as sharing ideas, taking the lead, encouraging others, raising one's hand, coming forward to help the facilitator with a task, or staying back after the session to help clean up.
- **Managing Conflict:** The ability to be aware of internal and external conflicts while managing them in an effective and appropriate manner. This includes being assertive, resolving disagreements appropriately, not using violence or foul language.
- **Understanding and following instructions:** The ability to comprehend and respond appropriately to instructions. This includes complying with instructions and asking for clarification when needed.

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1 Kennedy, Fiona & Pearson, David & Brett-Taylor, Lucy & Talreja, Vishal. (2014). *The Life Skills Assessment Scale: Measuring Life Skills of Disadvantaged Children in the Developing World. Social Behavior and Personality: an international journal*. 42. 10.2224/sbp.2014.42.2.197.

2 Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). *The Life Skills Assessment Scale: Norms for young people aged 17-19 and 20-22 years. Social Behavior and Personality: An International journal*, 48(4), e8938.

## How do we measure impact?

We use the Life Skills Assessment Scale to measure the impact of the Direct Intervention Programmes (Both ASLSP and TCP). The LSAS consists of items to assess five life skills: interacting with others, overcoming problems and finding solutions, taking initiative, managing conflict, and understanding and following instructions. For each skill (one item per skill), raters (life skill facilitators of our programmes) are instructed to use their judgement as to what a child might reasonably be expected to manage at a given (chronological) age, and to note both chronological and apparent ages of the young person. The rater can also note any difficulties resulting from the use of a language other than the young person's first language. Each item is scored on a 5-point Likert-type scale: 1 (does not yet do), 2 (does with a lot of help), 3 (does with some help), 4 (does with a little help), 5 (does independently). An overall score is calculated as the mean of all five skills. Raters can give examples of the observations on which their ratings are based and provide clarification, if necessary.

## Data interpretation

The assessment options of the five life skills in the LSAS (does not yet do, does with lot of help, does with some help, does with little help and does independently) have been converted to scores from 1 through 5 respectively. These scores were then averaged for all skills and by each of the life skills to gauge the extent of improvement. Inferences drawn from the numbers are in accordance with the norms arrived in the development of the LSAS scale along with the Standard Deviation (SD) for each skill: The “normative score of 2.5 with a SD of 0.75” is considered as a significant change in the average of all five life skills<sup>1</sup>.

## Social and Emotional Wellbeing

The Social and Emotional Wellbeing Framework<sup>2</sup> provides a comprehensive approach to understanding and enhancing individuals' wellbeing. This framework encompasses:

- Emotional Wellbeing, which includes emotional regulation and coping with stress, highlighting the importance of managing emotions and effectively handling life's challenges.
- Social Wellbeing, focusing on empathy and interpersonal relationships, which are crucial for fostering meaningful connections and support networks.
- Personal Wellbeing is another key aspect, encompassing self-efficacy and autonomy, reflecting individuals' confidence in their abilities and their capacity for independent decision-making.

Additionally, resilience and social support are integral components, as they contribute to an individual's capacity to bounce back from adversity and the quality of support they receive from their environment. Together, these elements create a holistic view of wellbeing, informing strategies for intervention and improvement.

The scale measures the social emotional wellbeing of young people enrolled in the programme at two time periods; that is, at the beginning (baseline) and end (endline) of the life skills programme. The assessment is based on the experience of the young person in the After School Life Skills Programme and Thriving Centre Programme sessions at the time of administration, both inside and outside the classroom.

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1 Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). *The Life Skills Assessment Scale: Norms for young people aged 17-19 and 20-22 years*. *Social Behavior and Personality: An International journal*, 48(4), e8938.

2 Ravindranath et al., (2022) *A multidimensional approach to measuring Social and emotional well-being in adolescents*, accessed from [https://lifeskillscollaborative.in/wp-content/uploads/2023/03/SEW\\_Technical-Brief.pdf](https://lifeskillscollaborative.in/wp-content/uploads/2023/03/SEW_Technical-Brief.pdf)

# 01 After School Life Skills Programme (ASLSP)

————— The ASLSP is a model in the Direct Intervention programme that uses the medium of sports and the arts to engage and develop critical life skills. The beneficiaries of this programme are between 9 and 14 years of age and are spread across 20 partner schools in Bangalore. The learning opportunities provided are broadly divided under two heads: life skills through creative arts and life skills through sports (football). The programmes engage young people who have faced adversity through innovative, experiential methods. It provides non-traditional educational opportunities designed to allow young people to explore, innovate and build important life skills.

These include:

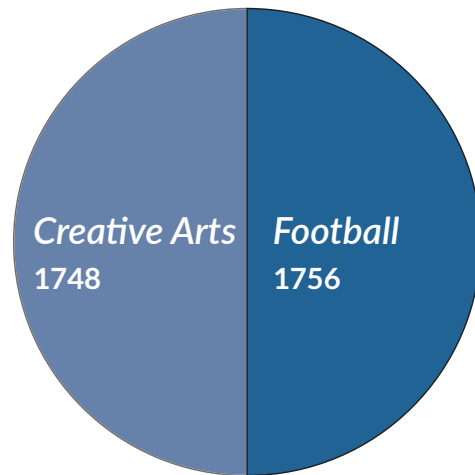
- Interpersonal skills such as teamwork, communication, negotiation and coping skills.
- Decision-making, problem solving and critical thinking skills.
- Creativity, confidence, self-awareness and a passion for learning.

The young people make a choice to join the ASLSP and choose either an art-based or sports-based medium. The children are then divided into batches of 20-30 participants per batch and each batch receives about 25 sessions during the school year. The 25 sessions are divided into structured and unstructured sessions. The structured sessions are taken from the predesigned curriculum and have a focused life skills theme, and the unstructured sessions give freedom to the facilitators to design their own sessions within the context of the groups they are working with. This year, 5 of our partner schools transitioned into the Thriving School Model, a whole school approach aimed toward creating a mindset shift in the education system, towards promoting thriving as the purpose of education.





## Programme-wise Distribution of Participants 2023-24



Total Participants

**3504**

Average Attendance

**88.40%**

Retention Rate

**97.78%**

Partner Schools

**20**

Facilitators

**25**

Change in average retention

2022-23: **98.6%**

2023-24: **97.78%**



**1702**



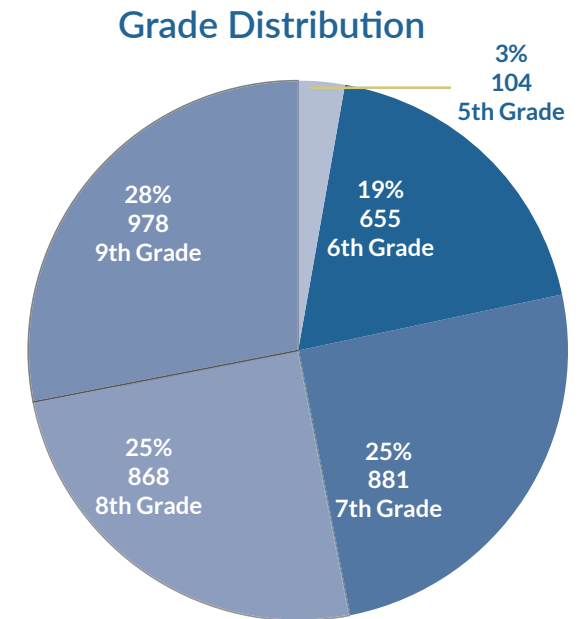
**1802**

participants completed the After School Life Skills Programme

## Impact Analysis: Life Skills Assessments 2023-24

The Life Skills assessment analysis was conducted in 20 Partners' Schools under the ASLSP. The Life Skills assessment data was collected from 3486 participants of which 1789 were male and 1697 were female. They were in the age group of 9-14 years and above and between Grades 5 and 9.

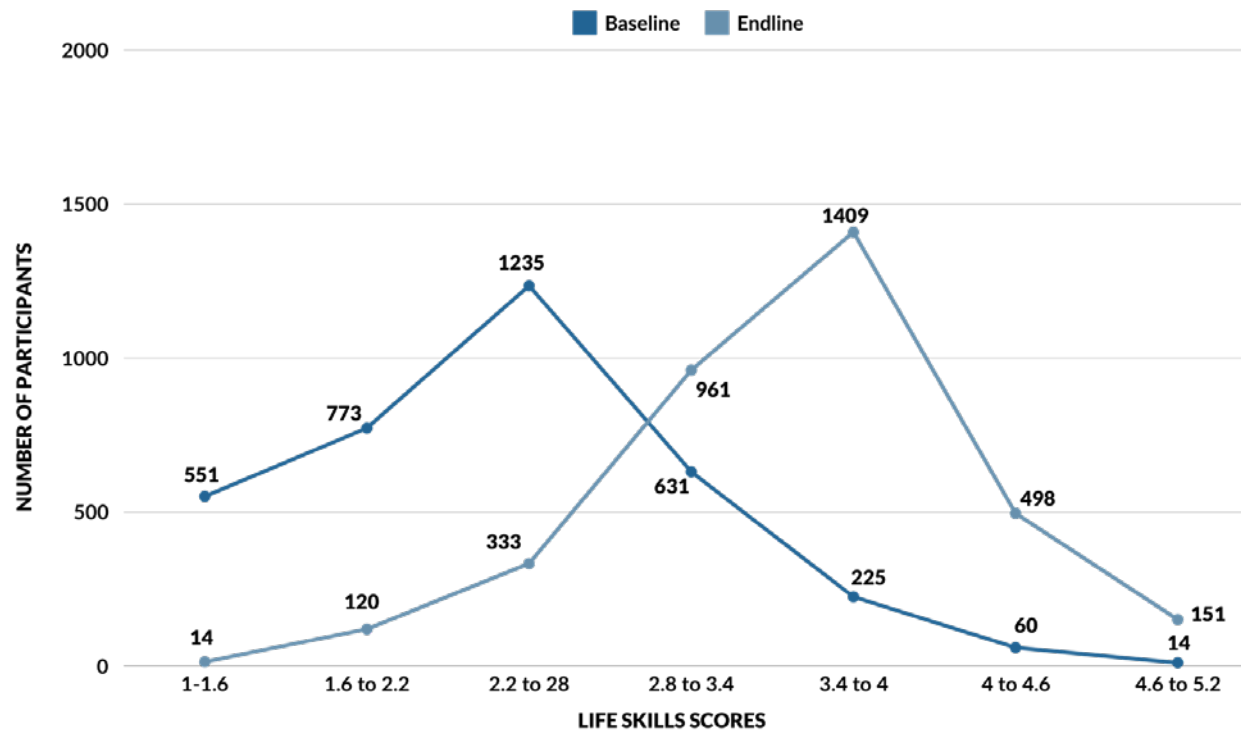
Gender	Number	Percentage	Age	Number	Percentage
Male	1789	51.31	8-10 years	231	7
Female	1697	48.68	11-13 years	2348	67
			14-16 years	898	26
			17 years and above	9	0





## Life Skills Improvements through two points in time (Baseline and Endline)

93.9% of the participants showed a positive improvement in life skills.

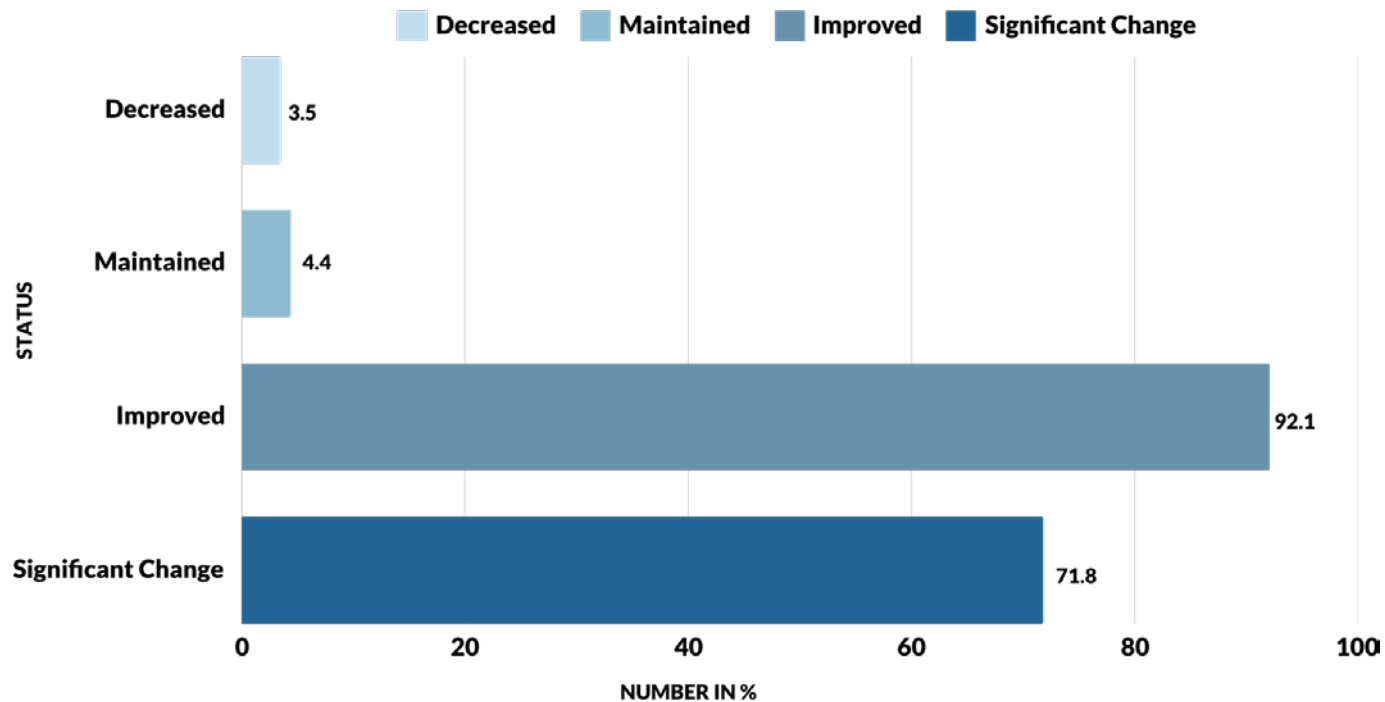


The analysis showed:

- A majority of the participants required lot of help or some help to demonstrate life skills in the beginning of the programme. Most of the young people were in the range 1 to 2.8 before the programme intervention.
- A significant number of young people progressed between the range 2.8 to 5.2 post the intervention of the life skills programme.
- Majority of the young people in the programme (1409 of the 3504) were in the range 3.4 to 4 of life skills scores post intervention, showing a positive link between the programme intervention and progress in life skills.

## Overall Significant Change in Life Skills Scores of Participants

92.1% of the participants showed a positive change in life skills  
71.8% of the participants improved their life skills significantly

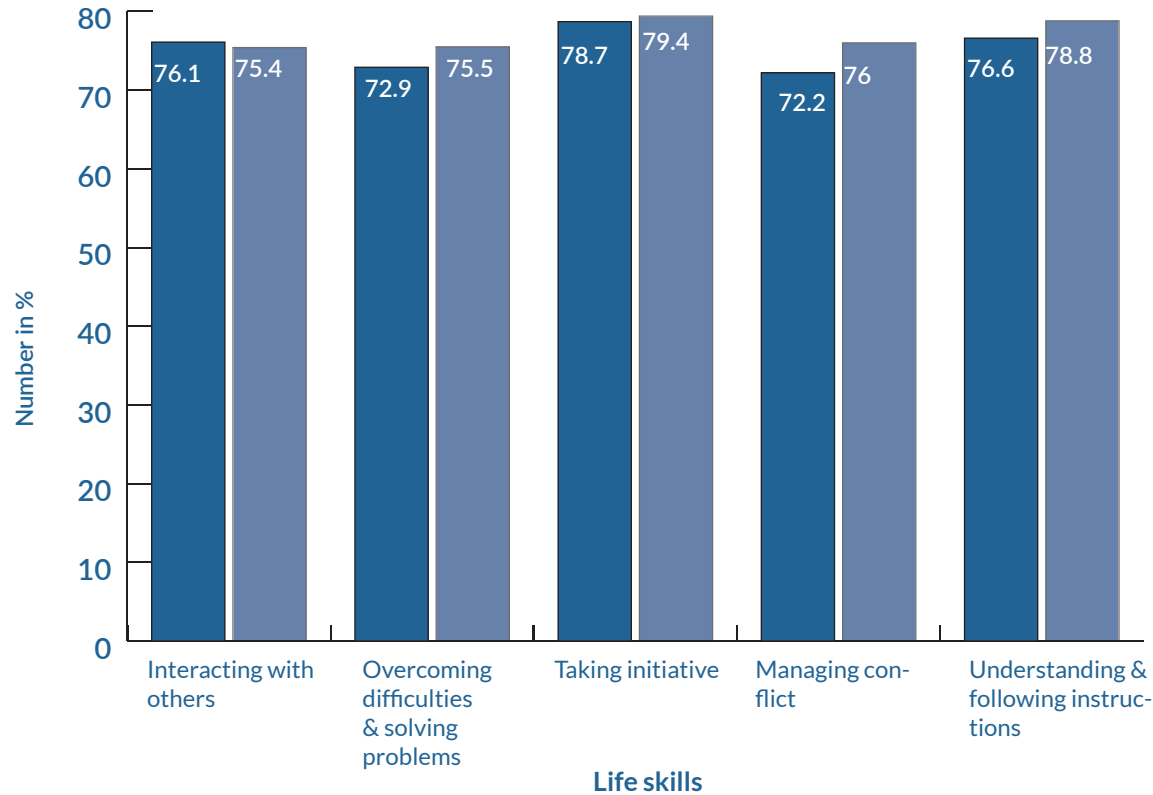


The analysis showed:

- A majority of the participants (71.8%) improved their skills significantly (at least by one standard deviation  $\geq .75$  points)
- In the beginning of the programme 50.3% (1755) of the participants had scores below the set standard norms (LSAS norm of  $< 2.5$  points)
- 94.0% (3277) participants improved to above norms (LSAS norm of  $\geq 2.5$  points) by the end of the programme.
- The analysis shows majority (92.1%) of the participants improved their life skills by the end of the programme i.e., they demonstrated life skills with little help or independently

## Life Skills Improvement in Participants based on Gender

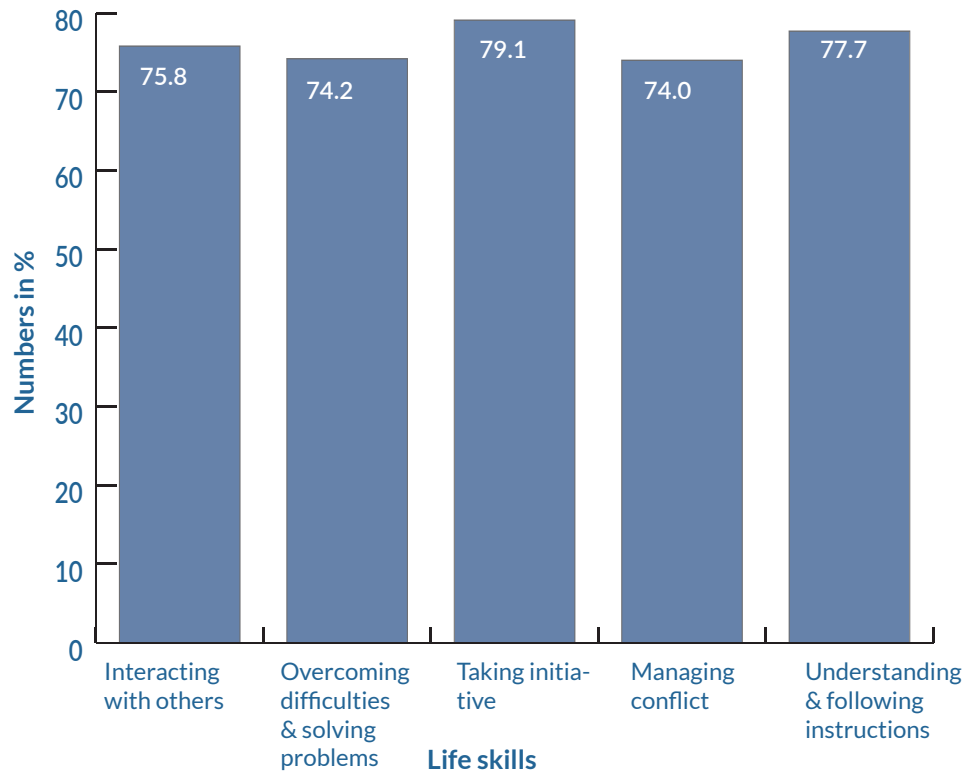
● Male  
● Female



### Key Findings:

- A higher number of female participants (72.5%) improved their skills significantly when compared to the male participants (71.1%).
- A higher number of female participants (96.1%) had improved to above norms (LSAS norm of  $\geq 2.5$  points) when compared to male participants (92.0%) post programme intervention.
- The baseline scores indicate both male and female participants had scored below norms (range between 2.25 to 2.33) with very low life skills score for managing conflicts and overcoming difficulties when compared to other skills.
- Both male and female participants showed an improvement in taking initiative skill toward the end of the programme (79.4% and 78.7% respectively).

## Participants Showing Improvement in Each Life Skill



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

Life Skill	Baseline	Endline	Improvement
Interacting with others	2.6	3.7	1.1
Overcoming difficulties and solving problems	2.3	3.4	1.1
Taking initiative	2.5	3.6	1.1
Managing conflict	2.9	3.4	0.5
Understanding and following instructions	2.7	3.8	1.1
Average Score	2.5	3.6	1.1

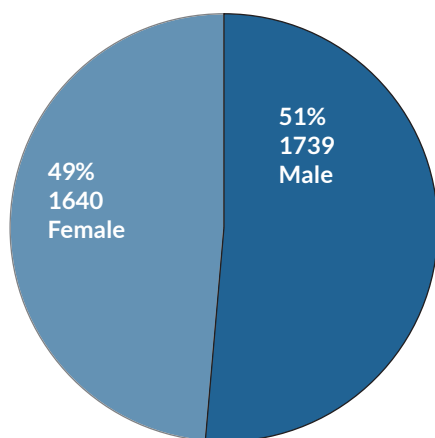
The analysis showed that:

- The participants showed an improvement between ranges of 74.0% to 79.1% in all the five life skills
- Female participants showed an improvement between ranges from 75.4% to 79.4% in all five life skills assessed than male participants.
- Participants showed higher improvement in the skill- taking Initiative (79.1%).
- Managing conflict skills were the least improved among all the five life skills (74%).
- An average improvement score of 1.1 was visible across all five life skills.

## Impact Analysis: Social and Emotional Wellbeing

The following analysis evaluates the changes in the social emotional dimensions, illustrating the impact of implemented programmes on participants' overall well-being.

### Gender Distribution



### Baseline-Endline Comparison

Wellbeing Variables	Baseline-Mean	Endline-Mean	Mean difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2 tailed)
Social and Emotional Wellbeing	120.56	124.96	4.398	15.375	0.264	16.629	3378	.000
Emotional Wellbeing	22.69	23.16	0.471	3.740	0.064	7.318	3378	.000
Emotional Regulation	13.64	14.02	0.373	2.575	0.044	8.426	3378	.000
Coping with Stress	9.05	9.14	0.098	2.783	0.048	2.040	3378	.041
Resilience	12.78	13.63	0.847	3.671	0.063	13.408	3378	.000
Social Support	16.09	17.93	1.838	5.241	0.090	20.383	3378	.000
Social Wellbeing	37.01	37.14	0.135	5.855	0.101	1.343	3378	.179
Empathy	18.70	18.71	0.013	4.120	0.071	0.180	3378	.858
Interpersonal Relationship	18.31	18.43	0.123	3.197	0.055	2.228	3378	.026
Personal Wellbeing	32.54	33.10	0.559	5.716	0.098	5.686	3378	.000
Self-efficacy	17.67	17.94	0.268	4.162	0.072	3.737	3378	.000
Autonomy	14.87	15.16	0.292	3.850	0.066	4.401	3378	0.000

The table summarises the changes in wellbeing variables from baseline to endline, revealing significant improvements across most areas. Notably, social and emotional wellbeing increased from a mean of 120.56 to 124.96 (mean difference of 4.398,  $p < 0.001$ ), with significant difference from baseline to endline assessment. Emotional wellbeing also improved significantly from 22.69 to 23.16 (mean difference of 0.471,  $p < 0.001$ ), alongside enhanced emotional regulation (mean difference of 0.373,  $p < 0.001$ ) and coping with stress (mean difference of 0.098,  $p = 0.041$ ), while resilience improved notably from 12.78 to 13.63 (mean difference of 0.847,  $p < 0.001$ ). Participants reported improved social support (from 16.09 to 17.93, mean difference of 1.838,  $p < 0.001$ ) and personal wellbeing (from 32.54 to 33.10, mean difference of 0.559,  $p < 0.001$ ). Additionally, self-efficacy increased from 17.67 to 17.94 (mean difference of 0.268,  $p < 0.001$ ), and autonomy rose from 14.87 to 15.16 (mean difference of 0.292,  $p < 0.001$ ). However, social wellbeing (mean difference of 0.135,  $p = 0.179$ ) and empathy (mean difference of 0.013,  $p = 0.858$ ) did not show significant changes.

## Story of Impact

\_\_\_\_\_ Vishnu R participated in the Dream a Dream's Life Skills through Sports and Arts programme for 4 years from 2014-17, during his schooling at Pragna Vidhyanikethan School. In school, Vishnu spoke less, hesitating to interact with new people or share his thoughts in group settings. He faced challenges in studying and was frequently scolded and punished by teachers. His passion for football brought him to Dream a Dream sessions and into the notice of his peers and facilitators. Here, he found a supportive environment enabling him to thrive and grow both as an individual and as a sports person. He received an opportunity to represent Dream a Dream as an ambassador at the FIFA World Cup in Russia, which solidified his commitment to pursue football professionally.

*"He was the first in our family to travel by flight to represent India in Russia. I was so proud. Despite his busy schedule today, Vishnu remains attuned to his family's needs, offering unwavering support and understanding. He is a source of immense happiness and gratitude for me." - Deepa, Vishnu's mother*

*"Vishnu found his strength in sports, excelling and inspiring others both within and beyond our school." - Manasa G, Vishnu's teacher in 10th Grade*

Unable to clear his 10th grade exam, Vishnu stayed away from school for nearly two years. This pause helped him understand the importance of education, recognising the sacrifices his parents made to provide

him with good education. With their unconditional support and his newfound determination, he completed his 10th grade in 2019 and pursued a Diploma in A/C mechanics. He believes that academic success not only enhanced his knowledge and skills but also earned him respect within his community.

Despite a demanding job as an A/C technician at K T Basavaraj Narayanappa Nagaraj Dinesh Associates Private Limited (K.N.N.D.), Vishnu remains committed to his passion for football, dedicating himself to daily practice before heading to work. He has played for various clubs in Bangalore and participated in numerous tournaments, continuously trying to hone his skills and work toward his goal of becoming a professional football player. For Vishnu, the dream extends beyond personal success on the field. He sees building his own football team and academy to groom future football stars and promote the sport globally. He has built a team within his community, inspiring many young people to pursue their own dreams.

*"I want to spread the transformative power of football and fostering love and empathy within communities. In a world where young people face numerous challenges, ranging from mental health issues to involvement in criminal activities, football serves as a catalyst for positive change. It instils discipline, resilience, and teamwork, equipping youngsters with the tools to overcome obstacles and thrive in a competitive society." - Vishnu*

*"Inspired by Vishnu's dedication, I decided to learn the game myself and he graciously mentored me. His leadership, teamwork and decision-making abilities impressed me. His positive attitude and encouragement uplifted everyone around him." - Arya, Vishnu's friend since primary school*

Vishnu's unwavering determination and commitment to his dream serve as a testament to the transformative power of passion and perseverance. Today, he approaches life's challenges with resilience, confidently standing by his decisions and leading both on and off the field. He excels as a team player and leader, leveraging his understanding of his team's strengths to make informed decisions. Moreover, his journey has nurtured a remarkable level of patience, a quality that serves him well.

*"While initially hesitant in decision-making and social interactions, his transformative journey to Russia sparked a profound change. His experience not only powered his dedication to his dream but also instilled valuable life skills, shaping his character and approach to life." - Anitha R, Dream a Dream Facilitator for Vishnu's batch*

Vishnu exemplifies the transformative power of dedication, perseverance, and a balanced approach to life's pursuits. His goal is to represent his country as a Right-Wing football player.

## 02 Thriving Centre Programme (TCP)

\_\_\_\_\_ The Thriving Centre Programme (TC) is a demonstrable model in the Direct Intervention Programme which equips 15-23-year-olds with information, skills and access to opportunities to make a healthy transition from adolescence to adulthood. The space works to enable mindset shift at individual, interpersonal and community level. TC conducts career awareness workshops, runs short-term modules in Computers, English, Communication skills, Career guidance and provides access to internships, scholarships, vocational training and jobs. The programmes are delivered with a high impact life skills approach to challenge barriers and identify enablers to thrive.







## Programme Impact 2023-24

### Life Skills Development Programme

*Young People completed*

**1831**

*Average Attendance*

**89.98%**

*Retention Rate*

**93.71%**

### Skill Development Programme

*Young People completed*

**1030**

*Average Attendance*

**88.86%**

*Retention Rate*

**91.86%**

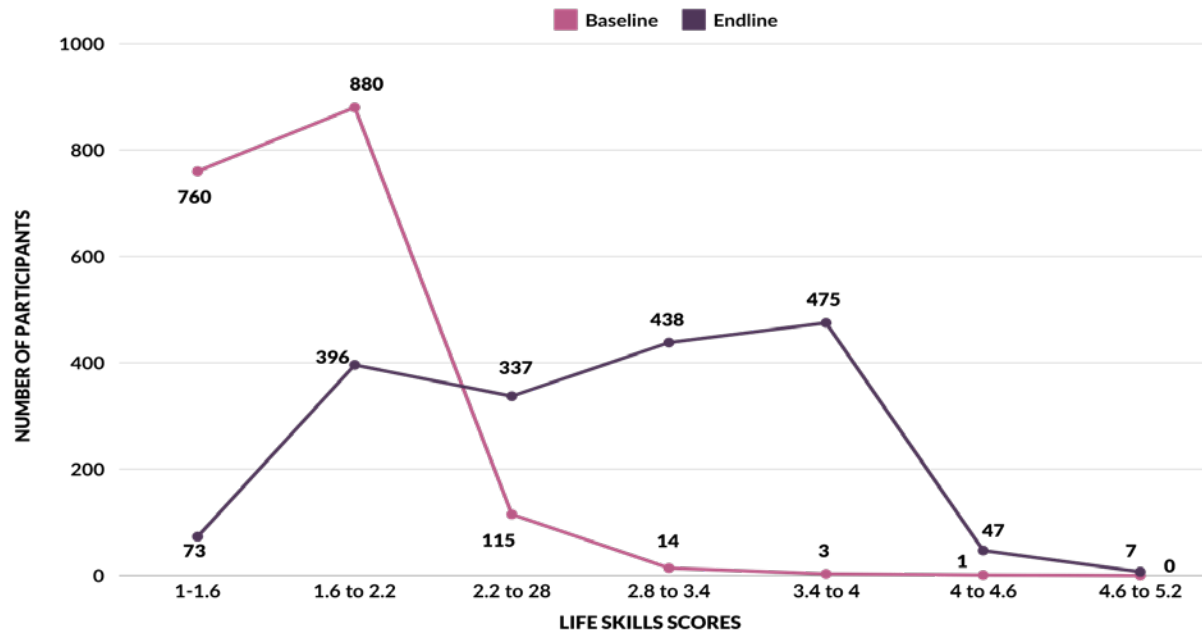
## Impact Analysis: Life Skills Assessment (2023-24)

The Life Skills Assessment Analysis presents the data set assessments of 1773 young people who completed the Life Skill Development Programme at the Thriving centres. There were 741 male and 1032 female participants in the age group of 13 to 22 years and above.

Gender	Number	Percentage	Age	Number	Percentage
Male	741	42	13-15 years	369	21
Female	1032	58	16-18 years	910	51
			19-21 years	410	23
			22 years and above	84	5

## Life Skills Improvement

96.1% of the participants showed a positive change in life skills

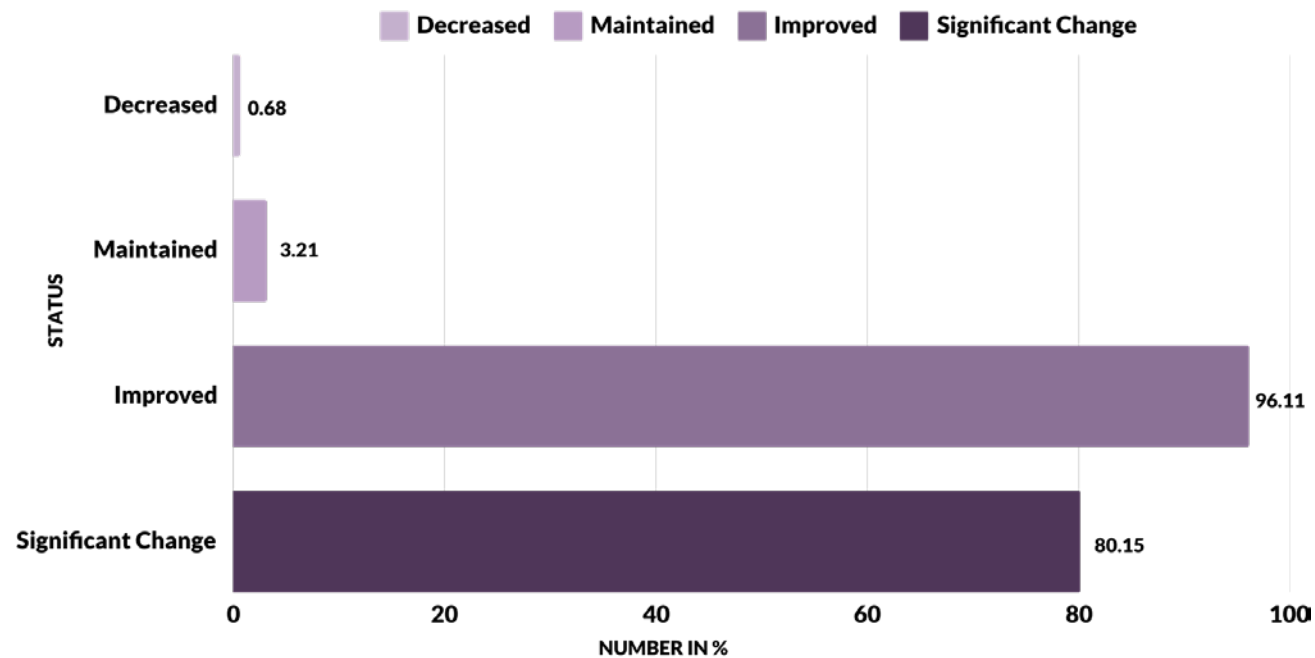


The analysis showed:

- A majority of the participants required lot of help or some help to demonstrate life skills in the beginning of the programme. Most of the young people were in the range 1 to 2.2 before the programme intervention.
- A significant number of young people progressed between the range 2.2 to 5.2 post the intervention of the life skills programme.
- Majority of the young people in the programme (475 of the 1773) were in the range 3.4 to 4 of life skills scores post intervention, showing a positive link between the programme intervention and progress in life skills.

## Overall Significant Change in Life Skills

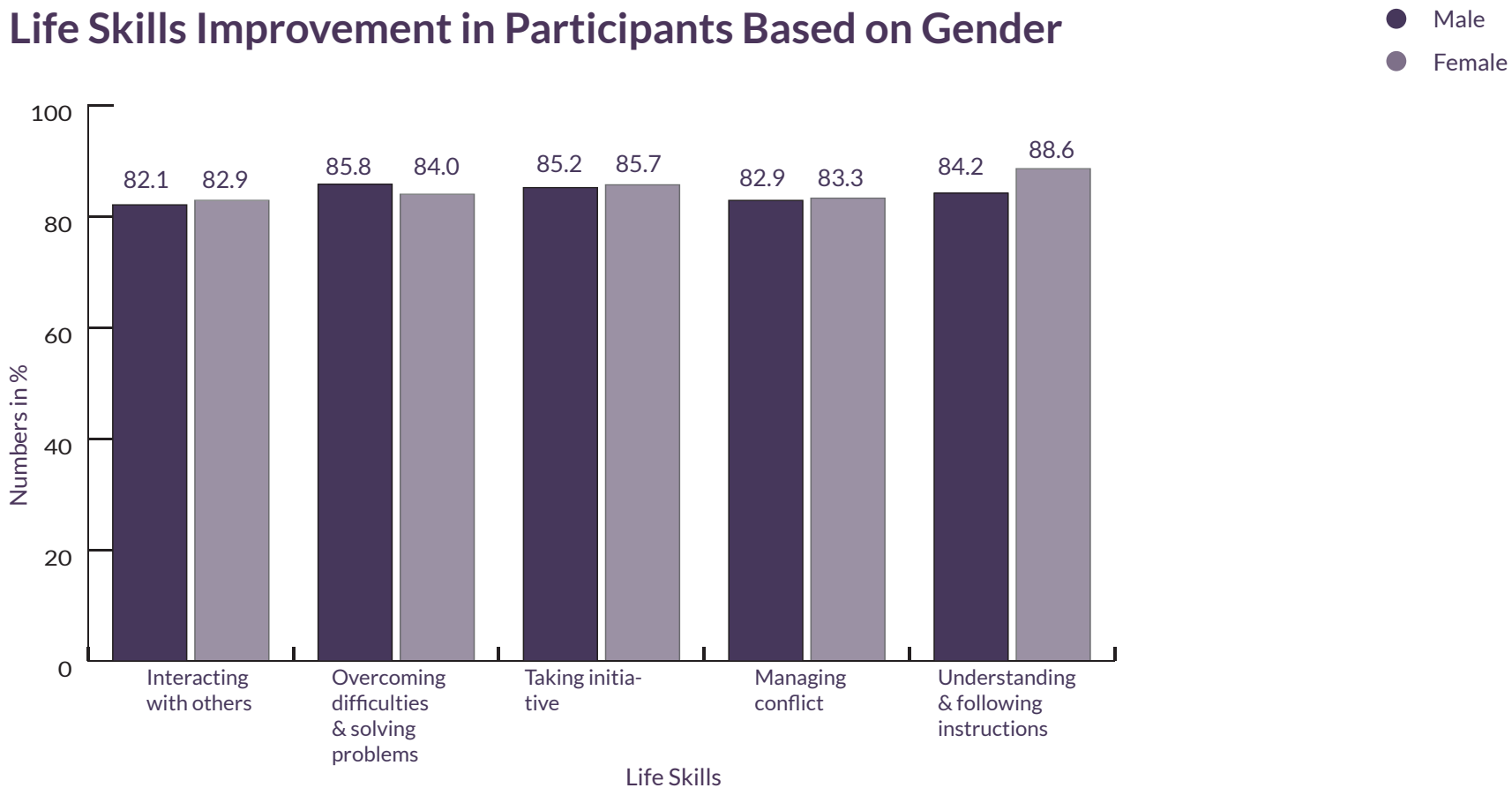
80.15% of the participants improved their skills significantly



The analysis showed that:

- A majority of the participants (80.15%) improved their skills significantly (at least by one standard deviation  $\geq .75$  points)
- In the beginning of the programme 96.1% (1704) of the participants had scores below the set standard norms (LSAS norm of  $< 2.5$  points)
- 65.5% (1117) participants improved to above norms (LSAS norm of  $\geq 2.5$  points) by the end of the programme.
- A majority (96.1%) of the participants improved their life skills by the end of the programme i.e., they demonstrated life skills with little help or independently.

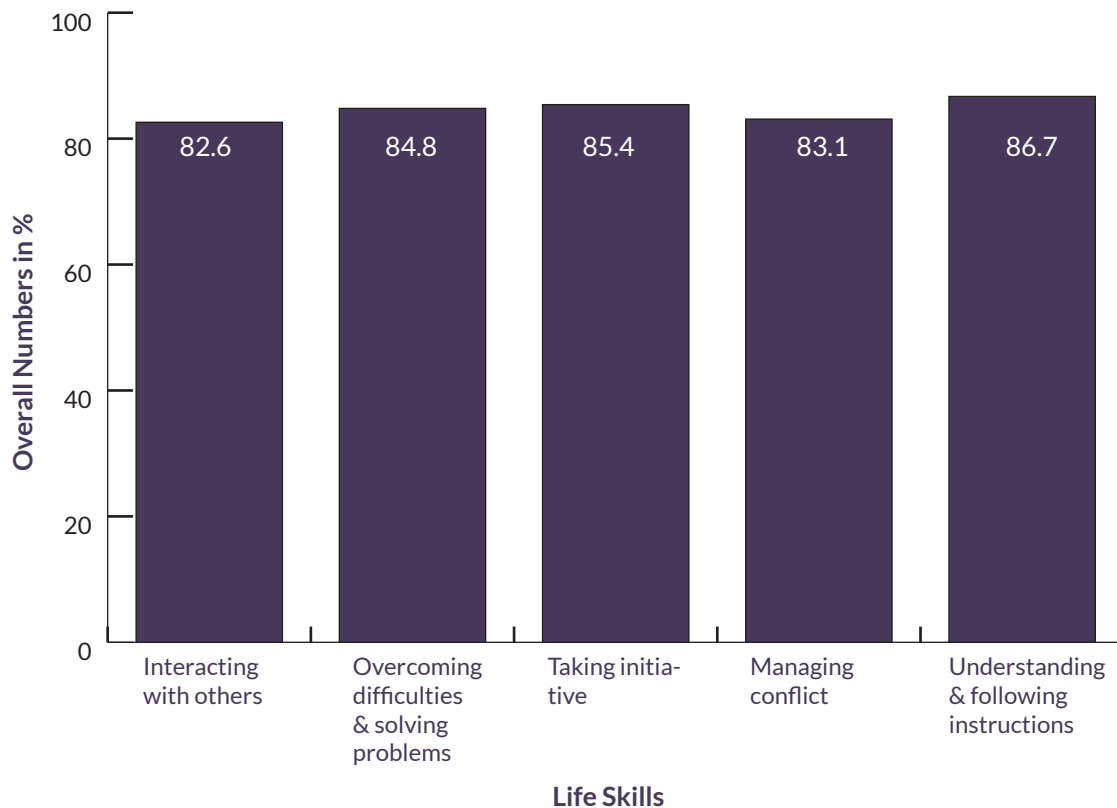
## Life Skills Improvement in Participants Based on Gender



### Key Findings:

- A higher number of female participants (80.8%) improved their life skills significantly when compared to the male participants (79.2%).
- A higher number of male participants (67.1%) had improved to above norms (LSAS norm of  $\geq 2.5$  points) when compared to female participants (66.8%) post programme intervention.
- The baseline scores indicate both male and female participants had scores below norms (range between 1.53 to 2.03) and very low life skills score for all skills, specifically managing conflict.
- Both male and female participants showed an improvement in the skill- understanding and following instructions, toward the end of the programme (84.2% and 88.6% respectively).

## Participants Showing Improvement in Each Life Skill



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

Life Skill	Baseline	Endline	Improvement
Interacting with others	1.6	2.8	1.2
Overcoming difficulties and solving problems	1.6	2.8	1.2
Taking initiative	1.9	3.1	1.2
Managing conflict	1.5	2.6	1.1
Understanding and following instructions	2.0	3.4	1.3
Average Score	1.7	2.9	1.2

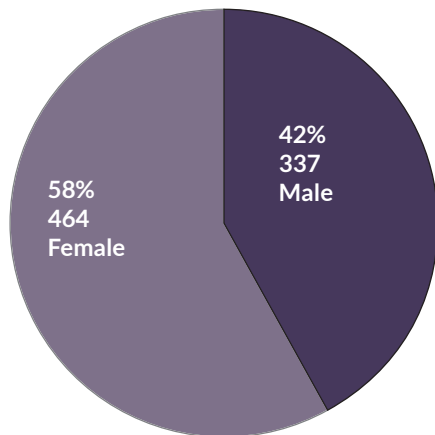
The analysis showed:

- An improvement between ranges of 82.6% to 86.7% in all the five life skills
- Female participants showed an improvement between ranges from 82.9% to 88.6% in all five life skills assessed than male participants.
- Participants showed higher improvement in the skill – understanding and following instructions (86.7%).
- ‘Interacting with others’ was the least improved among all the five life skills (82.6%).
- An average improvement score of 1.2 was visible across all five life skills.

## Impact Analysis: Social and Emotional Wellbeing

The following analysis evaluates the changes in the social emotional dimensions, illustrating the impact of implemented programmes on participants' overall wellbeing.

### Gender Distribution



### Baseline-Endline Comparison

Wellbeing Variables	Baseline-Mean	Endline-Mean	Mean difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2 tailed)
Social and Emotional Wellbeing	127.26	130.74	3.48	8.102	0.286	12.154	800	.000
Emotional Wellbeing	22.73	23.15	0.43	3.065	0.108	3.942	800	.000
Emotional Regulation	13.57	14.08	0.51	2.262	0.08	6.374	800	.000
Coping with Stress	9.07	9.08	0.01	2.157	0.076	1.081	800	0.28
Resilience	14.86	15.29	0.43	2.669	0.094	4.593	800	.000
Social Support	18.42	19.10	0.68	3.274	0.116	5.86	800	.000
Social Wellbeing	36.78	37.89	1.11	4.272	0.151	7.37	800	.000
Empathy	19.96	20.20	0.24	2.711	0.096	2.542	800	.011
Interpersonal Relationship	16.82	17.69	0.87	3.329	0.118	7.388	800	.000
Personal Wellbeing	34.48	35.30	0.83	4.026	0.142	5.827	800	.000
Self-efficacy	19.52	19.84	0.31	2.863	0.101	3.097	800	.002
Autonomy	14.95	15.47	0.52	2.866	0.101	5.092	800	.000

The table presents the results of a paired samples test comparing well-being variables at baseline and endline, demonstrating overall improvements across most measures. Notably, Social and Emotional Wellbeing increased by 3.48 points ( $p < 0.001$ ), indicating a statistically significant difference between the baseline and endline assessments. Significant improvements were observed in almost all dimensions, including Emotional Wellbeing, Social Wellbeing and Personal Wellbeing. Specifically, enhancements in skills such as Emotional Regulation, Empathy, Interpersonal Relationships, Self-Efficacy, and Autonomy underscore the positive impact. Additionally, Resilience and Social Support emerged as independent dimensions with positive improvements, highlighting their critical roles in enhancing overall wellbeing. Collectively, these findings suggest that the programme effectively improved various dimensions of wellbeing, underscoring its positive influence on young people. However, coping with stress did not show significant changes, with a mean difference of 0.01 ( $p = 0.28$ ).

## Last Mile Support Programme (LMSP)

The Last Mile Support Programme (LMSP) aims at ensuring that young people receive the necessary support and services to make a smooth transition into successful careers. The young people who have completed the life skills development programme enroll in the LMSP, which successfully tracks every young person so that they are meaningfully engaged in life. During this process of tracking, the LMSP provides scholarships, employment, skill development training and mentoring opportunities to young people in the age group of 16 to 23 years to enable thriving.

LMSP provides mentoring support by connecting volunteer mentors to young people. This helps the young people get mentoring from experienced mentors who can share their experience and guide them. LMSP also ensures that young people continue their education, enroll in a vocational training programme, take up potential career opportunities that are available, or are placed in jobs through the tracking process. The LMSP team tracks young people until they reach 23 years of age to record their status and provide further support (if required). For young people seeking opportunities, LMSP offers additional assistance in the form of counselling, additional skilling programs, access to employment opportunities, and a safe space to learn and thrive. This is administered every quarter and as of quarter 4 during the year 2023-24, we tracked a total of 11,197 young people on their status and support needs.





## Story of Impact

\_\_\_\_\_ Bhagyashree P S joined the Career Connect programme in 2017 (now called Thriving Centre), which equips 15- to 23-year-olds with information, skills and access to opportunities to make meaningful life choices and a healthy transition from adolescence to adulthood. She enrolled into the basic computer course.

Presently she's studying in Doddaballapur. Her father passed away due to ill health in 2007 and after his death, the family moved from Bijapur to Bengaluru. Bhagyashree, her younger sister and brother are studying in government colleges. They must pay for the hostel and other expenses. To provide financially for the family, her mother started working in a garment industry in Bijapur. She earns Rupees fifteen thousand per month and is currently the sole earning member in the family. Bhagyashree also took up a job in the garment industry to support the family financially. She is very passionate about becoming a lawyer but due to the financial restraints, she continued to work for a year after she had finished her computer programme at Dream a Dream.

She received scholarship from Dream a Dream to pursue her Bachelor of Commerce (B.Com) from government first grade college, Doddaballapura after which she plans to pursue LLB and fulfil her passion.

At Dream a Dream, Bhagyashree was also part of community projects. Under this, she would go to different areas in Bengaluru like Bommanahalli which faced water problems and did water harvesting. She would go and survey different areas, the community's needs and how they could be supported. She made notes when they visited the rainwater harvesting plant. Later she helped the team in implementing the plan within the community. The water harvesting plan was first implemented at her and her relatives' homes. She led by example by first implementing it in her own home and showed the team how to apply this plan in the community. Throughout this experience, her facilitators found her to be a keen learner, bold, active and generous.

Child marriages are extremely prevalent in Bijapur It is one of her main goals to abolish this. Bhagyashree first

began to make changes in her own home as her grandmother would force her to get married at a very young age, lessening burden on her mother. But Bhagyashree took a stand for herself. She said that she wanted to finish her education and earn. She also wanted to finance her brother and sister's education. She strictly stood against the early marriage of her cousin last year at the age of 16. Despite her efforts, her cousin was married off. Yet, she continues to fight against social evils. She attributes her confidence and resilience to the life skills developed through the programmes in the Thriving Centre. Her dream is to become a criminal lawyer and abolish all such crimes.

# Conclusion and Way Forward

The results of the study showed that the life skills interventions - After School Life Skills Programme (ASLSP) and Thriving Centre Programme (TCP) had a positive impact on the young people.

The Life Skills Assessment Scale (LSAS) administered to young people at the ASLSP and the TCP showed an improvement in all five life skills measured, such as interaction with others, overcoming difficulties and solving problems, managing conflict, taking initiative, and understanding and following instructions. 92.1% of the young people who attended the ASLSP improved their skills, while 71.8% showed significant change in their skills. Similarly, 96.1% of the young people from LSD showed an improvement in their life skills scores, of which 80.1% of the young people improved their skills significantly. Social emotional wellbeing scores further establish a direct link between improvement in life skills and progress in social emotional wellbeing. Development in life skills is further leading to positive progress in the social emotional skills of young people.

The improvement in life skills enabled young people to pursue skill development opportunities, receive mentoring support and make use of other Last Mile Support services at the Thriving Centre (TC). The success of these programmes is documented in the report through the stories of young people. The report also documents the gender differential among young people enrolled in the ASLSP and the TCP. Female participants showed a higher improvement in life skills at ASLSP and those who attended the LSD programme.

The results of the study emphasise the need for life skills intervention for all young people, especially those coming from disadvantaged backgrounds, to not only succeed at school and later in life but also enhance their social emotional wellbeing in the journey toward thriving.

Thriving is not about the child alone, critically it is also about how the system defines success and changing narratives around it. This recognition has led us to onboard 5 partner schools from the ASLSP into the Thriving School Model. We will be exiting from the remaining 15 partner schools of the ASLSP and focusing on deepening our work through the whole school system approach. The fundamentals of who we are remain unchanged. What changes is the scope of our activities which shifts the mindset from life skills to engaging with the whole education system for redefining success towards thriving of all.

Safe keeping our principles and practices at the core, the Thriving Center Space will enhance the focus on creating an equitable and inclusive space for all young people to explore themselves and allow the emergence of a demonstrable out-of-school model towards system change. We also intend to work with the ecosystem around them to be co-partners in creating pathways for our young people to thrive. Our major goal continues to be to support the young people, who are on a non-linear journey, towards thriving.

# LIFE SKILLS ASSESSMENT SCALE (LSAS)

Please complete this scale while observing, or as soon as possible after observing, the young person. You may need to spend some time observing before you decide. Do not spend too long thinking about each question, just record your impression. For each question, consider age appropriateness (think of actual age, rather than physical appearance).

Put an  $\checkmark$  in **one** most relevant box for each question. The comments box can be used to note down things that you saw that helped you fill in the boxes or for any other comments. You do not always have to fill in the comments boxes.

Name of young person	Gender	Name of assessor
Actual age	How old does the young person look?	Is the young person having difficulty working in a language other than his/her native language?

Date of assessment	Does not yet do	Does with lots of help	Does with some help	Does with a little help	Does independently
<b>IO. Interacting with others</b> For example, does X interact appropriately with peers, staff, opposite sex? Does X communicate effectively? Does X show sensitivity to others' needs and feelings?					
Any other comments you would like to make:					
<b>DP. Overcoming difficulties and solving problems</b> For example, does X find a way around obstacles that arise? Does X ask for help appropriately? Does X solve problems successfully?					
Any other comments you would like to make:					
<b>TI. Taking Initiative</b> For example, does X carry out tasks without being told? Does X show age-appropriate leadership?					
Any other comments you would like to make:					
<b>MC. Managing Conflict</b> For example, does X show appropriate assertiveness? Does X resolve disagreements appropriately? Does X accept appropriate correction? Does X do this without violence or foul language or running away?					
Any other comments you would like to make:					
<b>UI. Understanding and following instructions</b> For example, Does X understand appropriate instructions when given? Does X comply with instructions? Does X ask for clarification when needed?					
Any other comments you would like to make:					
<b>OS. Overall Score</b> You get the Overall Score by changing each $\checkmark$ into numbers Does not yet do = 1   Does with lots of help = 2   Does with some help = 3   Does with a little help = 4   Does independently = 5 Add all the numbers and put the total in the box on the right, then divide by 5. This is the Overall Score. Put this in the Overall Score box.	Total			=	Overall Score
	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> 5				
Any other comments you would like to make:					

# LIFE SKILLS ASSESSMENT SCALE

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

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

## WHAT THE LSAS CAN DO FOR YOU

### MEASURING PROGRAMME IMPACT

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

### ALLOCATING A CHILD TO THE PROGRAMME BEST FOR THEM

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

### GETTING A SKILLS PROFILE FOR AN INDIVIDUAL CHILD

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

### COMPARING ONE PROGRAMME WITH ANOTHER

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

### COMPARING AN INDIVIDUAL'S SCORES WITH NORMS

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

### FEEDBACK ON PROGRESS

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

## LSAS CAN BE USED BY

### NGOs

Give feedback to stakeholders, inform strategy and maximise effectiveness.

### CLINICIANS

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

### DONORS

Make better informed decisions about funding allocation and support.

### PROGRAMME DEVELOPERS

Check out programme performance at an early stage.

### RESEARCHERS

Advance the study of life skills.

### FEEDBACK ON PROGRESS

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

## ABOUT THE AUTHORS



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### Dr. FIONA KENNEDY

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



### Mr. VISHAL TALREJA

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

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We would also like to thank the hundreds of individual supporters and well-wishers who continue to champion our cause and strengthen our belief in our work.



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