

Foundation for Education and Development

Annual Report
2016 - 2017



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Abbreviations

ANM	Auxiliary Nurse Midwife
ASHA	Accredited Social Health Activist
AW	Anganwadi
AWW	Anganwadi Worker
CE	Continuing Education
CEC	Continuing Education Centre
CIRC	Community Information Resource Centre
CERP	Centre for Education Research and Practice
CSD	Centre for Social Development
DD	Doosra Dashak
FED	Foundation for Education and Development
FGD	Focus Group Discussion
GVK	Gyan Vigyan Kendra
JMS	Jagrat Mahila Sangathan (Empowered Women's Group at Block Level)
KGBV	Kasturba Gandhi Balika Vidyalaya
LSE	Life Skills Education
M&E	Monitoring and Evaluation
NUEPA	National University of Educational Planning and Administration
PRI	Panchayati Raj Institution
RH	Reproductive Health
RC	Residential Camp
RTE	Right to Education
SCU	Steering and Coordination Unit
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UNESCO	United Nations Educational Social & Cultural Organization
VLC	Village Learning Centre
YG	Youth Group
YSS	Yuva Shakti Sangathan (Federation of Youth Groups at Block Level)

OUR FOUNDER: SHRI ANIL BORDIA



Shri Anil Bordia, an eminent educationist and former Education Secretary of Government of India, is the founder of Foundation for Education and Development (FED). In his tenure as Union Education Secretary, he got the opportunity to formulate and implement the new education policy; which made a clear shift in priority to basic education and adult literacy.

Shri Bordia was responsible for initiating primary education projects for Rajasthan and several other states. The highly lauded Shiksha Karmi and Lok Jumbish projects were his brain child. In 2001, he started an innovative, community based project, called Doosra Dashak (literally, the second decade), which aimed at holistic education and development of adolescents in the 11-20 age group. For the next 11 years he was instrumental in successfully implementing the Doosra Dashak model of education in the remote rural areas of Rajasthan, bringing thousands of marginalized adolescents into the mainstream of education and social life. The pioneering work done by Doosra Dashak has inspired many organizations from other states including Jharkhand, Bihar and Uttar Pradesh to take up similar work in their respective areas as well.

In the year 1996, 2010, Shri Bordia was elected Fellow of UNESCO's Asia-Pacific Centre of Educational Innovation for Development, Bangkok. Later, in 1999, UNESCO awarded him the prestigious Avicenna Gold Medal for exceptional contribution to educational development. Shri Bordia was conferred with 'Padma Bhushan' by the President of India in recognition of his contribution to the field of education.

Message from the Chairman:

At the outset, prior to the advent of Doosra Dashak (DD), the education and development needs of adolescents in the 11-20 years age group had not received adequate attention in the country at the policy level and this age group was more or less overlooked from an educational point of view. DD became a pioneer in this field by drawing attention to the holistic educational needs of adolescents and in making appropriate project interventions towards their basic education, literacy and empowerment in some of the poorest and most backward rural areas of Rajasthan.

DD's pioneering and innovative work is grounded in the realities of the social, economic, ecological and cultural situation of the most marginalized communities in 9 Blocks of Rajasthan. Its core principles are based on community participation, community approval and community validation. DD values processes of decentralization, debate and dialogue that uphold the dignity, pride and self-respect of participants (Sahbhagis).

DD has sought to identify and address the root causes of marginalisation in rural environments. It has been successful in promoting local leadership for social transformation through community-based organisations such as Mahila Samoohs and Yuva Sanghatans. DD's work for raising public awareness, advocacy and social mobilization has stimulated public action for voluntary prohibition of liquor in 30-40 villages in Abu Road; release and rehabilitation of bonded labour in Kishanganj; engagement of minorities with education in Baap and Laxmangarh; and opposition to customary social practices such as child marriage, dowry, *Mrityu Bhoj*, violence against women, etc. DD sahbhagis have been in the forefront of campaigns to improve delivery of government services in rural areas (schools, hospitals, electricity, water, etc.) and to ensure that beneficiaries, especially the disadvantaged, receive their entitlements of food grains (PDS), daily wages (MGNREGA), pensions and social security benefits. They are active in petitioning government on behalf of citizens under the RTI and RTE. This is an endorsement of DD's approach in perceiving adolescents as a positive and constructive force for social change contrary to the prevailing tendency of stereotyping youth in this age group as a potentially negative and disruptive element in society.

DD's work on education of adolescents has influenced thinking in the erstwhile Planning Commission that included segments on the subject in its tenth, eleventh and twelfth five year plans. A number of NGOs supported by the Tata Trusts for education of adolescents in six States benefited from exposure to DD's community-based strategies, social mobilization tools and capacity building.

DD has sought to collaborate with government programmes and institutions working in Rajasthan in the field of education. These include training of School Management Committees (SMCs), school leaders and teachers. Students in KGBVs set up by SSA in Rajasthan and tribal hostels of TADA have benefited from DD's customized training in Life Skills. Engagement of public representatives, especially from PRIs, and participation of eminent individuals in DD training sessions and residential camps has raised DD's profile and visibility. DD has been proactive in seeking partnerships with like-minded civil society organisations such as the Barefoot College, Tilonia and Jatan Sansthan, Udaipur.

Former DD staff is found in leadership roles in SSA, RMSA, CSOs and corporate education initiatives in the state. This is helpful in extending partnerships and sustaining DD's core ideals. DD is recognized as a professional, ethical and innovative project working for the advancement of the poor. Its potential to serve as a resource agency for adolescent education in Rajasthan and other Hindi-speaking states should be systematically explored.

With the new Global Agenda for Education 2030 extending free and compulsory school education to nine years of schooling and recommending twelve years of publicly funded education in all countries, national and international attention to education of adolescents would increase. In this context DD's participation in the recent state level consultations of **UNICEF** and **UNFPA** to include Adolescent Education in their upcoming Country Programmes in India will provide a window of opportunity for DD to work as an Implementing Partner in future. DD is well placed to contribute to the broader social agenda of SDG 4.7, especially for promoting Education for Sustainable Development (ESD) and Global Citizenship Education (GCE). This would be in tandem with UNESCO.

After fifteen years of exemplary work in difficult environments, DD faces challenges of avoiding fatigue, routinisation and stagnation. It has to contend with competition from new providers of education from the corporate sector and civil society in rural Rajasthan. It should work in synergy with those that share a common philosophy and mission.

There are growing demands and expectations for scaling up and geographical expansion of the DD approach as well as to meet aspirations of youth for digitalization of education, open and distance learning (ODL) and skills for life and work. Of late DD had taken several steps to explore new directions, innovate and address specific challenges in the field.

DD ought to position itself to take advantage of the opportunities provided by the new CSR Act for mobilizing resources from the corporate sector. In the current scenario, large corporate houses appear to have a preference for transferring CSR funds to their own Foundations e.g. ICICI Bank, Reliance, APF, etc. and to work through them for charity/philanthropy. While DD field functionaries are adept at mobilizing resources in cash and kind from local communities, there is need to invest more time and effort to enhance capacities to raise CSR funding for its next phase.

This is a time for serious reflection and analysis by FED on the future directions and strategies for DD. These should consolidate DD's rich legacy, leverage its comparative advantage and seek new directions and avenues for DD to remain useful and relevant in a more competitive and dynamic environment.

ABHIMANYU SINGH

Members of Board of Trustees and Executive Committee

The Trustees of the Foundation for Education and Development (FED) are eminent educationists, administrators, researchers and social activists who provide organizational direction to take decisions pertaining to strategic planning, policy, investment and risk. The members are:

Shri. Abhimanyu Singh, IAS (Retd.), former Education Secretary (Govt. of Rajasthan) and Joint Secretary, MHRD New Delhi; is the Chairperson of FED and a permanent Trustee on the Board. He served UNESCO as Director, Education for All (EFA) at its headquarters in Paris and as Country Director of Nigeria. His last assignment was with UNESCO as the Director and Representative for East Asia covering China, Japan, Mongolia, South Korea and North Korea, in UNESCO at Beijing.

Prof. R. Govinda, former Vice Chancellor of National University of Educational Planning and Administration (NUEPA), New Delhi, is a founder member of the Board of Trustee of FED. Prof. Govinda has been the Chairperson of the Board (BoT) from 2012 to 2016 and is a permanent Trustee of FED. He is presently working as Distinguished Professor, Council for Social Development (CSD), New Delhi.

Shri. Rajendra Bhanawat, IAS (Retd.), former Secretary Rural Development, Government of Rajasthan, Director, Literacy and Continuing Education (CE), is the Managing Trustee of FED and Chairman of the Executive Committee of Doosra Dashak. He received the NLM-UNESCO award in the year 2000 on behalf of the State of Rajasthan for outstanding work in promoting literacy.

Dr. Maitreyi Bordia Das, former IAS, is presently working as Global Lead for Social Inclusion in World Bank, and is based at Washington DC. She has distinguished herself in various assignments overseas. This includes Advisor, (Poverty & Gender) at UNDP, Guyana for a period of 2 years. She is a permanent Trustee of FED.

Dr. Ratna M. Sudarshan, former National Fellow at NUEPA, New Delhi, is a Trustee at FED and a member of the Executive Committee of Doosra Dashak. She has been the Director, Institute of Social Studies Trust, New Delhi, and a member of the National Resource Group, Mahila Samakhya. She has participated as a GOI Nominee in the 11th and 12th Joint Review Missions of Sarva Shiksha Abhiyan. She is a leading researcher in Education.

Prof. Shantha Sinha is an internationally reputed anti-child labour activist. She is the founder of Mamidipudi Venkatarangaiya Foundation, popularly known as MV Foundation, and is a Professor in the Department of Political science at Hyderabad Central University. She has headed the National Commission for Protection of Child Rights for two consecutive terms (6 years). She was conferred with the Padma Shri Award from the Government of India in 1999, and the Ramon Magsaysay award for Community Leadership from Ramon Magsaysay Award Foundation, Philippines in 2003. Prof. Sinha is a member of the Board of Trustees of FED.

Ms. Vrinda Sarup, IAS (Retd.), former Secretary, Department of School Education and Literacy, is a member of the Board of Trustees of FED. Since the early nineties, she has served continuously in MHRD and the Department of Education in various capacities. During this period, she has made notable contributions to important national projects in Education, including DPEP, SSA and Mahila Samakhya.

Shri. Ajay Singh Mehta, Chairman of Vidhya Bhawan Society, Udaipur (Rajasthan) and former Chief Executive in Seva Mandir, is a member of the Board of Trustees of FED. He has served as the Executive Director of the National Foundation for India for 10 years. Currently, he is a member of the Rajasthan State Planning Board and is one of the leading social activists in the non-state sector in India.

Shri. Ashok Kumar Bhandari, IPS (Retd.), is a long serving member of the Board of Trustees of FED. He has distinguished himself on various posts including, First Secretary, Indian High Commission (London), Special Secretary Jammu & Kashmir Affairs (New Delhi) and Administrative member, Central Administrative Tribunal.

Executive Committee of Doosra Dashak

Chairman

Shri Rajendra Bhanawat, IAS (Retd) (former Secretary Rural Development, Director, Literacy and Continuing Education (CE))

Members

Shri Abhimanyu Singh, IAS (Retd.) (Former Education Secretary, Govt. of Rajasthan.)

Dr. Sharada Jain, (Secretary, Sandhan, Jaipur)

Ms. Abha Bhaiya, (Founder Director, Jagori, New Delhi)

Shri. Ashok Kumar Bhandari, IPS (Retd.) (Former Special Secretary, Home, Jammu and Kashmir)

Ms. Ratna Sudarshan (Former National Fellow at NEUPA, Advisor, ISST, Delhi)

Ms. Dipta Bhog (Managing Trustee, Nirantar, New Delhi)

Member Secretary

Ms. Neelu Choudhary, Director, Doosra Dashak

Representative of Project Directors

Shri Arun Dixit, Bali (Pali.)

Shri Narsaram, Abu Road (Sirohi)

DOOSRA DASHAK

Foundation for Education and Development (FED) is a public charitable trust. Its major intervention is through *Doosra Dashak (DD)* project for the education and development of persons in the age group of 11-20 years, adolescents, to make them agents for larger social change and economic development. For this purpose, the adolescents undergo rigorous training and receive continuous support in order to upgrade their educational and life skills.

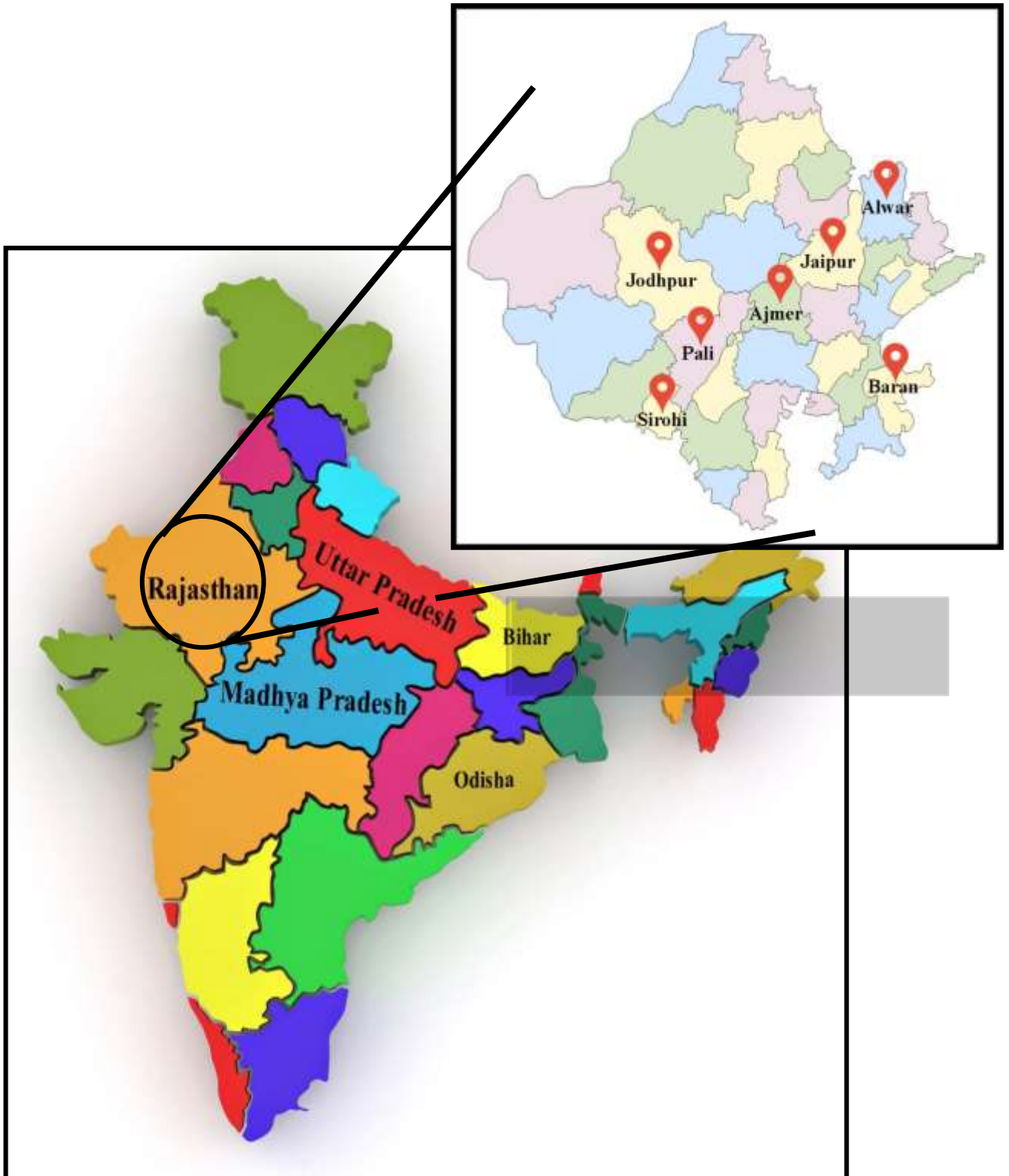
Mission of Doosra Dashak is to provide contextually relevant and holistic education to adolescents who are deprived of schooling; and to make these adolescents a lever for socio-economic transformation.

Vision of Doosra Dashak (DD) is the creation of a new social order through community participation based on the values of equality and justice, providing a second chance at qualitative and holistic education to unschooled adolescents. FED works to enable adolescents to develop a sense of their own worth, so that they build a society ‘**Where the mind is without fear and the head is held high**’ (Rabindra Nath Tagore).

Doosra Dashak believes that adolescents are not a homogeneous group. Their situation, circumstances and available opportunities are instrumental in shaping them. The opportunities are determined by many variables which include their residential location, the educational level and educational status of their families, religious and cultural values both within the family and in the community, disability, ethnicity and gender.

Objectives of DD

- To meet the basic learning needs of adolescents and enable them to relate learning to their life, work and environment;
- To enhance critical awareness about the underlying causes of socio-economic and gender inequality so that they can understand their present situation and take measures to change it through building organizations and positive interventions;
- To equip them for adolescence and family life through improvement in their understanding of issues in health and making them aware of issues such as HIV/AIDS, Family Planning and reproductive health.
- To enhance their vocational and life skills;
- To harness their energies for nation building to provide educated, informed and responsible leadership;
- To employ science and technology for the development of a scientific temper and for improving the lives of people.



Presence of Doosra Dashak in Rajasthan and other states

Block Coverage Area of Doosra Dashak

Doosra Dashak project is implemented in 9 blocks of 7 districts of Rajasthan, covering 190 villages of 71 *Panchayats* (April 2016-March 2017).

The nine blocks differ in geographic conditions and are inhabited by diverse communities. Hence, implementation of the project takes into account the diversity and is contextual.

1. **Bap (Jodhpur)** - Desert region, with the large majority being Muslims.
2. **Kishanganj (Baran)** – Populated largely by Sahariya primitive tribe. The biggest challenge is poverty and illiteracy.
3. **Pisangan (Ajmer)** – A large section of people belongs to the scheduled caste. Despite being close to Ajmer city, the block is backward in education
4. **Bali (Pali)** - Hilly terrain, majority being the Garasiya tribe.
5. **Desuri (Pali)**-Forest and hilly region, inhabited by people belonging to the scheduled caste and schedule tribes.
6. **Abu Road (Sirohi)** - Hilly region with eighty percent of the population belonging to the Garasia tribe.
7. **Pindwara (Sirohi)** - Backward Hilly region, majority belonging to the Garasia tribe.
8. **Laxmangarh (Alwar)** - Socially and educationally backward area. Majority of the population belongs to the Meo-Muslim community.
9. **Bassi (Jaipur)**-Backward educationally even though situated in close proximity to Jaipur city, majority population belong to the scheduled caste and scheduled tribe community.

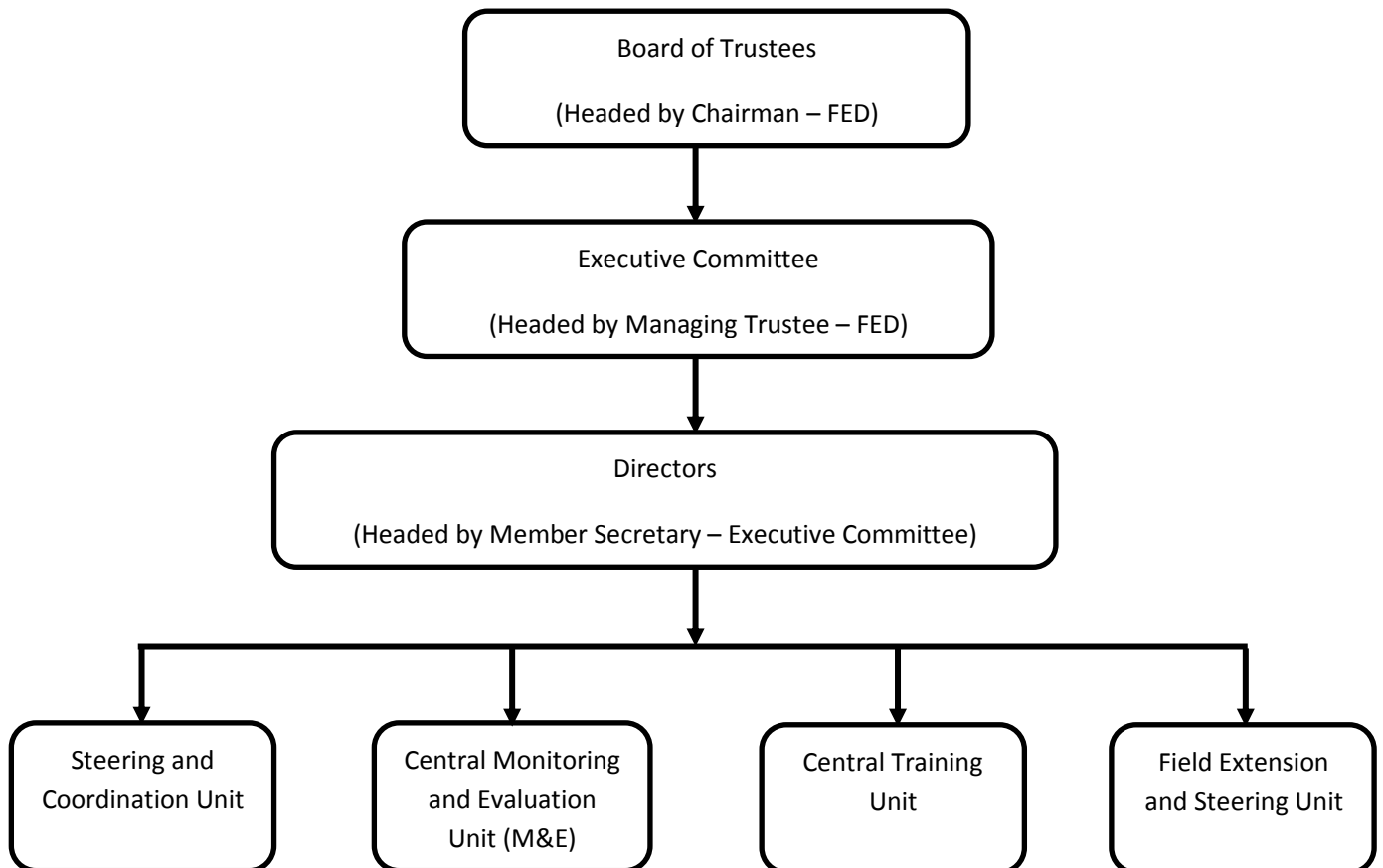
Pillars of Doosra Dashak: The Team

The exceptional services and passionate commitment of the team members of Doosra Dashak has made it possible to achieve goals and reach great heights. In each block a Field Extension and Support Unit (FESU) has been set up under the leadership of the Project Director assisted by a team of professionals, support staff, trainers, field organizers and persons in charge of continuing education. The team works at the grass root level with the community and are committed to actualize the vision of DD. The Project Director is responsible for preparing block specific plans based on the approved budget, and to ensure effective implementation as per the specificities of the context, adhering to the overall vision, objectives and value framework of Doosra Dashak.

At the state level, the Steering & Coordination Unit (SCU) is responsible for the leadership and management of Doosra Dashak, building partnerships, coordinating with blocks, monitoring of the project and fund-raising. The SCU comprises of a team of professionals and is led by the Director.

The total strength of the team in Doosra Dashak as on March 31, 2017 is 142 members.

Organizational Chart



Overview- (The year 2016-2017)

In 2015, the Foundation for Education and Development initiated a transition process and entered into a new domain as a Resource Group, the execution of which took place in the year 2016. Doosra Dashak started operations as a Resource Group for 13 non-government organizations, from Bihar, UP, MP, Odhisha, West Bengal, Jharkand and Rajasthan. The transition was a period of challenges: finding the right team mix with ground level experience and academic excellence, persons with the right skills to adapt to the changing roles, new partners for enhancing DD's role as a resource organization, team building and fund raising.

The year witnessed growing demands and expectations from the field for diversification and scaling up. This envisaged the geographical expansion of the DD approach, and meeting the aspirations of local communities for digitalization, open and distance learning (ODL) and skills for work. Over the year, changes were implemented predominantly at the block level which also inspired transformations at State level. They were:

- Integration of Technology in management and teaching-learning spaces, especially Ikhvelos in Bap and Bali blocks;
- Partnership with CSOs and private sector in Abu Road;
- Village Learning Centres (VLCs) in scattered habitations in Bali Block;
- Skills and livelihood orientation of sabhagis in partnership with corporate sector;
- Residential Camps for preparation for Open School

This year has witnessed DD strengthening ties with Government programmes. It has sought to collaborate with government programmes and institutions like tribal hostels of TADA and Model Schools. It has also been proactive in reaching out to like-minded civil society organizations to seek their partnerships.

DD has participated in the state level consultations of UNICEF and UNFPA to include Adolescent Education in their upcoming Country Programmes in India thereby contributing to the Global Agenda for Education 2030.

This report provides a comprehensive look of DD's work in the area of Adolescent Education with a focus on each of the thematic activities of Doosra Dashak, along with some voices of hope from the field. It also highlights the directions which have been affirmed this year, impacts, innovations, events, campaigns, partnerships, youth and community engagement and other key initiatives.



Highlights of 2016-17

GROUND LEVEL INITIATIVES

Doosra Dashak works in 9 blocks of 7 districts of Rajasthan. Each of these blocks has been selected based on Doosra Dashak's vision of working for development of the most marginalised sections of the society. However, each of these blocks is faced with its unique set of problems and therefore, even though the overall structure of the programme remains the same, the approach is relevant to its specific context. The major activities conducted in the blocks in the year 2016-2017 are categorised under the following headings:

- I. Educational Focus
- II. Organizing Collectives
- III. DD: A Resource Organization
- IV. Reviews and Assessments

1. EDUCATIONAL FOCUS

Doosra Dashak aims to empower adolescents in the age group of 11-20 years through education with the belief that education helps adolescents develop a sense of their own worth, as well as provides skills for life. Other than the foundational skills of language and math, DD focuses on enhancing critical awareness, equipping them with a better understanding of issues of health, providing opportunities to develop skills for life, creating awareness about technology in education; so that they become more informed and responsible citizens. To achieve this larger goal, the following activities were undertaken:

11 Four Month Residential Camps:

Residential camp is a major strategy of the DD project to provide education for out of school adolescents and school dropouts from the most deprived backgrounds. The objective of these camps is not only to strengthen their literacy and numeracy skills but also to cover issues relevant to their life. These camps help the adolescents to get over the narrowness of religion, caste and social position by distancing them from their milieu to enable them to learn in an environment of freedom. The contextually relevant methodology, creative engagement through a participative and interactive approach help in accelerated pace of learning in the camps. DD's team of committed teachers guide the participants/*sahabhagis* as they brainstorm ideas, flesh out details and hone their potential skills for the development of their community. The emphasis is on linking learning with practice.



Girls at Camp

‘Residentiality’ increases interactions among adolescents, providing peer learning as well as supplementary learning opportunities. Even more important, the residential camps have the potential of building a new leadership among young people who are committed to social change and building a humane and progressive social order. Thus, the camps are the locus of adolescent empowerment as it integrates pedagogical approaches for accelerated pace of learning as well as techniques for enhancing confidence and self esteem.

“The 4 month residential camps of DD have been instrumental in transforming the lives of adolescents and given them hope for a better future. They are an exceptional combination of quality and equity. Other states have much to learn from the FED experience in Rajasthan”

- Amina Charnia, (Sr. Program Officer, Adjunct Associate Professor, Tata Trusts, Tata Institute of Social Science, Mumbai)

There is a robust evaluation framework, to assess the progress of the camp participants. This helps the DD staff to mainstream them in Government Schools, KGBVs and Tribal Hostels. It also enables the staff to strategize future planning.

In the past year, DD has organized six four months residential camps to cover 270 participants. 243 camp pass outs have been mainstreamed in educational facilities in their vicinity, out of which, 50 girls have been mainstreamed in Kasturba Gandhi Balika Vidhyalayas (KGBVs), 33 boys in tribal hostels and 160 boys and girls in government or private schools.

NISHA'S JOURNEY- A case story by our funder, Bloom and Give – Anu Fredrick

Nisha, 15 years old, confident, her eyes filled with dreams, one of the few from her village to be in school. Many of her friends aren't as fortunate as her. She lives in Samarthpura, a small village in the state of Rajasthan, India. Not so long ago, she herself was an out-of-school, as her parents had pulled her out of school after the 5th grade, for reasons she would not disclose. (There are many reasons why girls drop out of school at this age, nearly all of which can be attributed to centuries-old deep-rooted beliefs about the role of women and challenges of puberty).

She remained out of school for 3 years, doing chores around the house and tending the fields. Simultaneously, she also worked on convincing her parents to let her go back to school. She had heard about a 4-month residential camp run by Doosra Dashak, (a local non-profit organization) aimed at preparing adolescents like Nisha to return to school at the appropriate academic level. In these camps students spend long days and weekends studying to make up for years of lost time.



Nisha managed to get herself enrolled to this camp and after completion, and passing all the tests, she was back where she yearned to be - in school. She is in the 10th grade now and wants to go to college to study science.

Nisha also volunteers at the local Ikhvelo (community learning centre) another initiative of Doosra Dashak, where she is a pivotal role model for the younger girls. She hopes to inspire many of them to stay in school and possibly go on to college, or to become an elected official in the community. When asked about her dream to attend college, Nisha knows it's a lofty ambition – no one in her village has ever been to college. But knowing her, we are sure she will get there!

1.2 Life Skills Education Camps- Life Skills Education (LSE) exposes adolescents to issues in life and equips them to deal with current as well as potential problems they will encounter later in life. It addresses gender inequality as well as issues related to social expectations and health. It empowers them to think, reflect and then take action. It enables them to overcome social shackles and taboos surrounding sexuality and make a positive contribution in formation of a healthy and informed society.

The LSE trainings were conducted with adolescents of KGBV schools, Tribal hostels and government schools in DD blocks. The camps focussed on the following issues:

- > Relationships
- > Self-esteem and Leadership
- > Health, Reproductive Health, Sexuality
- > Problem Solving and Communication

Need Based and Issue Based Short Term Residential Training Programmes were organized by DD on the basis of needs emerging from the blocks. The trainings were related to livelihood, governance, organizational skills, participatory monitoring and evaluation & documentation in nine blocks. Through 150 short term residential training programmes, DD provided 3497 youth and women with information on life skills and other issues. (Annexure 1).

Orientation to Occupational Skills: Doosra Dashak enhances the academic and social skills of the adolescent through a rigorous training in residential camps. In order to give opportunities to these adolescents to get a job in their respective villages, DD planned to organize vocational preparedness trainings in all blocks.

In addition to this, eight adolescents and youth of Doosra Dashak from Pindwara Block took admission in ICICI Academy, Jaipur. They underwent a rigorous training for 3 months to enhance their skills in motor binding, repairing of home appliances, mobiles, and hardware and electricity fittings. Simultaneously they upgraded their soft skills. After the training, they were successfully placed in their respective field with a monthly remuneration in the range of Rs. 7to15 thousand per month. This is a validation that the youth of Doosra Dashak are finding gainful employment in their villages and their self-confidence is increasing. Inspired by these 8 sahbhagis, 19 more from Pindwara block took vocational training from STEP Academy, run by Aajeevika Bureau in Udaipur. They are currently employed in different occupations in Rajasthan.

13 Providing a Second Chance through Open and Distance Learning

(ODL):

Despite earnest efforts for raising literacy levels within the state, high numbers of students still continue to leave school without completing their secondary education. To fill this gap, Open schooling is gaining popularity as an effective strategy for a second chance in education for older adolescents, especially those who have crossed the school going age.

ODL is not new to Doosra Dashak. This concept had been first introduced in 2003-04 in Kishanganj block of Baran district. A residential camp was organized where 38 adolescent girls of age 15 and above were enrolled for preparation to sit for Open Middle School examination. The results were encouraging. All the girls were successful in completing their 8th grade and 18 went on to fill forms for grades 9th and 10th through IGNOU.

Since then, DD has been relentlessly making efforts to mainstream adolescents through ODL. Though similar camps could not be held, DD continued to encourage adolescents from 2007 till 2012, to take Open School exams by organizing special classes for the OS participants at Ikhvelos in Bassi and Desuri Blocks. As a result, over the years, 5386 adolescent boys and girls have appeared for open school examinations.

In 2016-17, Bap block initiated an experiment in Open Schooling (OS) for adolescent girls above 14 years of age. A four month residential camp was organized for only older adolescents (over the age of 15 years). The decision was not easy; there were many doubts at the beginning pertaining to the choice of curriculum to be used in the camp, capability of teachers to conduct such camps and so on. The greatest challenge was to motivate and bring older girls to the camp, some of whom were married and had joined the work force. Though the task seemed difficult, the response was very encouraging. 59 Girls applied for enrolment and each agreed to contribute Rs. 1000/-for the camp. Finally, on the basis of a benchmark evaluation, 49 adolescent girls and women enrolled in the camp, out of which 42 have applied for open school examination this year. This camp strengthened the evidences created in past and confirmed that DD was on the right path.



“This is another chapter of my life, and I am proud that after completing this camp, I will be able to pass Class 10 exam.” Says Lakshmi. She brought her four year old daughter with her to the camp as there was no place to leave her behind. The camp teachers provided special permission for keeping the child in the camp.

Lakshmi, Bap Block, 2016

In 2016-17, a total of 548 adolescents have appeared in the open school exams through DD intervention. Mainstreaming through open school indicates peoples’ acceptance of Open Schools not as the second-best option but as the most important medium for raising literacy levels. Young people and adults who had dropped out of school are now waking up to the possibility of continuing with education which is essential for success.

“Since most of these girls in the camp came from diverse backgrounds and castes, it was tough for the teachers to assimilate them into a single working group. “Initially, it was a culture shock for them,” says ML Thanvi, Project Director, Bap Block, Doosra Dashak.

“Parents visited the girls several times to ensure they were fine. The girls showed their mettle, going against all odds, and refusing to give up the course,” adds Priti Rathore, Bap block

1.4 Continuing Education:

A two tier institutional structure, at the Panchayat Level and at the Village level, of continuing education has been designed by DD to meet the learning needs of adolescents and youth. The In charge of the centres proactively try to reach out to persons who have passed out of residential camps, school students and village folk interested in getting information and continuing their studies.

‘Ikhvelo Centres’: Ikhvelo is a word of Zulu and Khosa languages (spoken in South Africa). Ikhvelo literally means "whistling". When a group of youth calls other youth through the sound of whistle or drum to engage in constructive activities the sound it makes is called Ikhvelo. In Doosra Dashak Ikhvelo is a centre at the Panchayat level to facilitate a culture of reading and learning amongst the adolescents and youth, who are the beneficiaries of Doosra Dashak.

The Ikhvelos provide facilities for:

- Open Learning Centers- providing opportunities to adolescents to sit for Open School exams, take up short term courses and help students attending regular school.
- Information/Resource Centre- providing information about the various government schemes and how to access them.
- Community Science Centre- inculcating scientific temper
- Library cum Reading room

- Cultural and Recreational Centre- Providing equipment for sports and recreation as well as scope for creative activities such as origami, art, music, theatre and nature walks.
- Integration of Technology in Education (ITE)- new concept which has been introduced to provide opportunities to adolescents to interact, explore and authenticate their learning at school, using technology.

At present there are 24 Ikhvelos running in DD blocks. During the reporting year, they have reached 2296 adolescents, 1994 community members and 468 children in the age group 6 – 10 years.

Refurbished Ikhvelo in Bahadurpur village -Abu Road block



DD Sahabhagis make it to the Screening for National Child Science Congress 2016

Technology Communication (NCSTC) motivates children in the age group of 10-17 years, to take-up scientific research on local specific issues of their choice under broad themes. Projects are submitted at district level and selected projects are presented at state and then at the national level.



The theme of National Child Science Congress, 2016 was 'Science, Technology and Innovation for Continuous Development'. It was divided into eight sub categories. 11 projects were submitted by 37 adolescents of six Ikhvelos of Bap Block. Presentation of these projects was organized at Science Centre, Jodhpur. All the participants were excited as it was their first presentation. It encouraged adolescents to observe, explore, and experiment through a project activity. It also promoted congenial team work, correlating science with everyday life situations.

A Project by Ramesh Kumar on “Drinking Water Storage and Health” was selected for state level presentation which was organized at Manipal University, Jaipur on 4 and 5 Dec 2016. Ramesh Kumar, as Leader of Children Scientist Team, and Guide teacher Anadaram, participated at the Congress and presented their project through a power point presentation. The exposure and experience at the Congress boosted the confidence of Ramesh and other adolescents.

- **Jhola Pustakalaya and Village Learning Centres:** Similar to Ikhvelos at the Panchayat level, Jhola Pustakalayas and Village Learning Centres (VLC) are functional at the village level. The broad objective of these centres is to provide a platform for joyful learning and exposure of a learning environment to the adolescents which can help broaden their outlook and thought process. Most of these centres are located not in villages but in their habitations (Dhani/mohallah/majra/phali) where there is an absence of a learning environment. The centres have been facilitating the adolescents to experience learning through different activities, building relationship with their peers and getting access to books in the library. Presently there are 49 Jhola Pustakalayas and Village Learning Centres in the blocks. These have catered to 1663 adolescent boys and girls, 648 community members and 212 children in the age group 6 – 10 years.

The Jhola Pustakalaya and VLC’s are run by young people who are mostly alumni of Doosra Dashak. This is one way to encourage the youth to take ownership for change in the community. They receive a 10 day training which is structured to help enable them to run the centres with activities to keep the adolescents interested and motivated (Annexure 1)

1.5. Integrating Information Technology with Educational Programs

Technology has become an integral part of the learning processes in today’s time. Understanding this growing demand, it was realized that the Ikhvelos (the Continuing Education Centers, CEC) need to be upgraded to keep up with the rapidly changing times. In 2015-16, 15 Ikhvelos in three blocks (Pisangan, Bap and Bali) were upgraded and an Integrated Approach to Technology in Education (ITE) was introduced. 4 -5 Computers were installed in each Ikhvelo to work within the ITE framework.

Upgrading the use of technology and redefining ITE has put our sahabhagis on a more level playing field with the urban adolescents. Our ITE team, along with others, has been working diligently over the past year to make this conversion as seamless as possible.

However, despite a widespread adoption of computer technology in virtually every Ikhvelo in Bap and Bali block, significant challenges prevented its widespread effective implementation. They were:

- Lack of understanding of new technologies by the Ikhvelo In charge.

- Inadequate on-going professional development for Ikhvelo In charge
- Lack of preparation to understand how to integrate computer technologies in school curriculum as Ikhvelo in charges are not “teachers”.

The introduction of ITE and its implementation as a “prescribed method” took a lot of time, because of which the traditional work of the Ikhvelo got hampered in the past one and a half years. Looking at the challenges, and after great deliberation with the funding partners, technical experts and the team, it was decided that ITE should be integrated with DD processes and activities. Consequently, it was realised that ‘Integrating technology’ at Ikhvelos must begin with teaching basic computer skills to the adolescents. It was also essential to make the DD staff comfortable with technology and involve it in day to day work of the office.

Redefining ITE in 2016-17

Tech integration is now attempted at all Ikhvelos with DD curriculum in ways that deepens and enhances the learning process. In the past six months in particular, it has supported three key components of learning: active engagement, participation in groups and frequent interaction of sebhaghis. The following are some of the efforts towards realising ITE in DD processes:

- Training for Upgradation of Skills in ITE
- Online Learning and Project Based Activities
- Game-Based Learning
- Learning with Virtual Reality (VR) headsets

Some visible gains of the revised ITE program:

- *The Ikhvelo in charges have started using spreadsheets at basic level*
- *They have started using multimedia movie maker*
- *They are able to resolve internet related complaints at their level*
- *Adolescents are creating their own videos, slideshows and spreadsheets*
- *There is an increased social media engagement of the adolescent*



***Iqbal – Ikhvelo Incharge,
Village – Charnai, Bap block***

“Before computers were introduced they (sahabhagis) knew nothing about it and look at them now. They can type in Hindi and they can also make projects. Computers have helped a lot in creating an environment of education at the centre and it has made the Ikhvelo very attractive for the community.

Virtual Headsets are a hit. The adolescents and community members often see the 360 photographs in it and they tell me it makes them feel like they are actually at that place.”*

2. ORGANIZING COLLECTIVES

The key to the success of the DD Project lies not only in working for the community but also working with the community. The field staff of DD has persistently worked with the people in the villages. Due to their willingness to work and live with the community, the people have evinced confidence in the project and its workers. Following activities were undertaken in the DD blocks to ensure community participation



Youth forum in action

2.1 Adolescent and Women's Forums: The project has been successful in translating adolescents' learning into community action through joint forums of adolescents at the village level and organisations at the block level. In fact the trained adolescents, through their organizations, are beginning to function as catalysts for social change. Over the past year, 265 adolescent forums and women's groups have been actively engaged on issues of social relevance. (Annexure 1)

This year 468 participants have been intensively trained and have the preparedness to work towards social change, improving service delivery of entitlements. At many instances, these active *sabdhaghis* have been engaged in the process of overcoming caste and religious divisions.

Their presence makes a difference to the lives of the vast sections of poor families in villages where they are working. Whenever there is an issue of entitlement to benefits, such as subsidized rations from public distribution system to beneficiaries of the *Antyodaya Yojna* or employment opportunities, these activists do their best to see that the deserving persons receive what they are entitled to.

In a spirit of cooperation and without needlessly offending anyone, the youth have been able to ensure that the primary health centre extends expected services to the sick, ANMs reside in the villages, schools open regularly and the powerful elements do not encroach upon community lands and *charagah*.

The role of women groups has also been crucial one in the context of social change and development. Understanding this need, conscious and continuous efforts have been made to facilitate the formation, strengthening and empowering women groups at the village and block levels.

Campaign against Mrityubhoj- Benada village, Bassi Block

Youth of Benada village have launched a campaign against 'feast after death' ritual, which will help provide relief to the rural community that is already reeling under financial crisis mainly due to adverse weather conditions.

Taking the initiative, Suresh, Lalit, Kailash and Kaalu decided to boycott the feast after the death (mrityubhoj) in the village and motivated the panchayat to stop this function. It was an attempt to protect the community members, particularly the weaker sections, from an unnecessary financial burden. "People spend as much as Rs 2 lakhs to organize a bhoj whenever any old member dies in the family. In the Panchayat, we have reached a consensus to restrain the community members from organizing such a bhoj. Initially, no fine will be imposed on the violator, but the family concerned would be requested to follow the new norm. If the family does not follow the norm, then we will boycott the bhoj," said Suresh.

'Living Our Values': Youth Group members of Doosra Dashak project in Bassi Block

Suresh is a 22 years old youth, who belongs to the "Bairwa" community. His first association with FED was through a Life Skill Education camp of Doosra Dashak in 2007. In spite of facing difficulties and discrimination, he continued with his studies and after completing B.Com, has recently joined the Indian Railways, Delhi.

Suresh and his friends have emerged as strong members of DD's sahbhagis. He got married on 18th March, 2017 in a Saamoohik Vivah event without any unnecessary expenses. He only accepted Re.1/- as "shagun" in his engagement and later accepted only Re.1/- for "lagan". This has set an example against the social evil of dowry system. Kailash, Suresh's friend and DD alumni has cleared his RAS (pre) this year.

Moving forward together!

Ravi Kumar, a 22 year old youth of Bassi plays a stellar role in providing the right guidance and educational inputs to many other young minds. Ravi, belonging to the scheduled caste community, had to drop out of school in grade 3, after the death of his father. In 2007, he came in contact of the DD team of Bassi block, and joined the 4 month residential camp. The project team members and his mother motivated him to continue his education after the camp. He continued his studies and completed class 8th and then 10th from Open Middle School with the help of Doosra Dashak. At present Ravi is enrolled in B.A. 3rd year in a full

time regular course.

Ravi has established a Yuva Manch in his village with 13 adolescents as registered members of the group. The Manch holds a meeting every month, in which they discuss about their rights along with the development of their village. They have closed down the illegal alcohol shop in the village. With the help of Yuva Manch, Ravi has opened a continuing education centre in Harijan basti, Dharmshala. In this centre, 35 adolescents of the Basti, who also do sweeping work in the nearby houses to earn money, come regularly to get academic support from Ravi and his team.

2.2 Ensuring Sustainability through Community Participation

- **Sustainability of CECs-** For community members, it is particularly important that the Continuing Education Centres – The Ikhvelos, remain viable and grow, and that the opportunities provided to them by the Ikhvelos continue to be available for empowerment of their children and community.

20 Community groups have been formed (in different blocks) through which individuals, families, and communities have assumed responsibility for their own welfare. They are envisaged to develop a capacity to contribute to their own and to the community's development by being involved in the decision-making processes in determining goals and pursuing issues of importance to them. For example, they are involved in the agenda of community meetings at Ikhvelos, direction of services for academic support, fund raising strategies for events organized at Ikhvelos and utilization of funds.

Community participation has now become an important element in the design and implementation of Ikhvelos. Participation of the community is in the form of Advisory Groups of community elders is expected to be an effective mechanism for channelling development assistance. The aim of community participation is to allow the marginalised to have better access to development opportunities. It is expected that this will result in the allocation of development funds in a manner that is more responsive to the needs of the these marginalized sections, better targeting of CEC activities, and a more informed and involved citizenry that is capable of undertaking self-initiated development activity.

- **Mahila and Youth Sammelan:** Doosra Dashak has organized three Mahila Sammelans with a participation of 1013 women this year to mobilize the community. In the sammelan, discussions were held on issues related to child marriage, violence against women, child labor, and adolescent education. Action plan delegating responsibilities to each member for the development of their villages were developed.



Simultaneously, three Youth Sammelans were also organized wherein a total of 994 youth participated. The agenda for the conclave was a) to analyze the strength, weaknesses, opportunities and threats (SWOT analysis) b) to elect members to lead the youth group, c) to identify and develop roles and responsibilities of each committee member d) To develop strategies in order to bring sustainable changes in the community with an action plan.



Learning with fun

- **Science fair** During the period 2016-2017, Doosra Dashak organized two Science fairs in the Bap and Bali block. The objective of the science fairs was to create awareness about the need for scientific thought so that the community members start to question superstitious beliefs. In the fair, different activities were organized wherein adolescent presented experiments to help distinguish between fact and myth. Participating in the activities of the fair has led to abandoning of certain customs and practices adopted by some members of the village. 2735 community members participated in the Science fairs, along with 1893 school children and adolescents and 393 sahbhagis.

- Campaign for Voluntary Liquor Prohibition:** In Abu road, the Mahila Manch organized a campaign for liquor prohibition because it was realized that one of the main factors which had led to the increase in the number of fights and accidents occurring in the village was the intake of alcohol. The consumption of alcohol had increased because the number of liquor shops had multiplied in the village. Kishori and Women groups of DD led the campaign for alcohol prohibition in 25 villages. 5 more panchayats joined the campaign as a ripple effect this year. In the panchayats of Jambdi, Taleti, Bahadurpura, Uplakhejada, and Nichalagarh, Government contracts have been completely prohibited through the PESA act. The campaign was a big success, and culminated in submitting a proposal to Gram Sabha which resulted in the closure of 10 wine shops in the villages.

Similar efforts for Social Reform in Sahariya dominated Kishanganj block of Baran

“During the LSE training, where the ill effects of alcohol consumption were discussed, I realised that the Sahariya community drinks too much of alcohol. After drinking they abuse each other and fight. Due to this, one has to face social, economic and mental problems” says Neema Sahariya, a 15 old DD sahabhagi from Khakra village of Kishanganj.

She has also built her understanding on the acts related to Pension, Ration, and alcohol along with learning how to work on a tablet and phone. After the training, Neema not only persuaded her father to give up drinking alcohol but she also gathered other members of her kishori samooh to write an appeal to the village sarpanch to stop the ‘theke’, which was then shut down.

PRI & Governance: 4 training programmes were organized for panch, sarpanch, adolescents & youth. The main objective of these trainings was to develop an understanding on the 3 tier Panchyati Raj system and enhance their participation in effective governance and implementation of various schemes/programmes for rural and social development at village and panchayat level. Total 29 (adolescent 9, Panch members 20) persons participated in the Training Program.

Surgical Camps: Doosra Dashak Kishanganj Block extended help in a free Surgical Camp organized by the Mobile Surgical Unit, Kota. The camps helped those suffering from ordinary, serious and chronic diseases. Doosra Dashak team visited many villages and identified individuals who were suffering from illness that needed expensive treatment. 32 patients benefitted from the camp.

2.3 Community Ownership

Community involvement is a very important aspect for the revitalization of any community. In the past year, contribution by the local community was generally made for various activities viz. 4 months residential camps, short duration residential trainings, social mapping, science fair etc.

Community provided contribution in the following manner:

- By way of distributing dresses, bags, stationary, trophies, rewards etc. to the participants in the camp/training.
- Arranging food grains, tea, breakfast and special diets etc. during camp/training.
- Providing rent free or concessional accommodations, free water tank, petro max, free/concessional services of motorcycles etc.
- Free services by the Resource Persons, Sahbhagis and local villagers in the camp/trainings and during social mapping etc.

During the year 2016-17 contribution by the local community was amounting to Rs.13.76 lakhs including cash of Rs.2.03 lakhs and in kind equivalent of Rs.11.73

2.4 Reaching the Unreached through Effective Networking: Madhuban Radio

The block teams of Abu road and Pindwara explored a very effective means of reaching the unreached. Radio Madhuban 90.4 of Shantivan Ishvariya Vishwavidhyalaya of Bhramakumaris in Abu Road has not only become a valuable source of knowledge and information wisely used by the local teams; but has also become the voice of hundreds of voiceless community members. Relaying programs in the local language, Madhuban radio provides solution to the contextual social problems.

These programmes have played a positive role in sensitising the community on various aspects. Madhuban radio and FED work together for the betterment of community. Madhuban radio relays information about activities of DD camps besides information about welfare schemes.

It was observed that when the community hears its own people speaking; they are able to connect their own real-life experiences with the discussions. The program thus becomes more meaningful for the community members. Platforms like Community radio have proved to be valuable for both DD and its audiences. Such platforms possess great potential which needs to be tapped in future.

3. DD: A RESOURCE ORGANIZATION

Doosra Dashak in its role as a Resource Organization has proceeded to work for capacity building of its own team as well as of partner organizations. **Central Training Unit (CTU)** established with the objective to ensure continuous support in the form of capacity building trainings and efficiency in implementing the DD program effectively, has conducted a number of trainings this year. The knowledge and experience gained through cross learning has been shared which is valuable contribution at the National and State forums for Adolescent Education.

3.1 Capacity Building of Doosra Dashak- The following trainings were organized with the team of Doosra Dashak as well as with partner and government organizations in the year 2016-2017:

- **Annual Capacity Building of Staff at Pushkar:** The annual staff training was organised in February and March 2017 in two phases. The objectives of the workshops were as follows –
 - a. Addressing issues of direct implication on the work of the staff (such as documentation, report writing, gender sensitivity, POCSO, ITE)
 - b. Sharing information about different endeavours in the field of education outside DD

57 staff members benefitted from key resource persons who included IPS Tejaswani Singh, representatives of ICICI foundation, representatives of Barefoot College, Tiloniya, Ms. Mamta Jethly - Vividha Features, Ms Vijay Laxmi Joshi-Member- District Committee for prevention of sexual harassment of women at work place and Mr Imran Khan- Web App Developer, Alwar.



- **Mid-term staff training:** 4 day mid-term training was organized from 15 -18 March 2017 for the field organizers. The objective was to develop an understanding of the components and strategies of the DD project through group work, brainstorming exercises, puzzles and discussions.
- **Training of camp teachers:** One month training of camp teachers was organized at Pisangan. In this training, 21 members participated from the blocks of Doosra Dashak, Tata Trust - Eastern U.P and Pararth Samiti – Chindwara. The main agenda behind this training was to enhance the skills of the participants to conduct residential camps so that they could, in turn, help motivate the adolescents to continue their education and develop

skills for life. During the training, an exposure visit was also made to a residential camp at Falna in order to demonstrate the processes used at the camp.

- **Training of Ikhvelo Incharge:**

- a. A four day capacity building training programme was organized from 21– 24 June 2016 at Pushkar. 33 members, which included fellow members from Samagr Shikshan evam Vikas Sansthan and Ikhvelo Incharges of DD blocks participated in the training. The sessions were designed to support and develop the understanding of the concept of Ikhvelo and ITE.

- b. A three day Ikhvelo in-charge training was organized on 15 - 17 September, 2016 at S.M. Thanvi Chatravas, Phalodi. In this training, 22 Ikhvelo in-charges from different blocks of DD participated. The focus of the training was to enhance understanding of the Ikhvelo In-charges on the use to technology in education which included the understanding of the use of Windows; MS Excel; Gmail Documents and



Training in progress

- Hangout; Virtual Reality Headset; Android Tablet and its applications and to develop a project lesson plan. Along with this, the Ikhvelo in- charge also learnt how to solve issues related to internet networks. The entire training was facilitated under the guidance of Mr Gopal Krishna (Vodafone intern)

- c. A four day training was organized from 27 February- 2 March, 2017 in which 36 Ikhvelo in-charges participated. The objective of the trainings was to enhance the skills of Ikhvelo incharge on using education apps through tablets, enhancing knowledge on gender issues as well as raising women’s related issues in the meeting.

- **Training of Village Learning Centre In-charges:** Two day VLC In-charge training was organized at both Bap and Bali. The objective of the training was to develop an understanding of different tools and techniques of teaching language and mathematics; and to improve the regularity of adolescents and children attending the Centre. The training was initiated with a need assessment to understand their expectations, and challenges faced at VLC. During the training, different methods of teaching were demonstrated to use the same for teaching adolescents and children. In this training, a total of 30(Bap-16/Bali-14) VLC in-charges participated.

- **Resource Group Training:**

- a. Training of resource persons was conducted from 20- 22 July 2016, at Jaipur Adult Literacy Centre which was attended by 32 participants. The first day of the training conducted by Dr. Sharada Jain and Ms Shammi Nanda was related to education and

empowerment and non-violent communication. The next three days of training were conducted by Ms Yuveka Singh. The training helped the participants to develop communication skills as well as techniques of organizing and facilitating trainings.

- b. A five day training was organized for the resource persons to develop different skills to help mobilize the community for change. In this training, 26 resource persons participated from 9 project units of Doosra Dashak. Using activities like music, singing, Katputhli, games etc., the training helped the resource persons in mobilizing the community. This in turn helped create an understanding to develop them as future change makers.
- **ITE training:** A three day training was organized for the team members of Doosra Dashak on ITE from 10-12 March 2016 at Ajmer in which 28 members participated. The training was facilitated by Ms. Ameena Charnia and Ms. Suhani Sen (Resource Persons-Tata Trusts). The focus of the training was to develop an understanding of team members of Doosra Dashak on the concept of Integrating Technology in Education.

3.2 Collaboration with Government

- Two teacher trainings were organized by Pisangan Training Unit in which a total of 44 teachers participated. The objective of the training was to create awareness among teachers about the importance of quality education, retention of children in the school, provision of different facilities in school, SMC formation and its strengthening process, school development plan and providing information on Right to Education Act and proposal writing for school development works. In the training, discussions revolved around the above issues to enhance the cognitive abilities of children so that they become responsible citizens of India.
- A two day training was organized at both Bali and Bap. Teachers of government school and Block Elementary Education Officers (BEEO) actively participated in the training. The main agenda of this training was to enhance their knowledge on RTE act and Quality Education. Different pedagogy was introduced in the training to enhance the level of learning among children and maintain regularity of children and adolescents in the school.
- **SMC and Teacher Training:** - During the period, 2 training programs were organized for 82 SMC members and 101 teachers. The trainings were intended to equip the SMCs to understand their rights and instill in them with skills to perform their roles and responsibilities effectively for successful implementation of RTE Act. The trainings were successful in increasing the knowledge and understanding of SMC members and teachers, enhance the participation of parents in the management of schools; improve access, retention and school attendance; build trust in the community; utilize participatory planning as well as mobilize resources and monitor school finances, etc. Efforts were made to enhance the capabilities and competencies of SMC members in record keeping, monitoring of school programs and preparing school development plans.

3.3 Collaboration with Partner Organizations:

Other than the trainings in Rajasthan, DD also provided onsite support to the following organizations:

- Direct Implementation – Tata Trusts – Behraich, UP;
- Centre for Environmental & Socio Economic Regeneration, Purulia, WB;
- Parath Samiti, Chindwada, MP;
- Prayatna Sansthan, Shahbad, Baran, Rajasthan; and
- Patang, Odisha.

Through the onsite capacity building support provided by the training Unit, 91 staff members of the above partners were trained on DD processes.

- **Life Skills Education, Pararth Samiti, Chindwara:** A five day life skills education Training of Trainers (ToT) was organized at Pararth Samiti, Chindwara from 9- 13 August, 2016 which was facilitated by Ms. Sunita Sharma and Mr. Rafiq Mohammad. Simultaneously, a four day TOT was organized at Pisangan from 20 - 23 Dec, 2016. The objective of these trainings, where 37 members participated, was to enhance the understanding of the organizational staff on issues of self-identity, self expression, friendship (strengths and weakness), leadership, addiction, superstition and health.

“Pararth Samiti, Chindwara (M.P) has been replicating the model of Doosra Dashak in the tribal areas of Tamiya village for the past six years. To make this project successful, Doosra Dashak has been continuously strengthening our team through exposure as well as different training programs which has helped us to work more effectively with the adolescents of our project area. We are very grateful to Doosra Dashak for their kind cooperation and we hope that your cooperation will continue to get us to work better in the field of education in the future”- Manjiri Chande of Pararth Samiti, Chindwara,



Life Skills Education Training in Progress at Pararth Samiti, Chindwara

- **Orientation of Women’s Group, Eastern U.P:** In order to support and strengthen the project running at Behraich (with the support of Tata Trust), resource unit members of FED organized an Orientation program for the women’s group. A total of 99 women participated in the orientation programme which was held at the office of block elementary education officer on 25th and 26th September, 2016. The focus of the orientation was to enhance the knowledge of women members of the community on the issues of discrimination, women education, human rights, women health, communication and also to bring to light the positive changes which have emerged through education.

- **Kala Jatha Programme, Eastern U.P:** The training unit conducted the Kala Jatha Programme in 12 villages of Kesharganj block of Baharaich, Eastern U.P with the objective to mobilize the community for the development of their villages. Community meetings were held in which discussions on Doosra Dashak Project and Adolescent Education was done. Simultaneously, role plays were enacted on the effects of superstitious belief. Besides this, the social mapping data was shared with the community members of the villages in order to make them aware about the out of school ratio of adolescents in the village. In this programme a total of 2144 members participated.

- **Adolescent Education Programme:** A four day Training of Trainers (ToT) was organized on Adolescent Education at Pushkar, Ajmer from 15- 18 June, 2016. In this training, 31 participants including members from UP, Jharkand, Bihar and the blocks of DD participated. The focus of the training was to enhance the knowledge of participants on adolescent education and also to create awareness about the strategies being implemented by Doosra Dashak so that the organizations could implement them in their area as per contextual requirements.

- **Youth Leadership Training:** Two, four day youth group trainings were organized at Pisangan in which 34 members participated. The participants included members from Cini (West Bengal), Samajik Pariwartan Sansthan and Pararth Samiti. The issues discussed in the training were:
 - The need to work with adolescents and youth.
 - Identification of leadership qualities among youth and motivating them for community development processes.

Working with partner organizations has added a strategic value for DD. It has been a two way learning process where the partner organizations have benefitted from the experience and skills of DD members, and the DD team got a wider exposure and gained confidence by thus contributing to the growing body of knowledge. DD was exposed to new training techniques and it gave an opportunity to further enhance the organization’s status among partners.

3.4 Contribution at the National and State forums for Adolescent Education:

In 2016-2017, DD participated in various National and State Level Forums to develop an in depth understanding on adolescent education in order to conceptualize approaches & strategies to bring sustainable development in the community. Moreover, the organization has also raised voices on Gender and Adolescent concerns in order to resolve such issues for the development of the community. Benefiting from a rich diversity of field, organizations and regions, these contributions encompass the DD perspectives and approaches

- **“Equity in Education for Adolescents”- A case of Doosra Dashak**

FED organized a Learning Forum on “Equity in Education for Adolescent” on 30th April 2016. The aim was to rally a broad spectrum of actors to spur collective action to achieve quality, relevant and transformative education to suit the particular needs of adolescents.

The participants included national level researchers and academicians, senior government officers, UN representatives, representatives from funding organizations, corporate – heads of CSR, representatives from community based initiatives, participants of Doosra Dashak project, partner organizations of DD from Jharkhand, Odhisa and Bihar.

“The journey of DD has been an evolutionary process, with no ‘real beginning’ and no goalpost but a sense of direction... DD builds and leverages on what exists on the ground”; Prof. R. Govinda, the then Chairman of FED, in his opening remarks at the forum

Hearing the testimonies of the ‘sahbhagis’ of the four-month residential camps in different Doosra Dashak blocks as well as the members of the Yuva Shakti Sanghathans (YSS) and Jagrat Mahila Sanghathan (JMS) was a truly uplifting and inspiring experience for the audience. The adolescents and adults, who spoke with passion and pride of their association with DD camps and activities, provided a vivid illustration of the impact of the transformative and holistic educational and development agenda of Doosra Dashak on the marginalized sections of the population in some of the poorest and most deprived rural areas of Rajasthan.

The Block Elementary Education Officer, Pisangan; Mr. Bhooralal Kumhar shared his first-hand experience with Doosra Dashak in Pisangan block. *“The support that government schools have received from the project is immense. All teachers in the block have benefitted from DD trainings. Enrolment in primary schools has increased and the dropout rate in government schools of Pisangan has gone down. Local communities are now coming forward to strengthen the mainstream education system.”*

The Forum underscored the importance of Education for promoting sustainable development and improving the capacity of the people to address environmental and development issues. Interventions for future were indicated in the following broad areas:

- Transition of adolescents, especially girls, to secondary school
- Improving linkages and strengthening convergence with Government schemes and programmes
- Strengthening community based structures for effective implementation of Government programmes and schemes at the grass root level
- Operations research to inform programming
- Support for shared forums for learning
- Transition from “education to livelihood” – integration of skills for life with skills for work



DD Sahbhagis presenting their case

• **State Level Youth Convention**

A state level Youth Group Convention under Doosra Dashak Project in Bali was organized on 21 -22 Sep. 2016 at “Soni Samaj Chatravas, Khudal- Falana”. In this convention, members of the youth groups and Yuva Shakti Sangathan from 9 blocks of Doosra Dashak participated. This historic movement spearheaded by prominent leaders of the YSS, touched the lives and minds of young people representing their blocks. This year focussed exclusively on democratic thinking, inclusiveness and grass roots level empowerment of youth and the marginalised.



The youth from different blocks got an opportunity to interact with the members of other Youth group and Yuva Shakti Sangathan, to understand the strengths and mechanisms of each other and to use the new technology for strengthening the youth groups. Based on their cross learning, they endeavoured to draw the strategy for 2017 of Yuva groups.

“Problems are a part of life, it depends on us how we resolve them. The need is to take one another with us – problems will be solved automatically” - says a YSS member at the convention.

In a way, the convention was able to rekindle positivity, passion and leadership amongst the youth of DD and at the same time give them an opportunity to engage in nation-building activities, especially for social inclusion on one hand and enhancement of civic standards through life skills on the other.

“If your methods of doing good are good, then people will be with you” – believes Phuli Kumari, Vice President, Yuva Shakti Sangathan, Bali

- **Participation in Perspective Building workshop on Education of Adolescents**

A perspective building workshop was organized by MV foundation, Hyderabad, on 5th-6th April, 2016, on the issues of Adolescent Girls' Education in the age group of 14-18 years. The workshop was planned to develop a perspective on taking MV's work on girls' education forward. DD shared the experience of integrating gender equality in all its activities.

- **Participation in workshop on Growing up in Rajasthan organized by Sandhan:**

A State Consultation on Adolescents in Rajasthan was organized by SANDHAN, Jaipur with support from UNICEF Rajasthan on May 09, 2016. The key points were that the educational processes need to be rooted in the specific contexts of the adolescents with Community approvals and ownership at each step. Through the Doosra Dashak initiative, it has been established that peer group learning and continuing education centres are effective strategies to strengthen academic achievement and overall development of the adolescents.

- **Consultation organized by UNFPA**

DD participated in a multi stakeholder's consultation organized by UNFPA on 20th December 2016 to explore priorities for their Country Programme. The following points were DD's contribution to the consultation:

- a. Education should be linked with vocational/practical knowledge
- b. Along with fundamental duties and rights, human rights and values should be given equal weightage
- c. Comprehensive and inclusive education should be integrated with real life situations and lived realities
- d. Need to promote youth entrepreneurship and leadership training
- e. There should be an active platform for documentation and dissemination of innovations happening in the field of education

- **State Strategy and Plan of Action on Child Marriage in Rajasthan**

Government of Rajasthan has been implementing the Prohibition of Child Marriage Act, 2006. A draft strategic action plan was developed by the Directorate of Women Empowerment, Jaipur. A presentation was shared by DD on the efforts towards prevention of Child Marriage in DD's areas of intervention. This was done at the State as well as the District level.

- **Jaipur Literature Festival**

Like every year, this time also DD participated in the Jaipur Literature Festival along with 4 other NGOs and 10 private elite schools of the city from 10th -24th January, 2017. This was a residential programme in which the DD sahabhagis got a chance to mingle with the adolescents from elite private schools and perform with them to raise awareness on the notion of “Freedom”.

The objectives of the programme were:

- To understand the true meaning of ‘Freedom’
- To develop skills for creative writing, theatre, music, articulation, reflective and analytical thinking.

4. REVIEWS AND ASSESSMENTS

Year 2016-17 has been the year of reviews and assessments of Doosra Dashak. There were 6 reviews/assessments done this year which clearly reflect, more than ever, the funders' growing preference for a sustainable model. This section covers the highlights of the reviews and DD's perspective on them.

4.1 Midterm Review by Tata Trusts-

A new project in Doosra Dashak was approved by the Tata Trusts for a three-year period from 2015 to 2018. An annual review was commissioned by the Funders in 2016 which was undertaken by Ms Mini Srinivasan. The broad objective was to review the work by DD as direct implementers in two blocks, Bap and Bali as well as their role as a resource support agency. The specific focus was on the following:

- Recognize the successes of strategies and inputs
- Identify the weaknesses if any and find ways to correct these
- Share findings with stake holders to increase their support and participation
- Plan for Year 2 based on findings and recommendations;

The review report endorsed the achievements and inputs by the field level workers. At the same time, it brought to attention the areas which needed restructuring and recommended steps for way forward.

4.2 Sakh se Vikas Transformative Initiative in Abu Road Block –

The review was commissioned by the Tata Trusts and conducted by PriceWaterhouse Coopers Private Limited in Abu Road Block where Doosra Dashak is working in collaboration with partner organizations under the Transformative Initiative led by the Centre for Micro Finance.

Major findings of the review concerning Out of School segment (DD intervention areas) were

- Parents are more informed and aware of the importance of girl child education and are willing to send them to primary school once early child education is completed. But, it was realised that continuous community mobilisation efforts are needed in order to ensure sustainability and irreversibility of initial behavioural change.
- Ikhvelo centres form a part of the continuous learning programme under the education initiative. The review recommended that the centre should also have internet facility so as to widen the scope of knowledge and exposure, especially for youth. At present, the youth is provided with a basic introduction to digital literacy. With planning, this can become a more elaborate skill based digital literacy programme (in Tally, data entry, etc.). It is also recommended that the centre should be more actively involved in regular interaction

with youth in the community and should plan activities for their skill development with appropriate market linkages.

- The review noted that many of the older participants (especially girls of more than 15 years of age) find it difficult to get admission to a formal school. Even if they do, it is difficult for them to adjust in higher classes and therefore drop out after joining school.
- It was also felt that post the initial induction phase at the residential camp; participants should be provided with guidance to help define their own learning goals and targets. The plan should be periodically reviewed with the learner based on her/his progress. The recommendation relates to the finding that reflects variation in performance of participants once they were mainstreamed into formal schooling.

4.3 ITE Review –

Integration of Technology in Education was a major shift in the Tata grant for the period 2015-18. The prescribed method of Integrating Technology in Education (ITE) through curriculum and textbook based projects was not smooth. Despite the training received by the Ikhvelo in charge through external experts, it was not found very useful. Hence a review of ITE component was commissioned by the Tata Trusts in 2016 in order to restructure the plan for 2017-18.

The review confirmed DD's stand on ITE that technology must be carefully chosen to enable adolescents, teachers and DD functionaries to:

- Acquire and imbibe knowledge of technology related to mobile apps, use of internet, community radio, etc. appropriate to their needs and environment;
- Upgrade their traditional skills and capabilities;
- Minimize fatigue and reduce drudgery; and
- Be innovative and generate significant and assured added value to existing methods of operation;

4.4 Exploring Village Learning Centres at Bali and Bap, Rajasthan

A short study conducted by the Monitoring and Evaluation Unit DD in collaboration with Pravaah in 2 blocks of Rajasthan, between 10- 12 Jan, 2017 in Bali and 11- 13 Jan, 2017 in Bap block of Rajasthan. The study revealed the following points:

- The VLCs are a direct link between parents and school.
- They are located at remote locations and therefore serve the most marginalized. But the downside of their remote locations is that they are deprived of basic amenities such as electricity, water, road and mobile networks. The centers are also deprived of technological hardware such as computer, laptops and tablets.

- They provide a platform for the adolescents and children where they can do extra study and other activities freely.
- The VLC and Ikhvelo in-charge work as a team in connecting youth and women with the centers. But, due to a lack of continuous support, they are overburdened with work. There is always a pressure to get the adolescents and children enrolled in school and ensure their attendance at the centre. The turnover is high for the in-charges. On the other hand, in-charges who have joined the centers after being sebhagis tend to stay and also feel that their personal growth is happening.
- Older adolescent girls coming to the centre are in a minority. The majority that comes are below 10 years of age.

4.5 Tracer study, February 2016- April 2016

This year a Tracer study was conducted by the Monitoring and Evaluation unit of DD to examine the impact of DD intervention on the lives of Sebhagis of Residential Camps and LSE Training of 2011 and 2012. It was done for a better understanding of the importance of DD intervention and its impact on the present status of the adolescents in terms of their socio-economic condition, the socio- cultural changes, educational status, knowledge, attitude and behavioural practices of Adolescents in the society. The study confirms the following –

- **Impact of education: DD** has been remarkably successful in spreading awareness among adolescents about social discrimination, gender equality, social justice, rights, and welfare schemes through its residential camps, LSE trainings, and short duration training. Due to an increase in the awareness level of adolescents, they are able to obtain their ID cards, ration card and also avail benefits from a number of welfare schemes. They realize the importance and use of RTI and the importance of democratic values. Significant behaviour changes have been observed due to awareness regarding reproductive health and personal hygiene. They have started to access government hospitals instead of believing and relying on local treatment and healers.
- **Impact on employment and economic well-being:** The DD adolescent programme is not a livelihood providing programme. Yet after getting education through camps and learning centres, the self-confidence and self-dignity of the adolescents have increased leading to the DD alumni becoming engaged in income generating activities. The economic condition of the adolescents has improved. Some adolescents are engaged in small scale business, private companies and doing cultivation in their own land.
- **Behaviour and attitudinal changes:** Positive change in attitude and behaviour of the adolescents have been observed in context to education, child marriage, female feticide, and gender discrimination, attitudes towards caste and religion, and superstitions.

4.6 “Changes in Position of Women in DD Intervention Area and Non DD Intervention Area in Pindwara block”- A Study, October 2016

The aim of the above comparative study by the Monitoring and Evaluation unit of DD was to assess the role of women in Decision making, Livelihood, Societal perception and Use of Science and Technology in their everyday life. The focus of the study was to see the changes in the position of women in DD and non DD intervention area of Pindwara block.

From the results of the study, it was revealed that there was a significant difference between women from the intervention area/village and women from non DD intervention village/area of Pindwara block.

- Women’s participation in the political debate and decision-making processes has increased in the DD intervention areas. Here women participate in governance and are well-represented in decision-making bodies.
- It has also been established from the study that there is a significant difference in women’s role in livelihood among DD and Non DD intervention villages. Presently, women from DD area are contributing more in livelihood than Non DD working area.
- However, despite the oft-reported gender differentiation in the management and utilization of forest resources, research has documented that in DD intervention areas, women have taken a lead in such work. For example, the harvest and sale of Maize and wheat are undertaken by a group of women in Nagpura village. The money raised is contributed towards the gram shiksha kosh.

Grateful Thanks to Our Funders

FED would like to take this opportunity to thank the generous donors who have reposed faith in the project. Contributions have helped support and fund activities that are often out of reach for the participants. Participants from the four month residential camps, life skill and need based camps, continuing education centres and other efforts of DD have benefited from the generosity of the donors this past year. They have endeavoured to move forward with the support which has helped equip them with the tools they need to lead healthy and productive lives with dignity.

Tata Trust – For more than fifteen years, Tata Trust is providing generous support to Doosra Dashak’s endeavour for addressing the educational needs of marginalised adolescents, living in remote rural areas. Presently, Bap and Bali blocks along with the Steering & Coordination Unit, Training Unit, and Monitoring and Evaluation unit are supported by Tata Education and Development Trust.

HT Pareek Foundation- HT Pareek Foundation has been a constant supporter of DD since 2013. Presently they are providing important support to 5 blocks (Pindwara, Desuri, Bassi, Laxmangarh and Kishanganj blocks)

Centre for MicroFinance - Abu Road block is being co-funded for implementation of the project called “Transformative Initiative” by the Centre for Micro Finance since 2015 in collaboration with other partner organizations.

Concern India Foundation- It has supported DD activities since 2013 with its motto “Helping people help themselves”. During the year 2016-2017, it has provided support to the Pindwara block.

American Jewish World Service – AJWS has supported activities in Kishanganj block for ‘Perspective and capacity building in gender, sexuality and girls empowerment approaches’. The objective is to empower young girls to articulate, raise awareness and advocate for equity.

Young People Foundation - The YP Foundation has been supporting activities in Desuri block under “The Butterfly Project” through which it seeks to increase their access to information on Sexual and Reproductive Health and developing their leadership skills to mobilize and engage peers in advancing the rights of young women and girls in their communities.

Bloom and Give – Bloom and Give supports continuing education centres in Pisangan block to create a learning environment within the villages so as to break the endless cycle of childhood marriage, pre-teen pregnancy and abuse.

AB Scholarship - In memory of Shri Anil Bordia, the AB Scholarship was initiated in Doosra Dashak by the Bordia Family. This is awarded to adolescents for continuing his/her educational journey based on recommendations from their Block Project Directors. The Alumni who are benefitting from the scholarship in 2016 2017 are-

1. **Gautam Raigar:** Gautam, a class III drop out, of Chachiyavas of Pisangan block, graduated from the 4-month residential camp in 2006. He achieved the competency of grade V at the residential camp and was mainstreamed in his village upper primary school in Rampura Dabala. In 2014, he successfully cleared 12th grade and also qualified the RPET (Rajasthan Pre-Engineering Test) examination. Presently he is a student of B.Tech, IIIrd year at Govt. Engineering College, Ajmer.
2. **Kushaba Kumari:** Kushaba, an adolescent girl of Tribal (Bheel) community of Valoria village was engaged in cattle grazing before joining the 4-months residential camp of DD. In the camp she achieved the competency of grade V and was thereafter mainstreamed in upper primary school, and went on to pass grade 12 from Govt. Girls Senior Secondary School, Rohida (Sirohi). At present she has written the exam of B.A. III year. She wants to become a teacher.
3. **Reena Sahariya:** Reena, an adolescent girl belonging to the primitive Saharia caste of Pipalada village, lives with her parents and 5 siblings. Her parents are daily wage earners. Reena joined the 4-month residential camp in 2008 where she achieved the competency of class V. Unfortunately, after passing-out from the camp, she returned to her village and could not be mainstreamed. She was then invited for a 5-day training on the use of ayurvedic medicines & herbs at Mamoni. During the training, it was realised by the DD workers that she had a strong desire for learning. Therefore she was motivated to fill-up the form for open schooling to clear grade X. She lived on the campus of Mamoni in 2010 to prepare for her exams. Here she became a computer literate and participated in a number of activities viz: rallies for different rights, science fair, celebration of various national/international days, theatre activities, origami, etc. Presently she has appeared in the exam of B.A. IIInd year through Kota Open University.
4. **Lala Ram:** Lala Ram Garasia, belongs to a BPL family of Neechalagarh village in Abu Road block. His parents are illiterate and work as daily wage workers. Lala Ram joined the DD residential camp as an illiterate adolescent in 2005 and graduated from the camp with the competency of grade V. He was mainstreamed in government school from where he passed class X in IIInd division. Presently, Lalaram is a student of B.A. IIInd year in Government College, Abu Road.

Annexure

1. Educational Focus:

1.1 Participants of Residential Learning up till March 2017

Blocks	Female Participants	Male Participants
Abu Road	34	0
Bali	50	0
Bap	53	0
Bassi	0	0
Desuri	0	0
Laxmangarh	0	0
Pindwara	50	43
Kishanganj	0	0
Pisangan	40	0

1.4 At the Ikhvelos

Participants	Total
School Going Adolescents	1315
Shahabhagis	576
Other Adolescents	405
Community People (Above 20 yrs.)	1994
Total	4290

2. Organizing Collectives

2.1 Block wise details about Yuva Manch and Mahila Samooh

Block	Yuva Manch (YM)		Mahila Samooh (MS)	
	No. of Yuva Manch	Members of YM	No. of MS	Members of MS
Abu Road	8	52	8	53
Bali	4	358	4	89
Bap	32	427	25	315
Bassi	38	591	15	169
Desuri	12	201	8	97
Laxmangarh	11	124	7	76
Pindwara	16	243	20	284
Kishanganj	48	317	2	56
Pisangan	4	37	3	37
Total	173	2350	92	1176

2.1 Youth in Action

S.No.	Activities	Male	Female	Total
1	Participation in Social Mapping	210	115	325
2	Support in applications for MNREGA	405	555	960
3	Cleaning of toilets and School environment,	142	152	294
4	Running Dhani Library/VLCs	13	16	29
	Total	770	838	1608