



DESIGN PORTFOLIO

www.nushaxxillustrates.com



I am Anusha Raichur, an Indian Graphic Designer and illustrator based out of Baltimore, USA.

With a background as a project manager, senior graphic designer, communications specialist and illustrator in the education and social non-profit sector, I have developed a strong foundation in delivering unique hand-drawn designs + illustrations across various media channels. I obtained an MA in Illustration from the Maryland Institute College of Art (MICA) in 2022.

I enjoy experimenting with color, type, patterns, 3D design, GIFs, infographics and more recently, an obsession with drawing dogs and cats! I find themes around mental health, LGBTQ+ wellness and human connections particularly intriguing. I am a published illustrator and a soon to be published Children's Books illustrator.

Having accumulated over six years of experience working with creative leads and following strategic brand guidelines, I have honed my expertise in Adobe Illustrator, InDesign,

Photoshop, Premiere Pro, Procreate, Mailchimp, WordPress, and other design tools. I am passionate about visual storytelling and thrive in collaborative work environments.

Currently, I am also working as an Art Teacher and Facilitator with Art with a Heart, an education non-profit based out of Baltimore. I actively explore Art curriculum based learning for children and I am an active volunteer with their After School Programme. I teach crafts, drawing techniques and disseminate complex art concepts for children from less privileged backgrounds.

When I'm not illustrating, I'm either whipping up an elaborate Indian meal or notoriously curled up on my couch watching everything on TV.

Within this portfolio, you will discover a comprehensive showcase of my design work. If you are interested in exploring my illustrations, I invite you to visit my website, conveniently accessible via the link provided on the cover page.

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OUR VALUES

1. SOLIDARITY

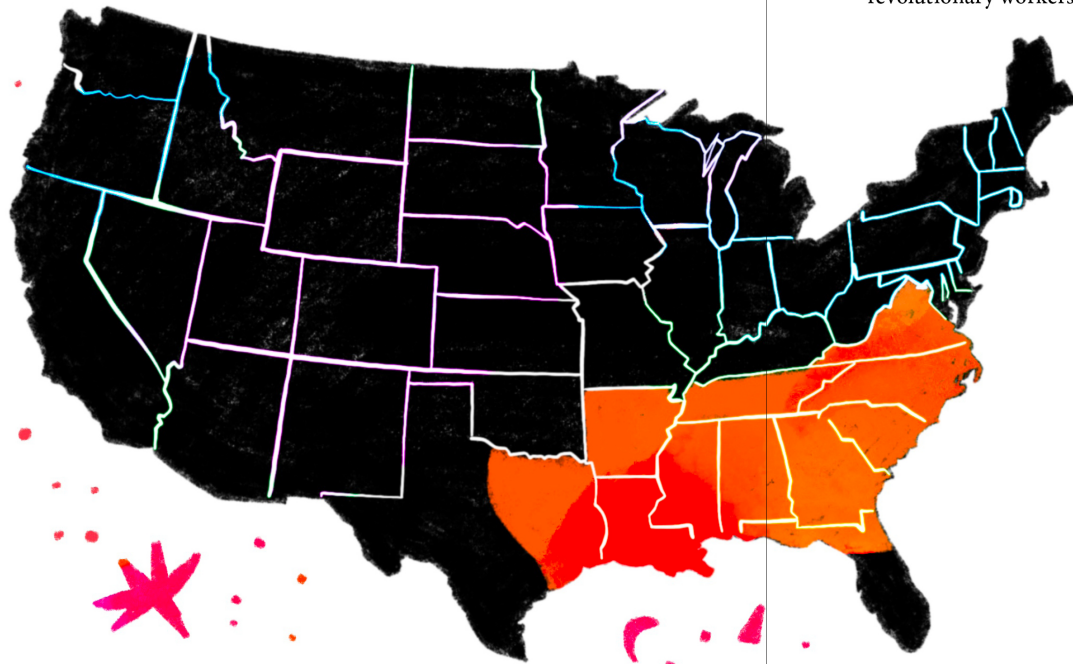
Solidarity means that every USSW member can say to the other, “I’ve got your back.” It is the life-giving principle of our movement. Solidarity means that we support each other and we love each other, and we stand with every worker in this world. Practicing solidarity helps us imagine the world we want to live in.



Fig 1: Design & illustration For USSW’s booklet - “We are USSW: Organize the South.”

THE SOUTH

We still have the lowest union rates in the country



The South is where we call home. Poverty is deep in the South. The South is where Black slaves worked the fields so that white plantation owners could be rich. The South is where unions have been pushed out, and wages have been pushed down.

The history of the South is also the history of resisters, freedom fighters, and revolutionary workers!

Throughout Southern history, worker unity was a threat to the system. So to protect the South's Jim Crow economy, they passed laws to make it harder for Black and Southern workers to organize unions.

And that's still true today!

Today, we still have the lowest union rates in the country. And bosses are still doing their best to keep us separated along race lines — because they don't want us to come together and unionize.

THE ROAD AHEAD

We know there's a long
road ahead.

But we are building on a
long and deep history of
Southern struggle.

We stand on the
shoulders of unsung
freedom fighters,
movement builders and
revolutionary workers
who paved the way
for us.

We are fighting for a
better future.

For ourselves.

For our kids.

For our neighborhoods.

For the SOUTH.



Fig 3: Design & illustration For USSW's booklet - "We are
USSW: Organize the South."

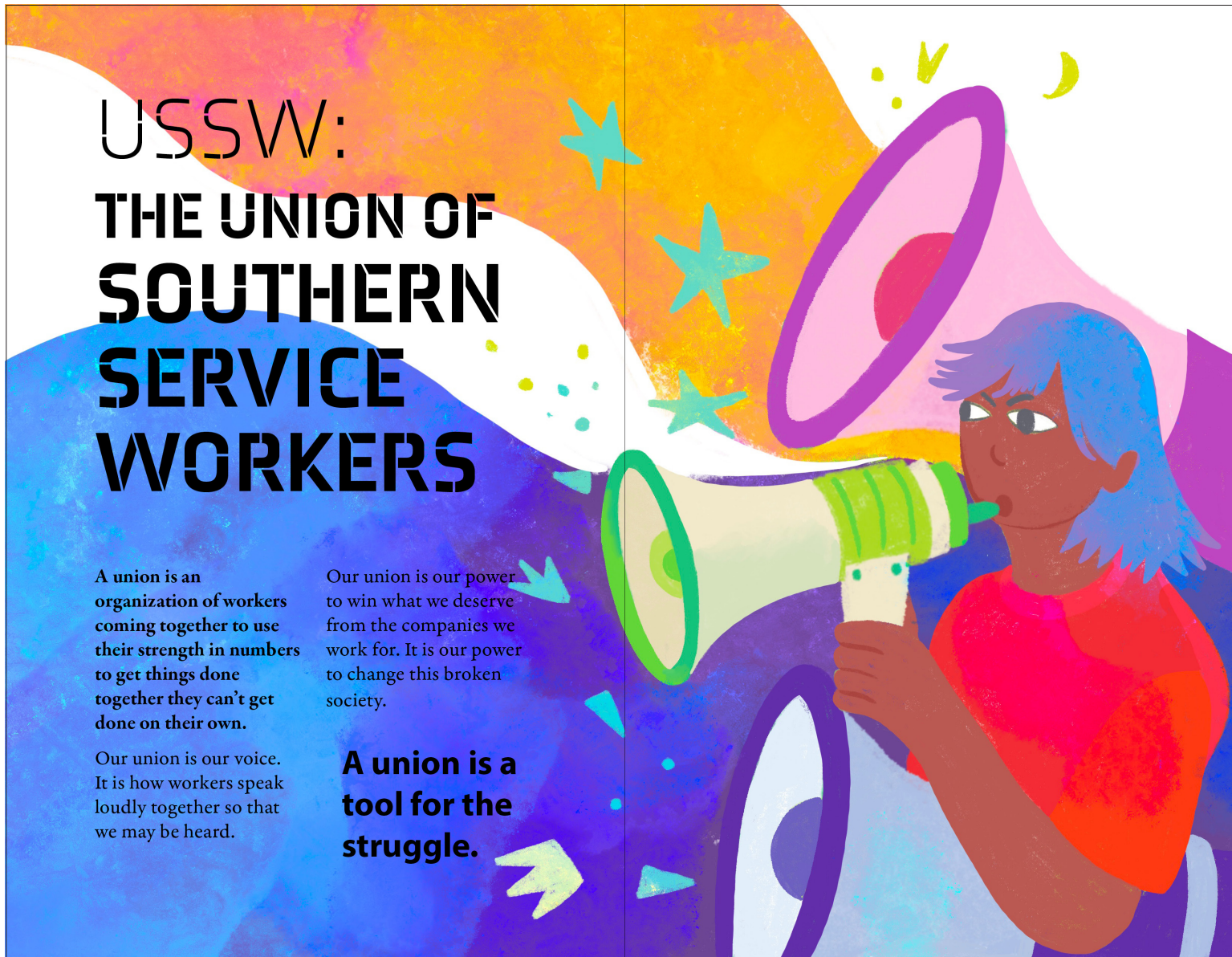


Fig 4: Design & illustration For USSW's booklet - "We are USSW: Organize the South."

3. ANTI-RACISM

The South has suffered from five hundred years of enslavement, exploitation, and oppression of Black workers. Racism denies humanity to some so that all workers are held down, and a few at the top profit. We can only win by fighting racism and uniting together - Black, brown and white - as workers.

OUR VALUES

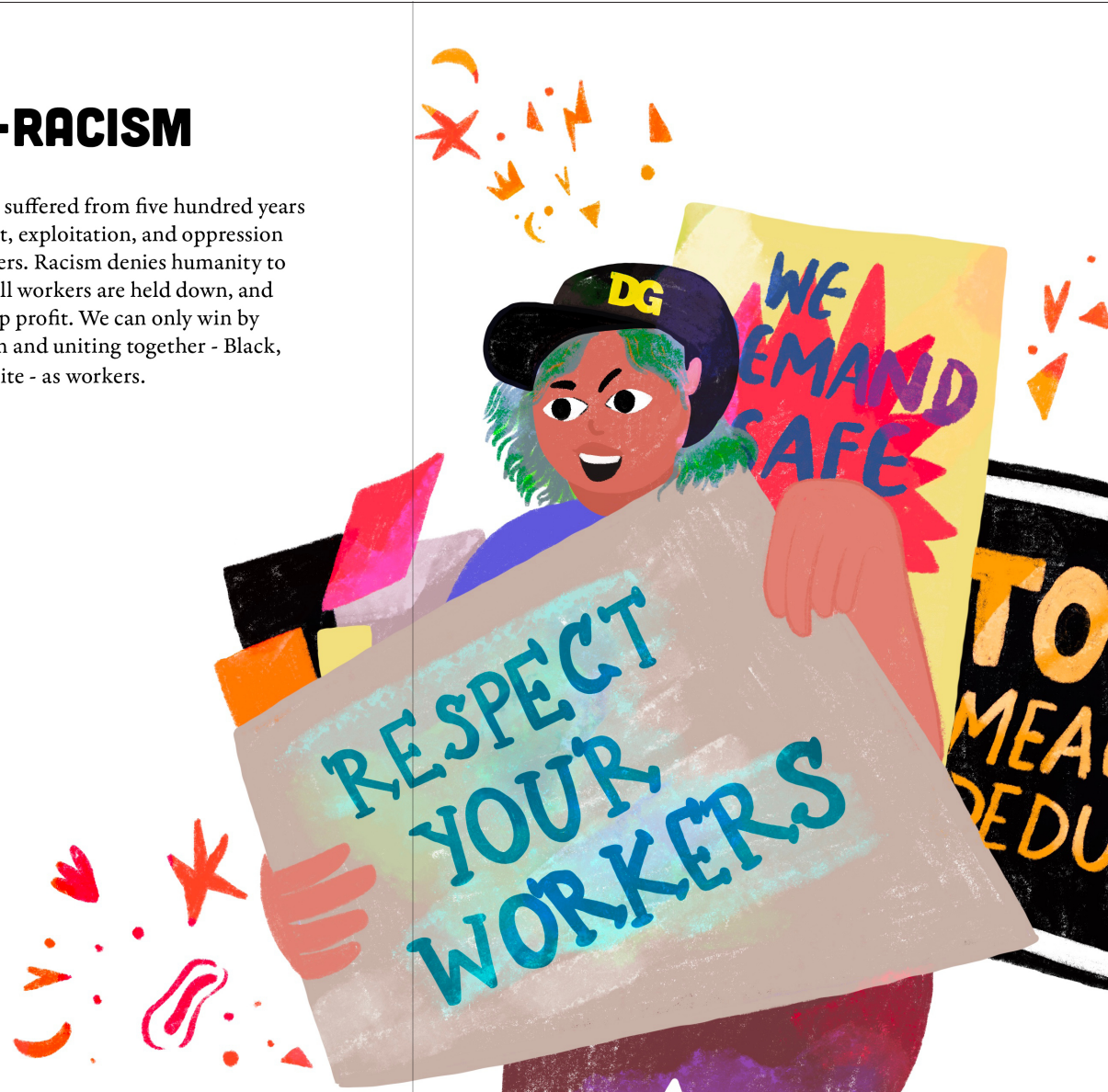


Fig 5: Design & illustration For USSW's booklet - "We are USSW: Organize the South."

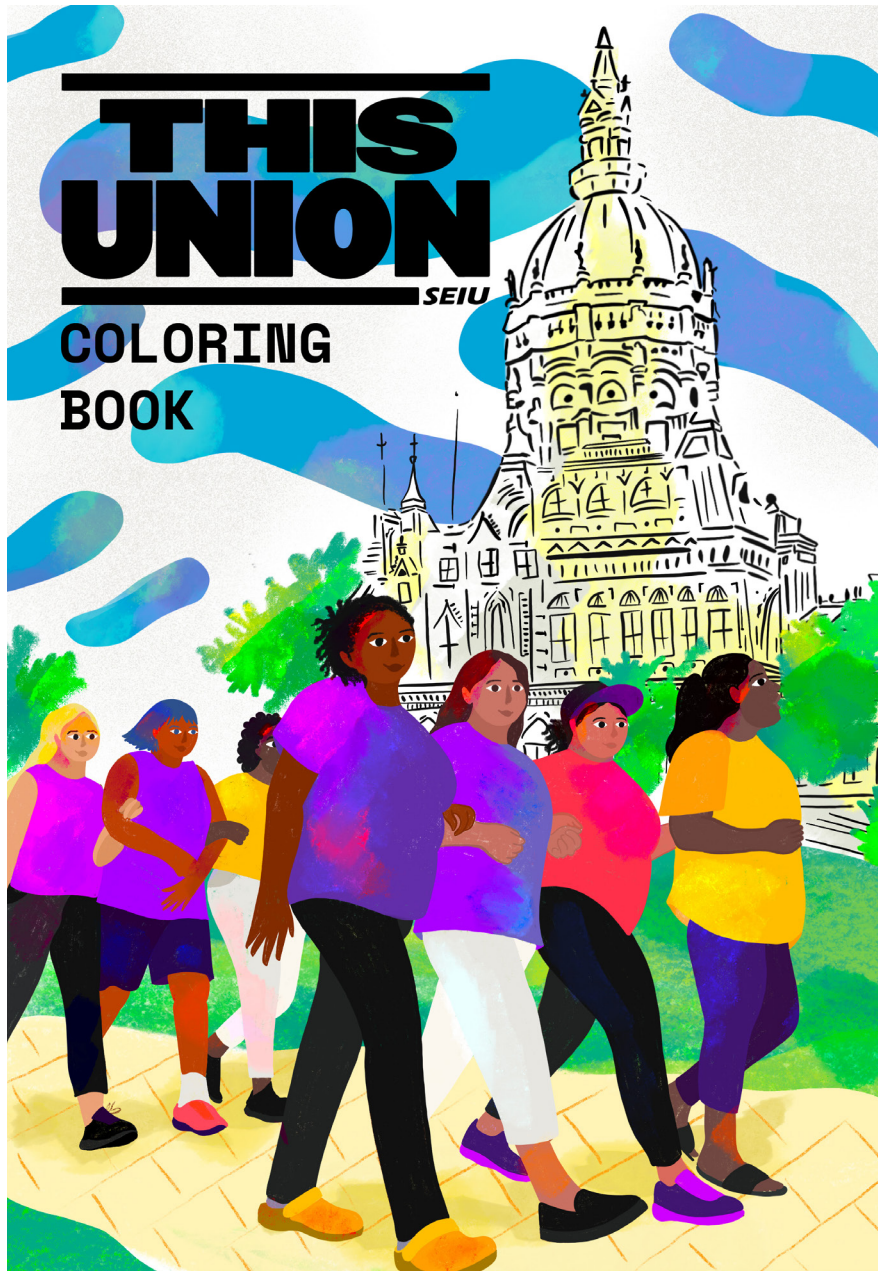


Fig 1 (left): Cover Design & illustration of a colouring book for SEIU's convention - "This Union"
Fig 2 (top right): Content inside the booklet with the "This Union" logo in several languages.



Fig 1:
Mock up of the
coffee to-go cup



Fig 2:
Mock up of the
coaster

BRANDING



Reimagining the branding, design, and illustration for Nobel Coffee Makers in Goa, India, my illustrative approach for this project was inspired by the brand's deep connection to nature and its playful essence.

Fig 3 (left):
Mock up of the coffee packets

Fig 4 (bottom right):
Details from the illustrations



JAAANVAR INC.



BRANDING

Fig 1: Design & illustration on assignment in MICA. "Jaanvar Inc.," is a sustainable Indian men's brand. The name "Jaanvar" means animal.

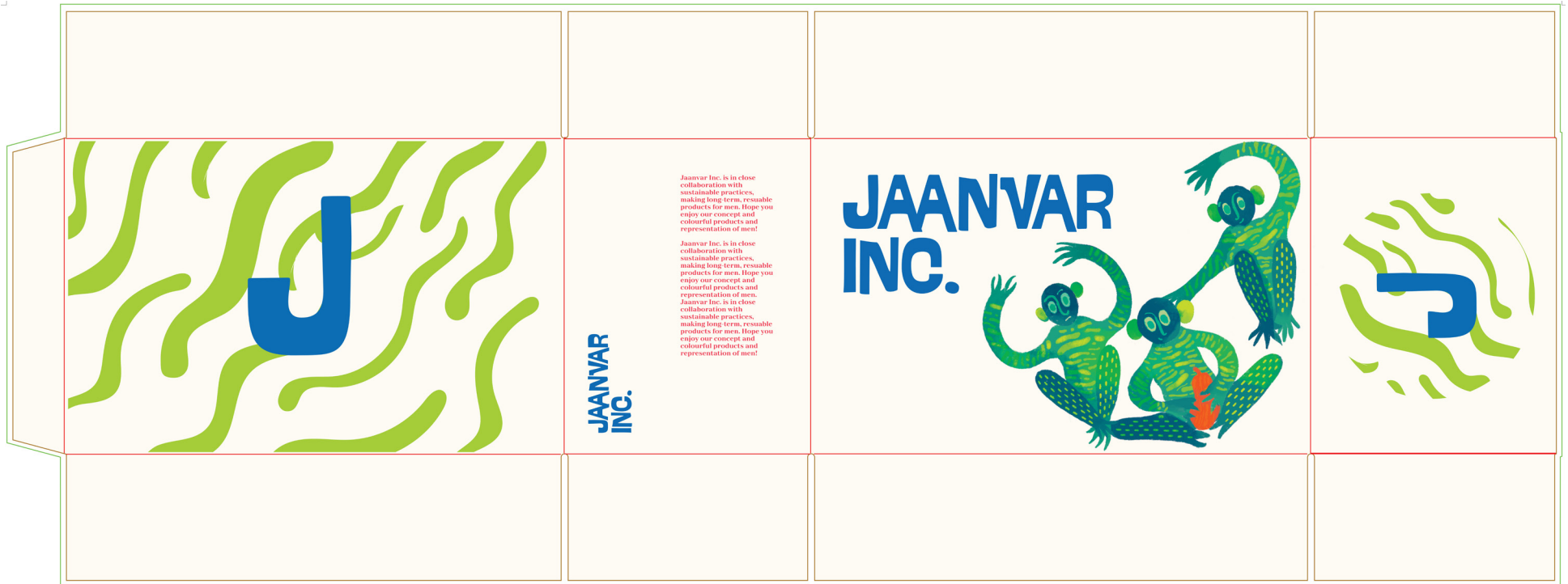


Fig 2 (top left): Alternate Logo for “Jaanvar Inc.” to be used on their face cream bottles.

Fig 3 (top right): Alternate logo to be used as an official letter head

Fig 4 (bottom right): Mock-up on a box made of sustainable material to meet Jaanvar Inc.’s eco-friendly approach.





BRANDING

(on assignment for the pattern making workshop
at the Illustration department at MICA)

Fig 5 (top): Layout for the box

Fig 6 & Fig 7 (bottom extreme right): Box from different angles





Fig 1 (left): Poster
Fig 2 (top right): Logo



(on assignment for the poster making workshop
at the Illustration department at MICA)

Fig 3 (left): Details of the illustration presented in the poster
Fig 4 (top right): Additional images presented to the client

The project brief called for an abundance of flowers and bubbles, igniting my creative drive to explore 3D elements in crafting this logo.



Fig 1:
3D Design Logo for a Tattoo Studio



Fig 2:
Photo of the Hand Poke Tattoo kit

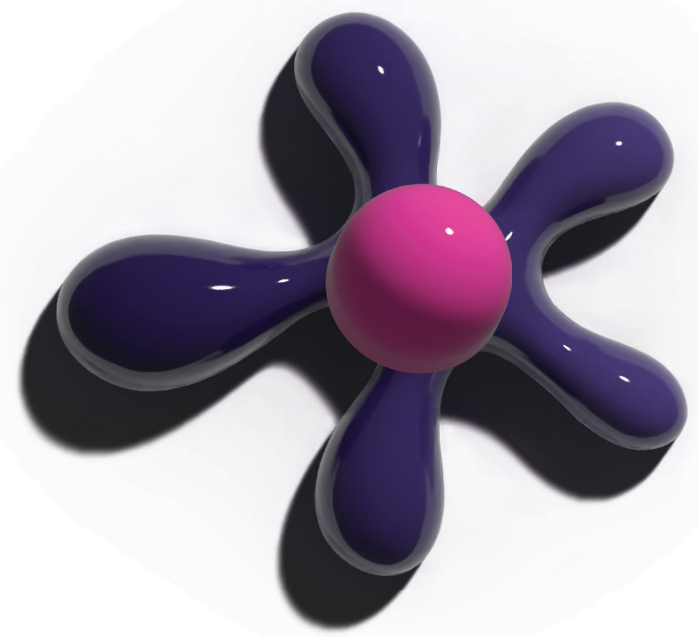
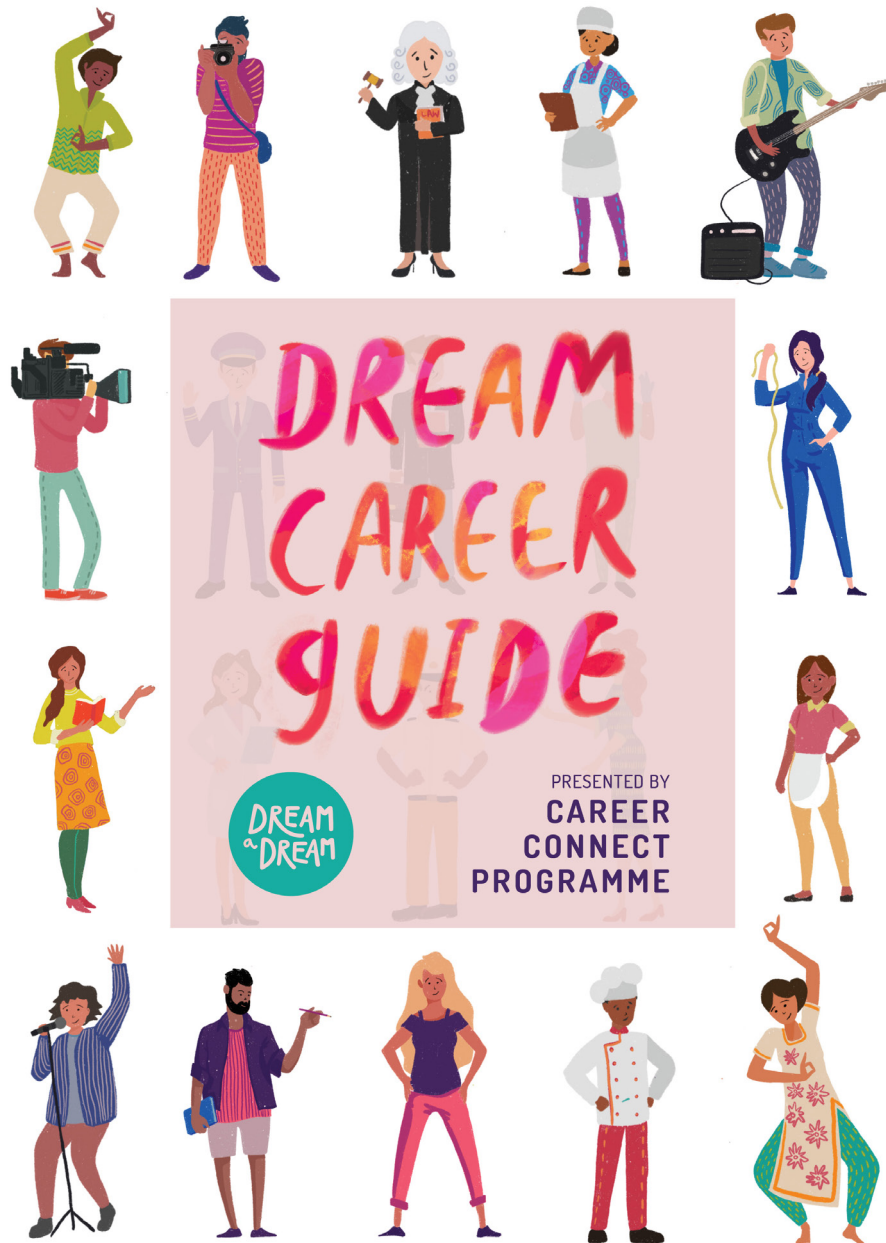


Fig 3:
Alternate logo option



DREAM
CAREER
GUIDE

I illustrated & designed a guide, outlining 50 prospective careers for students. I ensured that my illustrations challenged gender stereotypes by assigning non-traditional roles to a diverse set of individuals. This is a one stop guide for young adults from underprivileged backgrounds to explore different career options.

Fig 1 (left): Cover Image for the document

Fig 2 (top right): Typography & logo

ARTIST

An artist is a person engaged in an activity related to creating art, practicing the arts, or demonstrating an art. Art is a diverse range of human activity, and its resulting product, that involves creative or imaginative talent expressive of technical proficiency, beauty, emotional power, or conceptual ideas.

WHAT CAN YOU BE?

Illustrator, Graphic Designer, Animator, Art Director, Painter, Sculptor, Ceramic Artist, Craft Artist, Collagist, Tattoo Artists, Art Teacher, Textile Artist, Visual Storytelling, Character Designer, Pattern maker, Sketchbook Practice etc

HOW?

Formal training is not necessary to become a successful artist but working on your skills through repetition and practice vastly improves your skills. The simplest way to becoming a professional artist is to create and share your work as widely as possible. Interning at a local art gallery or museum can give aspiring painters and artists hands on experience.

WHY?

If you have a passion for art and are skilled at it, becoming an artist will allow you to turn your passion into a source of income. Being an artist will allow your creativity to flourish and your self-expression will form the basis of your work.

WHAT?

These are some of the skills required to be a professional artist: Creativity, Aesthetic Sense, Detail-oriented, Familiarity With Required Tools, Physical Dexterity, Strength, and Balance, Personal brand building and marketing yourself

FUN FACT!

The British Museum has around 1000 South Indian paintings which date back to the 17th century.



Fig 3: Spread from the document for the “Artist” Page



Fig 4: Spread from the document for the “Trainer” Page

BRANDING

Dream a Dream hosted the fifth edition of Change the Script aiming to build a supportive community to prepare young people to thrive. This international conference united organizations and individuals who are passionately working to reimagine education in the 21st century. Over the years, this residential conference has created a robust platform for effective educational innovators.

For this conference, I created the “Change the Script” logo and used elements based on the implemented brand guidelines. I designed collaterals for banners, invitations, conference agendas, maps, t-shirts, diaries etc

*Fig 1 (top left): Logo + Branding
Fig 2 (top right): Branding on Diary*





Fig 3 (top left): Branding on bag

Fig 4 (top right): Design for the Conference Agenda

AGENDA

DATE: 14th to 16th FEBRUARY, 2020
VENUE: SCHOOL OF ANCIENT WISDOM



DAY 1		AGASTYA HALL
07:30 AM	REGISTRATION AND CHECK-IN	
08:30 AM	BREAKFAST	
09:30 AM	WELCOME	Suchetha Bhat, CEO, Dream a Dream
09:45 AM	SETTING THE CONTEXT	Suchetha Bhat, Padmaja Nagarur & Chinnapa Das
10:00 AM	WEAVING THE THREAD	A chance to listen to the experiences and journeys of returning participants.
10:30 AM	BUILDING CONNECTIONS & BREAKING THE ICE	Let's get to know each other!
11:00 AM	TEA / COFFEE	
12:00 PM	I CAN'T DO WHAT I DREAM	Over the last five years at Change the Script, we have deepened our understanding of what it means to hold young people at the center of our work and for them to lead the way. From this exploration, a group of young people developed a platform of their own, called Change the Narrative. In this session, they bring their ongoing conversations to Change the Script anchoring us in the purpose of our gathering.
01:00 PM	LUNCH	
02:00 PM	WHY RE-IMAGINE EDUCATION?	Ashweetha Shetty and Gagan Sethi share their personal journeys and their work with marginalized communities, inviting us to explore the dominant mindsets that come in the way of young people. Ashweetha Shetty, Founder, Bodhi Tree Foundation Gagan Sethi, Founder, Jarvikas & Center for Social Justice
04:00 PM	TEA / COFFEE	
04:30 PM	WHAT LIES WITHIN	Join us as we unpack the internalized messages that form our personal identities through the use of art and personal sharing.
06:00 PM	FREE TIME	
07:00 PM	DINNER	
08:30 PM	MUSIC NIGHT	Rumi Harish joins us to celebrate the songs of mystic poets from across India.

Has it been a while since you have played with colours and engaged with art materials? Then do take time to visit the **Art Village!** A space to be creative and playful as you engage with colours using different art materials and create something new and exciting. Our facilitators will be available throughout the conference to help encourage and support you.

BRANDING



Fig 4 (left): Branding on t-shirt

Fig 4 (top right): Illustration of the map



Fig 1 (left): Poster at entrance

Fig 2 (top): Social media collaterals/flyers

Branding, illustration and Design for a Tattoo + Art pop up event in Bangalore, india.



Fig 3: Poster for the Tattoo station



Fig 4: Welcome Sign and directions to the roof



Fig 5: Poster for the Contribution Jar

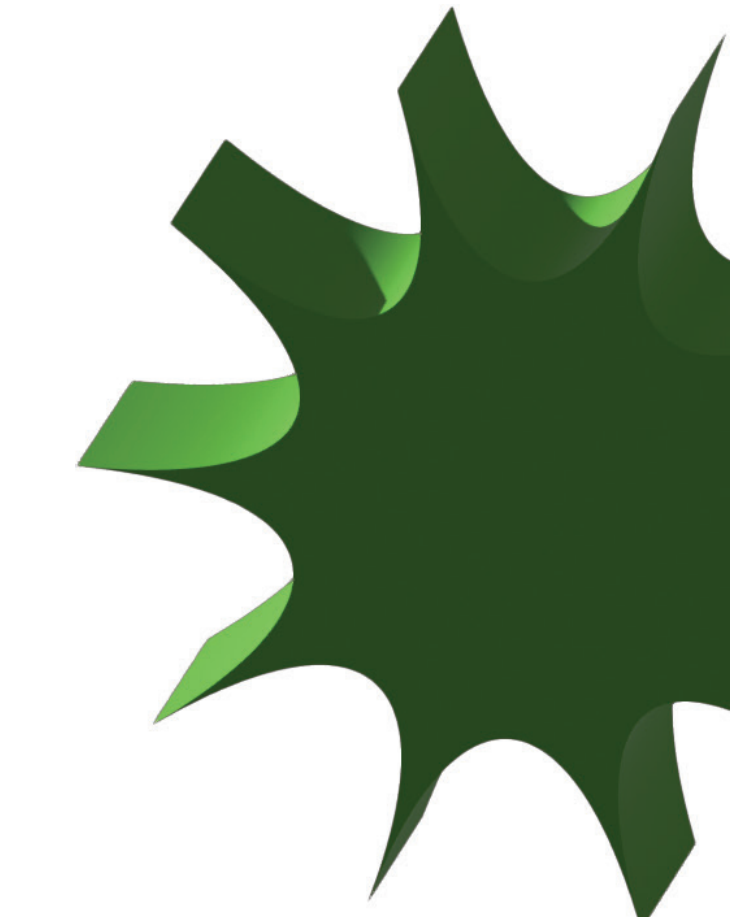
BRANDING



Fig 1: Poster and branding for a techno music, tattoo and art event
- "Dislocate" by Social Offline in Bangalore, India.



Fig 2: Branding & Logo



(on assignment for the 3D Design workshop at
the Illustration department at MICA)



DIWALI



DREAM
CAREER
GUIDE



CATS



TigarO



Catalat

Fig 1 (top left), Fig 2 (left middle), Fig 3 (bottom left) & Fig 4 (top right), Fig 5 (bottom right): illustrated + designed typography

COMICS

DREAM

THE
ROAD
AHEAD

MEERA
& HER
MAGIC
GARDEN

FLOATING

Fig 1 (top left), Fig 2 (left middle), Fig 3 (bottom left) & Fig 4 (top right) & Fig 5 (bottom right): illustrated + designed typography



LOGO

logo + illustration and type for for Bangalore's top cinephile and cinema reviewer - "Boo! Ya Watchin?". In this logo you will find many easter eggs. I took inspiration from my clients top movie picks (Eg: Clockwork Orange, Eye of Sauron to name a few.)

Fig 1 (top left): logo

Fig 2 (top right): Logo on mug

Fig 3 (bottom right): Typography of the logo

BOO!
YA
WATCHIN?



LOGO

PAISLEY TIPI

VINTAGE



Fig 1 (left): Logo illustration + Branding for a vintage clothing store. The client's brief stated an amalgamation of rich indigenous heritage combined with a strong Kannadiga heritage.

Fig 2 (top right): Additional collaterals



CHAMPAGNE
WISHES
CURRY
DREAMS



LOGO

Fig 1 (top left): logo and a collection of illustrations I meticulously crafted for a writer's website inspired by the writer's ancestry and childhood memories.

Fig 2 (right top) & Fig 3 (right bottom): close-up of type and illustration.



PHOTO EDITS

CAMPAIGNS

HELP DREAM A DREAM

EQUIP ENABLE & EMPOWER

OUR YOUNG PEOPLE
#achancetothrive

DONATE NOW.

A
Chance
-to-
THRIVE

DONATE NOW.



206 partner schools.
7700 educators trained.
1,95,000 YOUNG
PEOPLE IMPACTED.*

ENABLE

defⁿ // To make it possible
for or give someone the
means to do something

DONATE NOW.
GIVE OUR YOUNG PEOPLE
#achancetothrive


EQUIP

defⁿ // To prepare someone
for a task or situation

DONATE NOW.
GIVE OUR YOUNG PEOPLE
#achancetothrive

A
Chance
-to-
THRIVE

DONATE NOW.



1 MILLION YOUNG PEOPLE
IMPACTED BY GOVERNMENT
PARTNERSHIPS

EMPOWER

defⁿ // To make someone stronger and
more confident, especially in controlling
their life and claiming their rights

DONATE NOW.
GIVE OUR YOUNG PEOPLE
#achancetothrive



A
Chance
-to-
THRIVE

Fig 1-6 (previous page): Social Media Collaterals across various channels

Fig 7 (left): Poster for Dream a Dream's annual fundraising campaign - "A Chance to Thrive" (initiative by Dream a Dream with the aim of assisting young adults from underprivileged backgrounds deal with adversity in a fast paced world)

Guiding Principle: "Equip, Enable, and Empower" Illustration & Type and Design

Fig 8 (top right): Logo for the campaign

CAMPAIGNS

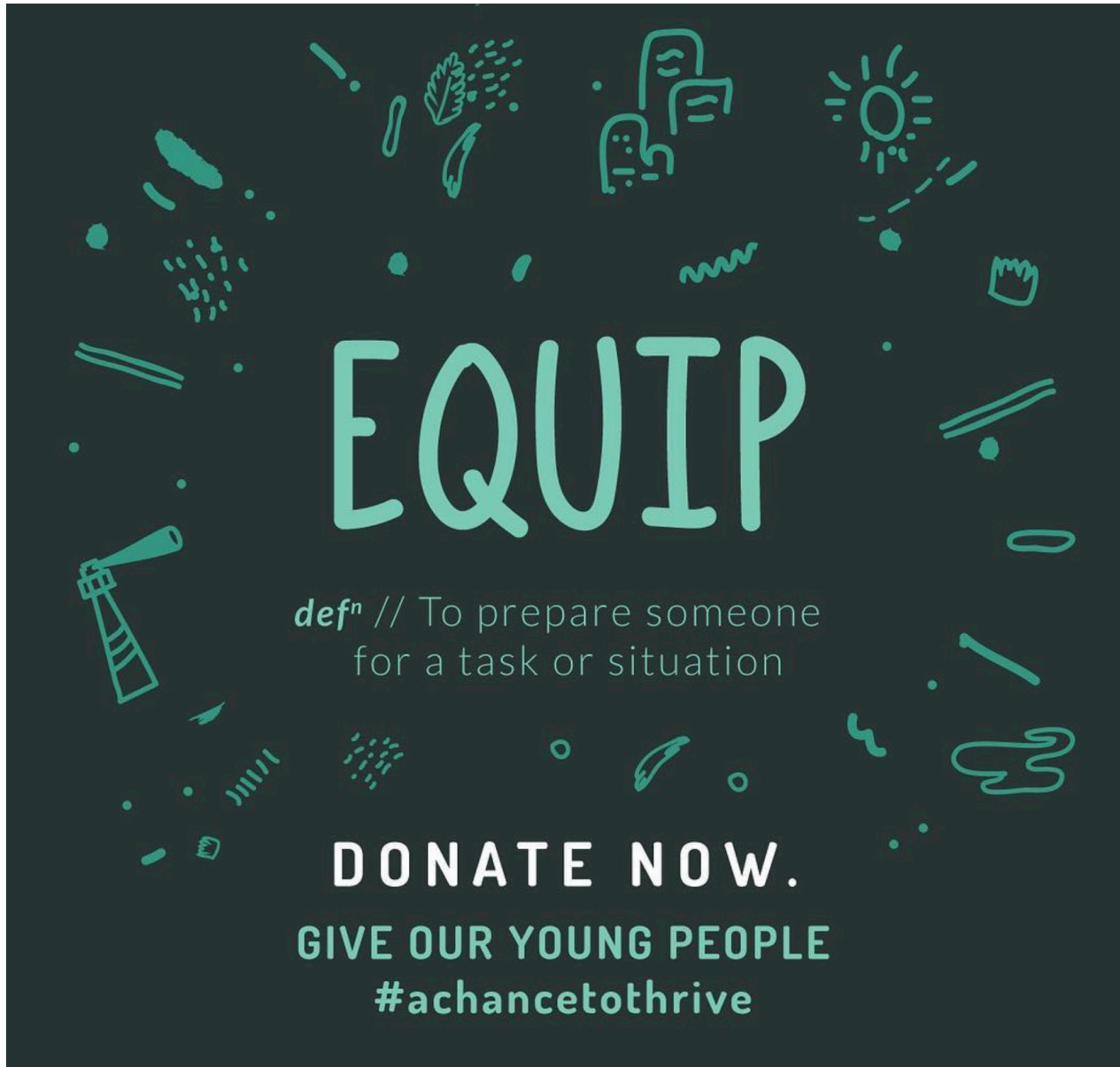


Fig 9 (top), Fig 10 (top right) & Fig 11 (bottom right): Close-up of the social media collaterals

CAMPAIGNS

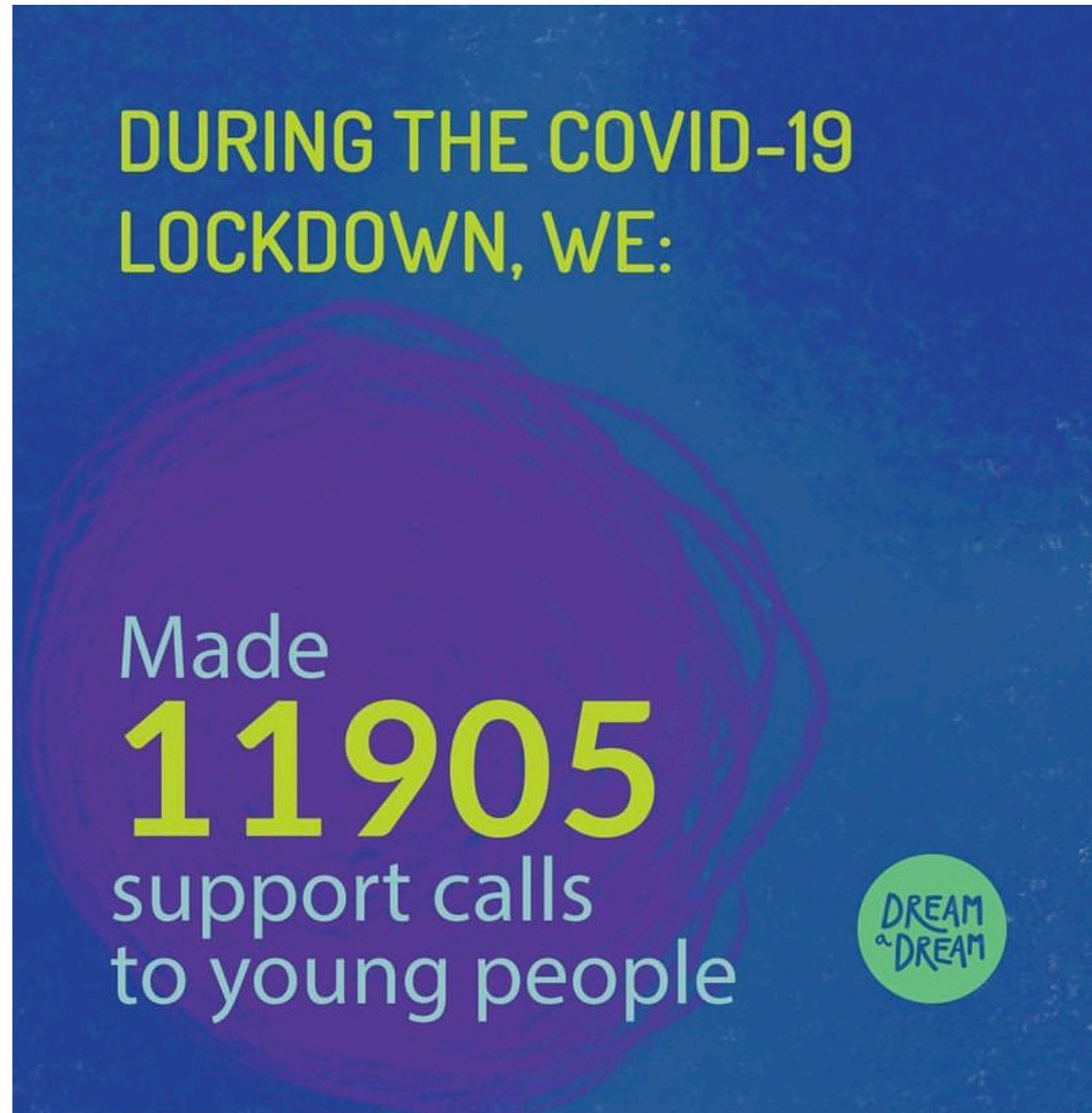


Fig 1 (top left), Fig 2 (bottom left), Fig 3 (top): Impact from Dream a Dream India's COVID relief campaigns



Teaching Children
to Thrive

Learnings from the Happiness Curriculum

PANELIST



Geeta Goel
Country Director, Michael and Susan Dell Foundation

November 13th, 2020
11:00 AM - 12:30 PM

 Dream a Dream's Facebook Page (Live)

DREAM & DREAM



Teaching Children
to Thrive

Learnings from the Happiness Curriculum

PANELIST

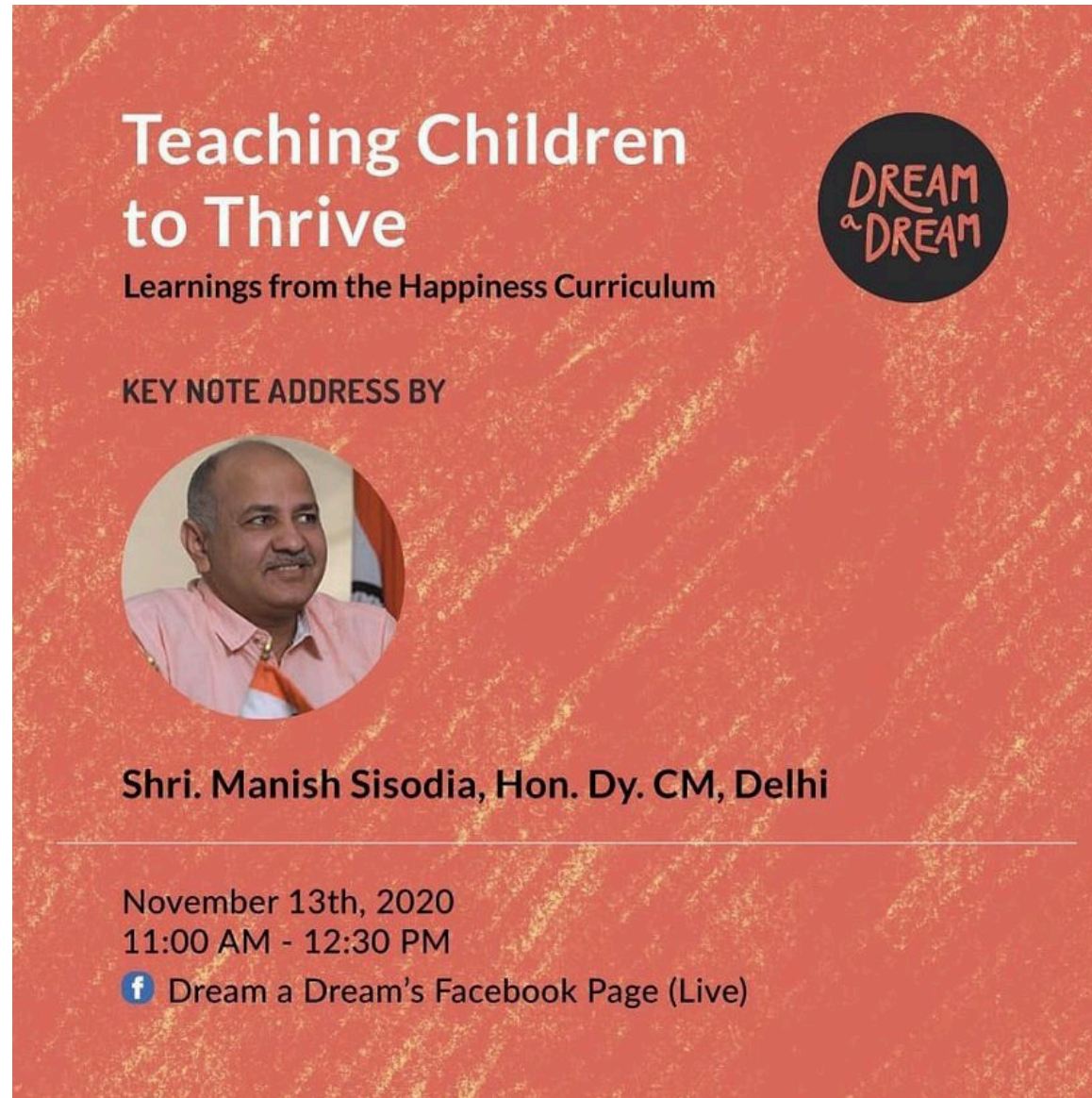


Esther Care
Professional Fellow, University of Melbourne

November 13th, 2020
11:00 AM - 12:30 PM

 Dream a Dream's Facebook Page (Live)


DREAM & DREAM



Teaching Children
to Thrive


Learnings from the Happiness Curriculum

KEY NOTE ADDRESS BY



Shri. Manish Sisodia, Hon. Dy. CM, Delhi

November 13th, 2020
11:00 AM - 12:30 PM

 Dream a Dream's Facebook Page (Live)

DREAM & DREAM

Fig 1 (top left), Fig 2 (bottom left), Fig 3 (top): Social Media Collaterals for “Learnings from the Happiness Curriculum” - an initiative by the Delhi Government



Dream a Dream sought to provide a comprehensive overview of the New Education Policy passed by the government in 2021 and its effects on Indian youth navigating a rapidly evolving world, especially those facing adversity.

For this report, I adopted a design approach heavily reliant on illustrations while adhering to Dream a Dream's established brand guidelines. Given the diverse audience that would engage

with this report, including stakeholders and students, I opted for a vibrant and colorful aesthetic to make the content more engaging and accessible.

Fig 1: Design and illustration for the urgency of a new education policy in India



Fig 2: Close-up and details for why India is in dire need of a new education policy

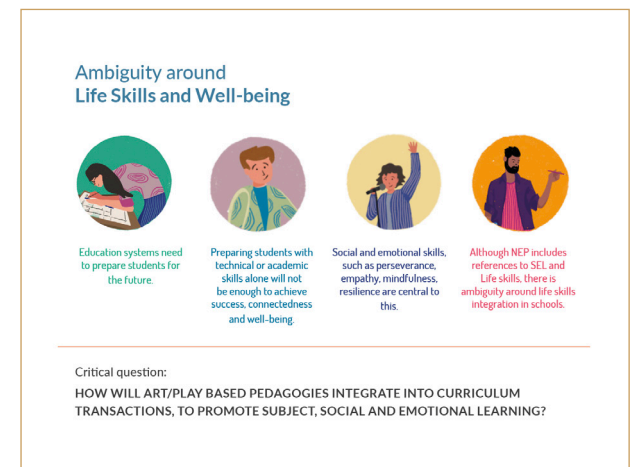
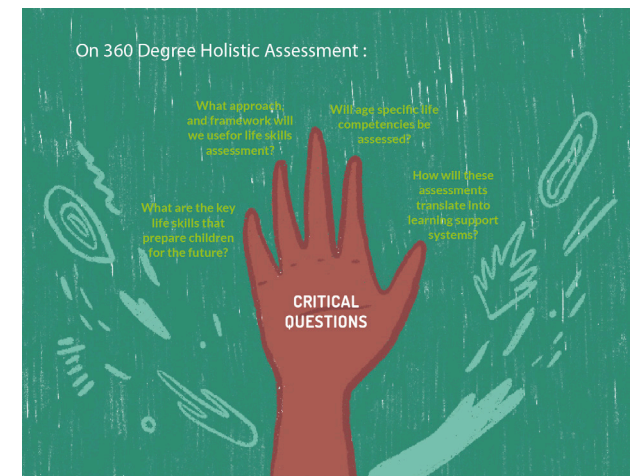


Fig 3 (left): Cover + spread on strengthening of early childhood education

Fig 4 (top right): Design + illustration for four critical questions on holistic development

Fig 5 (bottom right): Design + illustration for ambiguity around Life skills

Fig 6: Design + illustration for strengthening early childhood care

Strengthening Early Childhood Care and Education



The Reality

54%
of the youth in India
are not job- ready
India Skills report 2019-20

81%
of the country's
workforce is in the
informal sector
*National Statistical
Commission, 2018-19*

25%
enrolment in
higher education
*India Survey on
Higher Education,
2018-19*

3.22 crore
children are out of
school
NSSO report- 2017-18

**one out
of three**
did not complete his or
her schooling
*Annual Status of
Education Report
(ASER) 2018*



School dropouts will increase due to the Pandemic
(UNESCO, 2020)

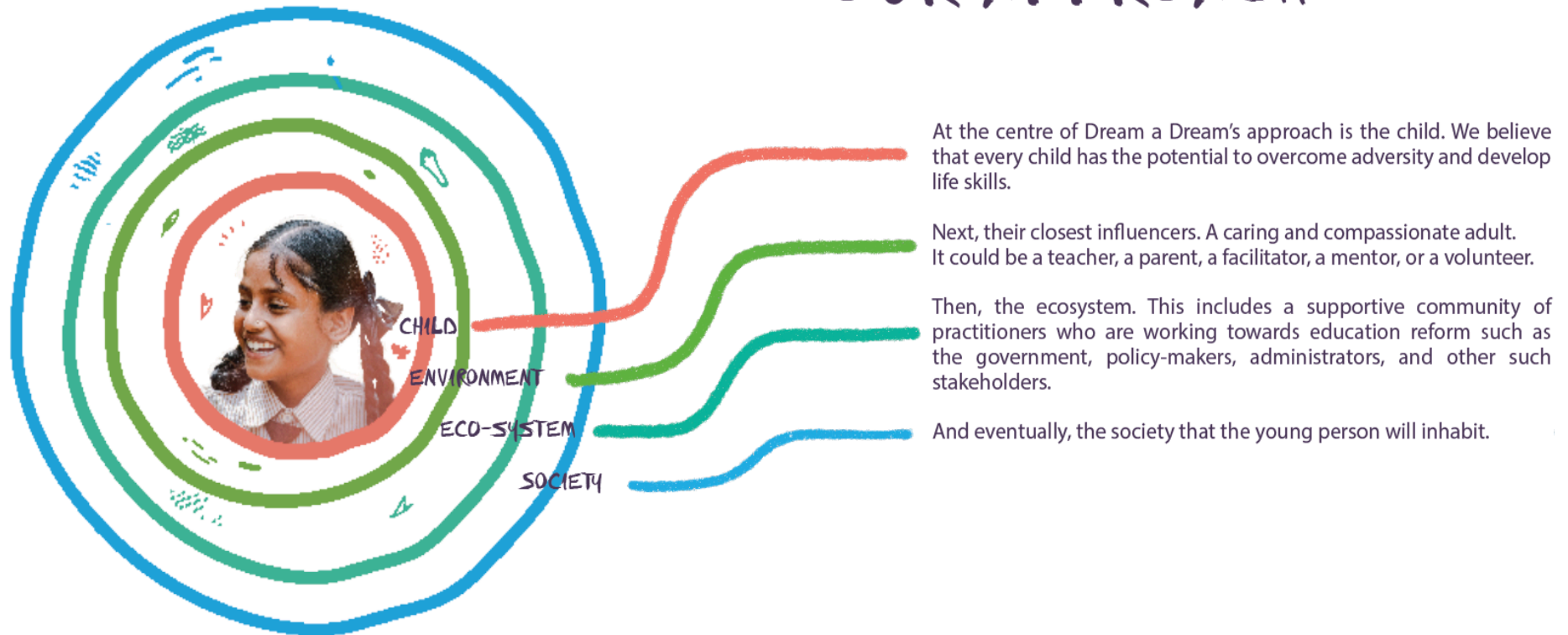


Fig 1: Cover Image + Infographics



Fig 2 (top left): Infographics from the Teacher Development Programme, Fig 3 (top right): Dream a Dream's Approach, Fig 4 (bottom left): Lekha's photographs that guide us through the repost, & Fig 5 (bottoms right): Story of Lekha + contents

OUR APPROACH



REPORTS

I led the development of Dream a Dream India's Annual Report in Bangalore, where I not only managed the project but also played a key role in its creative design. I conceived a unique approach for this report, recognizing that NGO Annual Reports typically contain extensive data and the need to showcase our impactful work.

Innovatively, I decided to center our approach around the perspective of a young individual, in

line with Dream a Dream's motto. In this report, we introduced readers to Lekha, a student actively engaged in our After School Programme. Through her journey, we provided insights into her life and personal narrative, offering our readers a more engaging and relatable understanding of our organization's work.

Fig 6: Design, photo editing and illustration for Dream a Dream India's child centric approach

PROGRAMMES

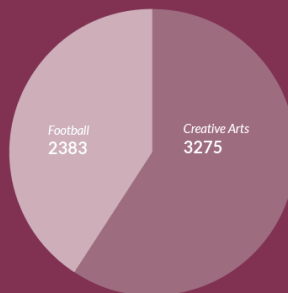
After School Life Skills Programme

In our After School Life Skills Programme, we use creative arts and football as mediums to engage and develop critical life skills among young people between the ages of 8 to 15 years. This programme is an innovation lab where new approaches to life skills development are introduced, demonstrated, documented, evaluated, and fed back into a larger framework for reimagining learning for young people in the country. To measure the improvements in life skills amongst the young people, we use the Dream Life Skills Assessment Scale (DLSAS*).

**The DLSAS is the first impact measurement tool in the world to measure improvement in life skills among disadvantaged children*

IMPACT IN NUMBERS

Programme-wise distribution of participants



Gender distribution of participants who completed

Total Participants **5658** | Average Attendance **89%** | Retention Rate **94.5%**

IMPACT IN STORIES



I used to be very quiet and shy but after starting to play football, I was able to start talking to boys. I understood my capabilities through the programme. I didn't think I could talk to a room full of people, let alone be an anchor in front of a crowd of 800. Dream a Dream gave me the ability to believe in myself, no matter how scary the challenges seemed. Dream a Dream is like a medicine to me. It brought me a power that I had in me all along.

Likhita
Student, Stella Mary School



Before Dream a Dream's interventions, Likhita needed to be pushed constantly. After she enrolled in the programme, we have noticed a visible shift in her behavior. She undertakes all her responsibilities without us having to instruct her to do anything, while also confiding in us about her life. Whether it's waking up in the morning, completing her homework or helping out around the house, she's always active and willing. As her parents, we wish that every child has access to the kind of education provided by Dream a Dream.

Parvathi
Likhita's Mother



I founded this school with a vision to provide less fortunate children with a complete education. I had some doubts when I was initially approached by Dream a Dream. However, without Dream a Dream's help, our school would not be where it is today. Our children, who come from very difficult backgrounds can stand confidently and speak out despite how they were raised. Dream a Dream is doing a lot for the community by being a light in the darkness when children do not know the way out of adversity.

Nirmala
Founder, Principal, Stella Mary School



In the beginning, Likhita would often get angry and cry when teased by boys. I worked on making her comfortable in the team. The boys slowly started to understand her and recognised her talent in football. With time, she gained strong communication skills in both Kannada and English and her grades at school improved as well. She presently teaches young children communication skills in her free time. Recently, she organised her school's Independence Day celebrations on her own by using the internet to find out how!

Sharath
Facilitator

Fig 7: Infographics from Dream a Dream's After School Life Skills Programme

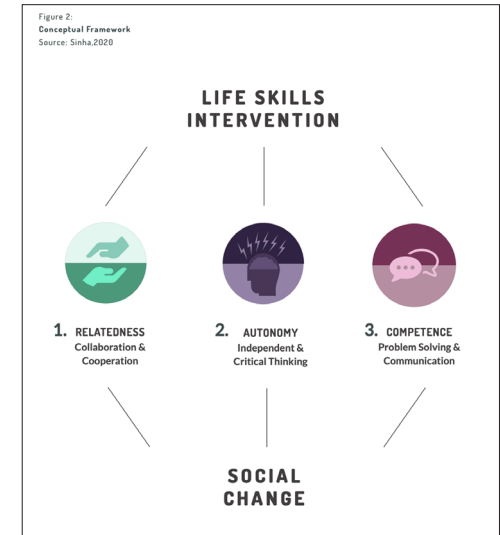


Fig 1 (left): Icons for reform barriers and enabling actions

Fig 2 (top right): Conceptual Framework

Design for Dream a Dream India’s report on the implementation of education reform in India and the transformative impact of utilizing Life Skills as a powerful tool for driving social change.

substantial text, my primary objective was to ensure ease of readability and comprehension.

I opted for a minimalist design approach, incorporating icons to enhance practicality. Given the content’s



Fig 3 (top left): Design for Delhi government's broad responsibilities in the education space
 Fig 4 (top right): Design for 3 enabling actions for sustainable education reform
 Fig 5 (bottom right): Design for barriers to sustainable reform

Taken together, the above analyses point to three enabling actions for sustainable education reform:

- 1. All actors in a system must define and align collective values.**
 These values reflect a coherent problem statement and rationale for education reform. This can be accomplished only through **participatory** policy design methods, such as **dialogic communication** across all levels of the education community.
- 2. Governments must demonstrate reform practicality.**
 This involves building **evidence** to show that the reforms work, modeling **practice** to show how the reforms work, and exhibiting **alignment** between new and existing practices – to prove the reforms are neither a total departure from current learning nor an excessively heavy lift.
- 3. Ministries must cultivate local agency.**
 Specifically, this requires a focus on building local **leadership** capacity, with the idea that leaders are front-line culture-setters whose beliefs and behaviors guide collective action. It also entails empowering **educators** – valuing them as the experts best suited to develop and adapt interventions for their own classrooms.

4.3 Barriers to Sustainable Reform

The roots of such resistance to change in education were multifaceted and complex. Analysis revealed five interrelated themes, which seem to be present in all the contexts considered. These factors, listed in decreasing order of occurrence, were values misalignment, dominant logic, practicality, capacity, and time.

Values – conceptions of what is right, good, and desirable – were, without a doubt, at the heart of reported reform resistance. In practice, this was a matter of misalignment between a reform's perceived value and the educational goals and priorities held by each educational actor. In Ottawa, for example, virtually all groups at some point questioned the impact of noncognitive skills development; they further questioned whether this was even within the remit of schools. Parents, seeing skills such as "ethical decision-making" in the new student success profiles, decried the reforms as neglecting the real purpose of education: "traditional" academic domains, such as numeracy and literacy.

In Portugal, this values misalignment was evident during a convening of teachers by subject consortium. Each topical group believed their discrete subject should be an academic priority; they flatly rejected curricular change that explicitly reoriented class hours away from their domains and toward "interdisciplinary" learning. At the same time, some Portuguese policymakers were leery of words like "competence," which they viewed as signaling curricular softening – a move to jettison the all-important classics learners needed to be globally competitive.

Dominant logic proved another powerful force for resistance to educational change. Highly related to values, dominant logic refers to deeply held beliefs about how things work best. This was principally articulated in motivational terms: what was the need for educational change? The so-called "traditionalist inertia" of Portuguese education provided a prime case in this regard: rounds of inconsistent, unrealized reform proposals fed a professional self-narrative that the current model was the one that worked best – because it was the one that had endured.

The Finnish case of dominant logic is particularly intriguing, as well. The nation's highly educated teacher workforce and meteoric rise on international assessments left parents, educators, administrators, and policymakers believing there was no room for systems improvement. As one policymaker, assessing this challenge of empowered professional identities, put it: "Why change when you're the best in the world?"

- The broad political and social dynamics of education reform
- Systemic components (political, social, technical, procedural, and managerial) leading to:
 - reform resistance and failure
 - overcoming reform resistance
- Key (political, social, technical, procedural, and managerial) principles for:
 - designing sustainable education reform
 - implementing sustainable education reform
 - sustaining education reform



4. ANALYZING THE REFORM JOURNEYS

4.1 An Overview of the Cases

While Finland, Portugal, and Ottawa presented unique policy proposals, a unifying logic drove them all: whole-child learning for the future of work and life. Reforms were selected in consultation with the interviewed policymakers, who determined the suite of changes from which they most learned about resistance and change.

The Finnish Case:



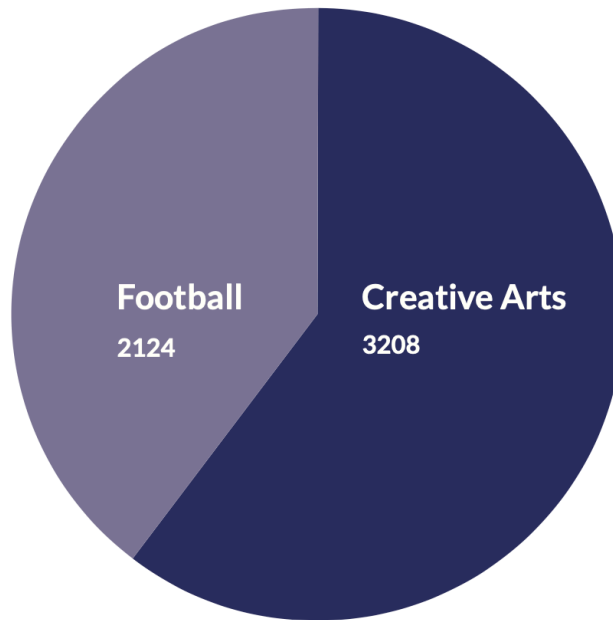
Fig 6 (left): Close-up of Delhi government's broad responsibilities in the education space

Fig 7 (right): Design for analyzing education reform in different countries

After School Life Skills Programme (ASLSP)

20

Programme-wise Distribution of Participants Who Completed the Programme



Total Participants

5332

Average Attendance

86%

Retention Rate

95%

Partner Schools

24

Facilitators

38

Parents Oriented

650

Teachers Oriented

508

Young people graduated

1042

Increase in the number of young people graduating from the programme year after year

2018-19: 824

2019-20: 1024

Increase in average retention year after year

2018-19: 94.5%

2019-20: 95%



2638



2694

participants completed

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

1995, World Health Organisation

The Urgency of Life Skills

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

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



Fig 2: Design for WHO's definition of Life Skills and it's urgency

Fig 3: Life skill assessment and Dream a Dream's
NGO partnerships across the world.



New Curricular and Pedagogical Structure for School Education



Fig 1 (left) & Fig 2 (right): Options for Catalyst2030's Impact report 2022 based on their Brand Guidelines.



Fig 3 & Fig 4: Options for Catalyst2030's Impact report 2022 based on their Brand Guidelines.

CATALYST 2030
Collaborating to achieve the SDGs

17
SDGs

199
Countries Served

2130
Individual Members

1700+
Member Organisations

1bn
Lives Touched

\$2.2bn
Funding Volume

IMPACT REPORT 2023

CATALYST 2030
Collaborating to achieve the SDGs

IMPACT REPORT
2022

BOLD
STRATEGIES.
SUSTAINABLE
SOLUTIONS.