



**EVERY CHILD
DESERVES A
CHILDHOOD FILLED
WITH DREAMS,
NOT BURDENS.**

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INDEX

Month at a Glance.....	03
Fighting for Futures (F3).....	04
Watering Growth, Cultivating Hope.....	05
When a Failed Harvest Steals a Child's Classroom.....	06
In School, But Still Left Behind.....	07





Month at a Glance



Fighting for Futures (F3)

Fighting for Futures (F3) is a social impact initiative focused on supporting children at risk of or affected by child labour and trafficking. The initiative takes a holistic approach by addressing the educational, emotional, and economic challenges that can prevent children from building secure futures. Its efforts include supporting access to education through scholarships, facilitating rehabilitative therapy, creating awareness around child labour and trafficking, and developing sensitisation programmes for volunteers. By addressing both immediate needs and the larger causes that place children at risk, F3 aims to help vulnerable children return to education, rebuild confidence, and access the support they need to move forward with dignity, safety, and greater opportunities.



Creating pathways from vulnerability to education, rehabilitation, and a safer future.



Watering Growth, Cultivating Hope

In collaboration with Hamari Pahchan NGO, Dream Future Foundation supported a local farmer by strengthening access to reliable irrigation for agricultural activities. The initiative aims to address water-related challenges, enable more efficient cultivation, and reduce the time and effort involved in farming. By supporting essential agricultural needs, the initiative seeks to improve productivity, strengthen rural livelihoods, and encourage more sustainable farming practices.



Strengthening agricultural livelihoods through improved access to reliable irrigation.





When a Failed Harvest Steals a Child's Classroom

How climate and livelihood insecurity can quietly push vulnerable children towards work.

When we think about climate change, we often picture rising temperatures, floods, droughts, or damaged crops. But behind these visible effects is another crisis that receives far less attention: the disruption of children's education.

For families whose livelihoods depend on agriculture, a failed harvest can mean a sudden loss of income. A flood can destroy crops. A drought can reduce productivity. Livestock can be lost, farmland can become less productive, and families may be forced to migrate in search of work. When household finances become unstable, children can become more vulnerable to dropping out of school or entering work.

UNICEF and the ILO estimate that nearly 138 million children were engaged in child labour globally in 2024, including around 54 million in hazardous work. Recent evidence also identifies climate shocks as one factor that can deepen household poverty and increase the risk of child labour.

The connection is not always immediate. Climate change does not automatically turn a child into a worker. Instead, it can intensify existing vulnerabilities. A family already struggling financially may have fewer options when its primary source of income disappears.

Education can also be disrupted directly. In 2024, extreme climate events disrupted schooling for at least 242 million students across 85 countries, according to UNICEF.

This is why climate resilience must also be seen as a child protection issue. Supporting sustainable livelihoods, strengthening social protection, keeping schools accessible during crises, and ensuring families can recover from economic shocks can help prevent children from paying the price of a changing climate.

A child should never have to choose between a classroom and a family's survival.



In School, But Still Left Behind

Why getting children into classrooms is only the first step towards meaningful education.

A child wearing a school uniform and sitting inside a classroom is often seen as proof that education is reaching them. But being enrolled is not the same as learning.

For children from disadvantaged communities, several barriers can exist even after they enter school. They may struggle with foundational literacy and numeracy, miss classes because of household responsibilities, lack learning support at home, face discrimination, or study in environments where teaching resources are limited. Poverty, disability-related barriers, distance, poor learning experiences, and other factors can also increase the risk of eventually leaving school.

UNICEF India notes that poor-quality education can contribute to poor learning outcomes and make children more vulnerable to dropping out, child labour, abuse, and violence. Its research also highlights continuing gaps in attendance, completion, and learning among disadvantaged children.

The challenge is particularly important because education is not simply about completing grades. Children need to develop foundational skills, confidence, problem-solving abilities, communication, and other life skills that help them participate meaningfully in society.

This means that measuring success only through enrolment numbers can hide the children who are still being left behind.

A child may attend school regularly but struggle to read a simple paragraph. Another may understand lessons but lack the confidence to participate. Someone else may fall behind because there is no one at home who can help with schoolwork.

The answer is not simply more children inside classrooms. It is better support once they are there.

Quality teaching, inclusive classrooms, learning support, safe environments, and early identification of children at risk of falling behind can make education more meaningful.

Because every child deserves more than a seat in a classroom.

They deserve the chance to learn, participate, and build a future from it.





LET CHILDHOOD BE A TIME TO LEARN, PLAY, AND DREAM.



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