Excerpts from Grant Review of Doosra Dashak Project funded by TATA TRUSTS (Jyotsna Jha and Niveditha Menon, Centre for Budget and Policy Studies, CBPS: April, 2018)

- The programme emphasises on providing critical awareness of the underlying mechanisms that lead to socio-economic and gender inequalities, and provides independent pathways to address these inequalities.

- DD programme actively tries to build citizenship among children, adolescents, and young adults by creating opportunities for leadership skills and encouraging them to be more involved in their own communities.

- DD programme fosters a scientific temper among these children so as to create curiosity about the world in addition to dispelling superstition and questionable traditional practices.

- The DD programme is able to create **an ecosystem** around children and adolescents. The methodology that they employ starts with first engaging with the communities and building a deep relationship of trust.

- The strength of the methodology is the ability of the programme to reach and engage with all actors who have a relationship with children and their development.

- The children and adolescents were using the computers very actively for their education as well as the projects that they decided to undertake in their communities.

- The significant aspect in building these spaces *(Ihkvelos)* and informal organizations *(Yuva Manch and Mahila Samooh)* is to create role models for young girls and boys to emulate. It sets up the framework for creating a culture of responsibility, accountability, and active citizenship in these local communities.

- As with the Yuva Manch and the Mahila Samooh, *(DD field staff)* worked very actively in creating a dialogue around caste barriers. It was clear from our observation that while this was not an easy process for the DD programme, engaging with women was especially fruitful as they were able to penetrate and address the family discourse around education. Moreover, through these mahila samoohs, other social issues such as gender violence, caste dynamics in the village, and participation in electoral politics could also be addressed more clearly.

- It is clear that the entire ecosystem including the residential camps, the yuvamanch and YSS, the mahila samooh and JMS are working in conjunction in create social change within the communities. It is not very often that a programme really creates an ecosystem and successfully touches all stakeholders of the process of social change; programmatic interventions often remain limited to one or two institutions.

- It is important to mention that we are of the opinion that DD's approach and work are of high quality reflecting years of experience, reflections and hard-work by a

high-calibre team at various levels. Therefore, it is important to retain the approach and further refine the implementation.

Excerpts from "Doosra Dashak – Way Forward as a Resource and Field Organisation": 2017 (Jahnvi Andharia, Founder member Area Networking and Development Initiatives, ANANDI and Independent Consultant to DD)

1. Several reports and evaluations affirm the critical role that DD played in bringing focus to a constituency that was not the focus of any significant program in the country at the turn of this century i.e. the adolescent group especially those out of school adolescents who never had any significant formal schooling.
2. DD has developed an innovative approach to build curriculum and learning outcomes for its camps, taking into account the diverse needs of adolescents who have dropped out or never been to school and belong to marginalised groups in selected subjects.
3. DD has a framework that focuses on adolescents of marginalised communities and lays foundation for them to change/transform themselves, family and community by
     a) Offering societal analysis.
     b) Establishing their identity as citizens first.
     c) Offering support structures to deal with denials, inequalities, injustice through the mechanism of CBOs.
     d) Offering methodology to access entitlements.
4. DD helps adolescents to overcome fear through a steady process of capacity building.
5. DD deeply believes that values cannot be taught but are absorbed when the teachers, role models live by those values.
6. DD field teams, over the years, have been able to translate the ideas about the meaning of education, social change, community action – which requires high calibre thinking and analysis. .
7. It requires a great calibre and capabilities of higher order to take up adolescent education in poor and marginalised communities.
8. Learning by doing, enabling a decentralised approach, combined with intensive review and reflection at regular intervals are the regular features of DD.
9. The nine sites chosen quite carefully to cover diverse contexts required that the teams had to agree to an immersion process.