

# **ACTIVITY REPORT 2013 - 2014**



## ABOUT SWECHHA

Swechha is an organization dedicated to enabling ourselves and others around us to 'Be the Change', in making a visible difference to the Environment- both Physical and Social. *Our mission is to inspire, create and support - a just, equitable and sustainable society, for everyone and forever.*

Our genesis lay in the year 2000 as 'We for Yamuna' campaign, a collective response towards growing apathy towards one of the most polluted rivers of the world. Since then the organization has gathered popular and powerful voices for the support of this cause and has emerged as the loudest and strongest voice in India on the matter. Apart from this campaign, Swechha has grown over the decade to work on other issues of sustainable development and social change and has had considerable impact locally, nationally as well as internationally.

In the numerous things we do at Swechha, there are three key Focus Areas we address: (i) **Environment** and Citizenship; (ii) **Education** and Governance; and (iii) **Empowerment** and Enterprises.

## GOVERNING BODY

1. Rajeev Singh, President
2. Vimlendu Jha, Secretary
3. Sunny Verma, Treasurer
4. Aruna Pandey, Member
5. Farhad Vania, Member
6. Lopamudra Sanyal, Member
7. Arjun Khanna, Member
8. Kuriakose Verghese, Member
9. Kamlika Chandla, Member

## PROGRAMMES AND ACTIVITIES

This report consists of Swechha's programmes and activities over the last one year (2013-14), detailed under the following heads –

- **Environment** and Citizenship
- **Education** and Governance



- **Empowerment** and Enterprises

## **Environment and Citizenship**

We strongly believe that all of us need to Wake up and Act on the criminal ways in which our needs and growing wants are damaging and affecting the Environment, both Physical and Social. Whether it is a drying Yamuna, an overflowing Landfill, or a fast depleting green cover of the city, there is an urgent need for all of us to Know, Lean and Act on these concerns. **Climate Change** is a cumulative impact of several local and global environmental inactions or irresponsible actions. Given below are the details of the activities conducted under this head in 2013-14.

### **YAMUNA YATRA**

#### **About the project**

The Yamuna is 1370 km in length and caters to the needs of approximately 60 million people along its course. The entire Yamuna flows through 7 different states till it merges with the Ganges River in Allahabad. In addition to its ecological value, the Yamuna has significant religious importance.

Despite its significance, the Yamuna has become a highly polluted river as it passes through cities downstream, particularly in and around Delhi. As states compete for limited water resources and water scarcity and quality become serious problems, the issues facing the Yamuna need immediate attention.

The Yamuna Yatra is a 12-day journey along the length of the river Yamuna exploring the ecological, social, and political dimensions of the river.

#### **Objectives**

Educational in nature, there are five main objectives of the Yatra:

- Learn the science of a river.

- Promote understanding of the riparian states and cities/towns.
- Inculcate environmental stewardship and build leadership capacities of the future caretakers of our planet.
- Exercise leadership qualities by conducting public awareness campaigns.
- Adventure and fun

## **Activities**

The Yatris will engage in a variety of interactive activities to complement and nurture their learning and experience along the journey. These would include:

- Endless folklore and tales told by the locals
- Interactions with communities along the banks, many of which are ancient hill tribes
- Workshops on Culture, Ecology, Identity
- Village Assessment Studies
- Environmental Audits and Action Projects
- Film Screenings
- Concerts and cultural celebrations by the river
- Yoga, meditation, dips in the pristine river
- Camping, Cook-Your-Own-Meal
- Treks, hikes, walks, swims

## **Outreach and Outcome**

Swechha has been conducting Yatras since 2004 with schools like Vasant Valley, German School and other youth groups. The Vasant Valley School has acknowledged the effectiveness of a travel based learning programme like the Yamuna Yatra and has made it a part of their curriculum for Grade XI. Swechha has conducted 2 Yamuna Yatras for over 125 young leaders.

The Yatra serves as an eye-opener for children from urban situations on the river's effect on our lives and vice versa. It also helps them integrate all their theoretical learning about the reality of the river and the people who live along the river. It is a life-changing experience for most young people as it helps them question and stretch beyond their comfort zones while connecting with a larger world.

## **MONSOON WOODING CAMPAIGN**

### **About the project**

Monsoon Wooding is Swechha's annual environmental campaign which aims at expansion of green spaces in the city through youth volunteers. This action-oriented campaign encourages communities to plant, protect and promote trees and to take onus of creating and maintaining green spaces. The sapling distribution and plantation that happens as a part of Monsoon Wooding is seasonal in nature but its impact is indeed perennial. It has been implemented every year since 2011.

### **Objectives**

- To protect and promote the green spaces in the city
- To mobilize communities to work together towards the protection of the environment
- To inculcate the spirit of environmental responsibility among the young people and the civil society

### **Activities**

- Green walks with experts
- Community identification and Awareness raising and cleanliness drives in communities across Delhi and NCR
- Sapling distribution in public spaces and events
- Large scale plantation drives across communities in Delhi and NCR
- Institutional collaborations with local partner organizations

## **Outcome and outreach**

- Over the past three years, more than 4000 saplings have been distributed and planted across communities in Delhi and NCR
- More than 1000 volunteers have worked with community members to ensure access to greener spaces
- Large scale awareness and cleanliness drives organized across communities
  
- Garnered support from schools, colleges, NGOs, RWAs, media and corporate houses
- Creation of Delhi's first urban mini forest using native species at St Mary's School, Dwarka. In July 2013, Swechha collaborated with Afforestt, a Bangalore based organization to create, Delhi's first urban mini forest in St Mary's School, Dwarka. The forest was created over an area of 1000 sq ft using 300 saplings of 32 native species. The initiative was appreciated and covered by several national dailies

## **Education and Governance**

Swechha believes that education needs to be holistic, contextual and empowering. Apart from the basic belief of 'Education for All', which remains one of the core campaigns of Swechha and its communities, we look at quality of education, capacity of educators and socio-political significance of educational institutions. We work with children (in-school, out of school), Teachers (Government as well as Pvt Institutions) and Managements on the issue. Education is one of the core prerequisites for active governance. Some of the activities conducted under this theme in 2013-14 are listed below-

### **PAGDANDI**

Pagdandi is a community based non-formal alternative learning program for children and adolescents of Jagdamba Camp, a slum in south Delhi. Since its inception in 2009, Pagdandi's vision has been to supplement the formal education of these children, help them become socially empowered and increase their employability by developing their knowledge, skills, abilities and attitude. The initiative is largely led by volunteers and

experts. It has been partially supported by KHD Humboldt Wedag and donations from individuals and institutions.

## **Aim**

The aim of Pagdandi is to develop and create young community leaders in Jagdamba Camp, through meaningful and interactive learning opportunities for education, empowerment and employability.

## **Objectives**

- To ensure access to education for all children and youth in Jagdamba Camp
- To empower children with life skills and values that are required to lead fulfilling and responsible lives
- To nurture creativity as a skill and innovation as an approach amongst the children
- To inculcate environmental stewardship and active citizenship amongst young people
- To build the capacities of adolescents and youth towards further education and employment
- To engage, motivate and inspire citizens, students and young adults towards civic responsibility and community action in the development process through volunteerism

## **Broad themes and Activities**

In order to achieve these objectives, three broad themes have evolved for Pagdandi.

Key activities conducted during 2013-14 are detailed below-

A. **Right to Education**

Every year Swechha runs the Right to Education Campaign to ensure enrolment of children in schools. The campaign is being carried out through Awareness, Action and Advocacy interventions.

A follow-up of admissions done in 2013 were done by home visits and interviews of all the 103 children. It was found that 13 children were irregular, had dropped out or had moved back to their village. Regular visits and interactions helped to enquire and work individually with each family to encourage regular attendance or put the child back in school.

Support was also given to the students appearing for the exams with the Open School. Classes were held in different subjects like mathematics, social studies, English and psychology. Out of the 19 students who were enrolled, 14 attempted to complete the course and registered for the exams.

Queries for new admissions for 2014 were handled with home visits, parents meetings and visits to the local schools.

B. **Support to School**

**Remedial classes** are conducted by staff and volunteers. 52 classes were held for 40 children aged 7 to 11 in English. Games and activities along with worksheets and stories were used to help children understand simple concepts in grammar and build confidence in



relation to speaking the language. Themes like Christmas were integrated into the classes to encourage vocabulary building through the same. Films and videos also added a fun element to the classes.

A **Winter Camp** was held for 40 children in January 2014, focusing on concepts and skills in Maths, Science, History and Literature. The younger age group had 2 modules conducted for them. The first on mathematics was conducted by the Delhi Maths Club and focused on multiplication and division. The second module on literature focused on story appreciation and story writing. Kapil Pandey of Kutumb Foundation came to end the module with a delightful story called the Gruffalo narrated with music, action and drama. The older age group had experts from Leaps and Bounds and Delhi Maths Club conduct classes on Science and Mathematics with them. Games and experiments helped the children learn concepts in Physics and Geometry. A theatre-based module on history helped them relive the glory of the ancient kingdoms. Counsellors from Careersmart worked with the children (Grade IX and above) over 2 days, on understanding their goals and outlining a road map towards their goals. The vocational guidance sessions gave the children a sense of direction and conviction towards their goals. The Winter Camp ended in a creative showcase where more than 50 family members came to encourage the children.

**Kitaab Ghar (library)** sessions are held every week for more than 50 children. 5 volunteers and staff conduct these sessions using Hindi and English stories and tried to integrate these with the English classes.

From December 2013, monthly reading days have been organised in the community on every third Saturday of the month. They have now become a celebration of reading – everywhere and by everybody in the community. There are theme-based sessions in Kitaab Ghar, distribution of books to households and reading in the lanes of Jagdamba Camp. These events have had an outreach of more than 300 children in Kitaab Ghar, 220 people read to in the lanes and 230 books distributed to households. More than 40 volunteers have helped achieve this outreach. They have been assisted in the reading and distribution by Pagdandi children.

### **Leadership and Life Skills Development**

The preteens **Healthy Prithvi Eco Club** begun in July 2013 has been continuing successfully with close to 30 children. After a break in November for the Annual Festival, classes resumed in December 2013. An international educator, Sam Gibbs conducted a session on the sun in December. Through videos and stories he helped the children understand the role of the sun in the solar system and in the universe. He also helped them see the sun through a special telescope and gave them ‘magic beads’ which changed colour under the effect of the sun rays. Educators from Leaps and Bounds conducted a structured curriculum focusing on movements of the earth followed by dinosaurs and animal classifications. Worksheets, games, videos and presentations resulted in a class buzzing

with activity and learning. Crucial life skills of collaboration, team work and communication are also subtly being developed through these sessions.

**Kid Powered Media** conducted over 20 workshops with the adolescent boys from December to April focusing on the skills of Film-making and Photography. While the film on Domestic Violence was released in January in the community as part of the community-based campaign, the photography course went on from February to April. The boys learnt basic photography skills and took pictures around the theme of Jagdamba Camp. The purpose was to understand our own community and identify the changemakers in the community. Interviews and photo-shoots resulted in a public exhibition near the community and a photobook. The exhibition was viewed by more than 250 people.

The girls and boys adolescent groups initiated a **community-based campaign** around the issue of gender related violence. Discussions, films and assignments in December and January helped them develop a broader understanding of violence and its occurrence in society today. In January, they took the campaign around the theme of violence into the community with tools like a mobile comic exhibition, a street play and a film made by the boys. Around 30 adolescent boys and girls were a part of the campaign. They reached out to more than 500 people at the 2 film screenings and street play performances. The children also took part in the One Billion Rising Campaign and performed in front of the public at Select City Walk Mall. They shared their message against violence through placards, street plays and a dance routine.

**The Lorax** , Pagdandi's annual theatrical production was held on November 22<sup>nd</sup> and 23<sup>rd</sup>, 2013 at The American Center. 60 children of 7-17 years were a part of the theatrical production that was presented in three slots. While the show on November 22<sup>nd</sup> was exclusively performed for the community (Jagdamba Camp), the shows on November 23<sup>rd</sup> were open to all.

The theatrical extravaganza was directed by Pawan Singh Dewan (Dramabaaz Co) and had elements of dance, drama and puppetry. The festival was supported by KHD, a global leader in cement plant technology, equipment, and services and had an audience of more than 500 people.

## **GRAM ANUBHAV**

### **About the project**



Approximately 70% of India is comprised of villages. While there is an increasing shift towards cities, the majority of India still lives in rural areas. Though many of these villages lack basic requirements such as education and health care, these villages are culturally vibrant, ecologically rich and full of local knowledge. There is so much here that still remains unexplored and untouched. A lot can be learnt, changed and improved at the same time. Young people living in urban India are often unaware of the other India living in the villages of rural India. Living in a glittering world of shiny malls, sweeping flyovers and towering sky-scrapers, they are mostly oblivious to the potential and the problems that rural India has.

Gram Anubhav is a unique 4-day educational trip which takes high school students on a journey of exploration, reflection and action into rural India. It is an opportunity to experience and realize the other India. It allows students to explore the physical, social, economic and cultural aspects of an Indian village while integrating what they have learnt from textbooks and in classrooms.

## **Objectives**

The aim of Gram Anubhav is to expose young minds to the realities of rural India so that these future policy makers of the country become active and responsible citizens today.

- To explore the kaleidoscope of rural India
- To understand this kaleidoscope with an interdisciplinary approach
- To reflect on the self vis a vis the other
- To challenge existing perceptions and discover potential within the self
- To act on these influences and be the change

## **Activities**

Learning is facilitated through the creation of opportunities and the use of tools like -

1. Village walks and mapping – Village walks and maps are effective tools which use observation, interaction and analysis to understand a rural community.

2. Home visits/stays – Interactions and experiences such as these are instrumental in challenging perceptions and stereotypes.
3. Market studies – Interactions and field research in local markets to understand linkages between urban and rural India.
4. Interactions with practitioners – Understanding developmental work that happens in rural areas through interactions and visits is a crucial part of this exploration.
5. Workshops on life skills – Interactive games, activities and exercises help to develop skills and inculcate leadership in the young participants.
6. Introspection on the self and identification of the self as an actor of change.
7. Perspective building and assimilation of learning through creative presentations and sharing.

### **Outreach and outcome**

Swechha conceptualised Gram Anubhav in 2005 and has conducted it for some of leading schools of Delhi since. Since 2012, it has been made an integral part of the curriculum for Grade IX in Modern School, Barakhamba Road. More than 700 students and teachers have participated in this programme from the school and travelled to rural Rajasthan and Uttarakhand. In 2013-14, groups from the German School , St.Mary’s School Dwarka and Ardee School also initiated the programme for their senior students. In 2013 Modern School, Vasant Vihar also made it a part of their curriculum for Grade IX and 200 students from the school travelled to rural Rajasthan.

Gram Anubhav is one of Swechha’s successful travel-based learning programmes which encourages young urban students to become question their perceptions and beliefs while getting acquainted with a larger reality.

## **BRAKE EVEN**

### **About Brake Even**

Young learners today grapple with a wide array of academic disciplines at school. These disciplines, no doubt, broaden the cognitive and academic horizons of the youth, but overlook several other aspects of learning. Critical issues related to the environment are often not emphasized upon or understood thoroughly. While this understanding may not be tested in important examinations, it is required to tackle the global environmental crisis we face today. This is where Brake-Even steps in and offers a profound yet fun way to develop environmental stewardship amongst young people.

**Brake-Even is Swechha's innovative short-term outreach programme for schools and other educational institutions eager to engage with issues related to the environment and citizenship.**

### **Objectives**

The aim of Brake Even is to bring about a consciousness amongst young people on the need for taking up responsibility for the environment. Its objectives are -

1. To break out of the monotony of text books and learn about critical environmental issues through games, exercises, worksheets and films.
2. To help students connect with and appreciate aspects of their natural and social environment.
3. To inspire students to take positive action and contribute as active global citizens and environmental stewards.
4. To give a wholesome learning experience to students through the combination of fun, action and learning.

### **Approach**

Over the years, we have developed facilitation methods and pedagogic media which encourage hands-on learning, thereby urging young people to be a part of the solution after grasping the problem itself. Ours is a purely 'non-classroom based approach' - Br(e)aking Out of the monotony of textbooks!

Each module follows four steps, these are: Orientation, Knowledge, Experience and Consolidation/Action. Keeping it fun and exciting is integral to the Brake-Even philosophy!

## Activities

There are essentially 5 themes looked at in the modules through interactive sessions, simulations, films, field trips and discussions. Each of them looks at issues related to the theme, problems and the need for action.

1. Land – understanding biodiversity and threats to biodiversity
2. Water - our use and abuse of water, issues of pollution and access, conservation methods
3. Air - quality of air, pollution, climate change
4. Energy – renewable and non-renewable sources of energy, exploring alternatives
5. Waste - generation of waste, collection and disposal of waste, reducing and recycling

These modules are carried out through the following activities –

**Classroom workshops** – Interactive and activity-based these classroom sessions help the students develop an understanding of environmental and developmental issues in a simple yet structured manner. Innovative games, discussions and worksheets engage the children and inspire them to action.

**Film screenings** – Short films made by Swechha and other civil society organizations like Jjivisha, Wasted, Dilli are screened in the school to create an awareness on developmental issues like water and waste. These films stimulate discussions on the issues and help the students raise questions and challenge beliefs and practices.

**Eco-walks** - Swechha’s Eco walks take students out of their classrooms and bring them face-to-face with the problem. These half day excursions ensure that the children see themselves as a part of our fast-changing social and environmental landscape. The walks that are conducted by Swechha include the Yamuna Walk, the Ladfill Walk and others.

**Action Campaigns** – Modules end with an action plan or an action campaign which outlines steps that the students are taking to create awareness within the school

community and inspire large-scale intervention and change. These campaigns allow for creative expression like street plays, posters, exhibitions and presentations.

### Outreach and Outcome

Given below is a table which summarises outreach of the programme –

<b>Date</b>	<b>Schools</b>	<b>Intervention</b>	<b>Outreach</b>
2012, 2013	Pathways World School, Noida	Eco-walks for Grade 5	80 students and teachers
2012, 2013	Pathways World School, Gurgaon	Eco-walks for Grade 6	80 students and teachers
2012, 2013	Organizational groups – SBT, Manzil, etc	Eco-walks	150 children and facilitators
2013	American Embassy School	Eco-walks	65 students and teachers
April 2013	Jamia Senior Secondary School	Module on water for Grade IX	150 students and teachers
May 2013	Pathways School Noida	Landfill Walk	80 students and teachers
October 2013	Pathways School, Gurgaon	Yamuna Walk	80 students and teachers
March 2014	American Embassy School, Delhi	Yamuna Walk	40 students and teachers

The programme has hence, had a direct impact on more than 700 students and teachers. The indirect impact is however much more as each group of participants then initiates awareness and action in their school and reaches out to the entire school.

The Brake Even programme is successful in

- Bringing critical environmental issues to the classroom
- Increasing understanding on these issues by integrating textbook and other knowledge
- Identifying a role for the self in these macro-issues
- Encouraging creative thought on the issues
- Inspiring action on these issues

The Brake Even programme continues to be successfully carried out as a part of or to supplement school curriculum that tries to explore environmental and socio-developmental issues with young learners and school communities.

## **BRIDGE THE GAP**

### **About the project**

Our current education system and parenting focuses on consumption-based upbringing as a result of which development and larger issues of social responsibility and active citizenship have taken a back seat. The education imparted in schools today, often qualifies us for a good job but it fails to inculcate sensitivity towards issues that do not affect us directly. In addition, it does not impart the intelligence to understand and reflect upon the consequences of our actions on the poorest of the poor, the marginalized and the unheard sections of our society.

Against this backdrop, Swechha designed Bridge the Gap (BTG) - **a unique curriculum that aims at narrowing the increasing gap between the children and the realities of the world around them.** The curriculum aims at enabling young people to strike a connection with and between the natural world and the man-made world by equipping them with the necessary outlook and the skills needed to make this connection.

### **Objectives**

This curriculum aims to –

- Have a better understanding of the self and the ‘other’
- Establish the relation between the local and the global - social, political, cultural and ecological - environment
- To have an understanding of the consequences of human actions on the environment
- To understand the needs and rights of present and future generations
- To develop self as well as social responsibility towards environmental issues
- To develop citizenship, stewardship and civic sense.



## Approach

An unconventional approach that stands on the pillars of exploration, experience and exposure will be adopted by us. This can be seen in the process given below -

### ORIENTATION

Gaining an overview of and a perspective to Environment and Development

### KNOWLEDGE

Building an individual perspective and a strong understanding of the problems and their long-term solutions

### DISCOVERY

Learning by experience and case studies

### ACTION

Taking action based on new learning; locally within the school and globally

## Content

The three essential components of this curriculum are –

- Life Skills
- Environmental Education
- Active Citizenship

Various themes are addressed in the curriculum in each of these components. Some of these are-

1. Identity – Who am I? Who are we? – exploring the labels and stereotypes that we create in our society and what these do to the social fabric.

2. Problem-solving and decision-making – analyzing problems, understanding options and solutions, making the right choices, saying ‘no’
3. Conflict – resolution – analyzing conflicts, getting to the root of the conflict, resolving the conflict
4. Water – our use and abuse of water, issues of pollution and access, conservation methods, the state of rivers like the Yamuna.
5. Waste – generation of waste, collection and disposal of waste in Delhi, reducing and recycling
  
6. Land and biodiversity – threats to biodiversity, effects on green spaces
7. Urbanisation and city planning - the development model we follow - for whom, by whom, its relevance and sustainability
8. Leadership – understanding leadership roles and, communication skills
9. Active Citizenship

## Activities

The non-textbook approach focuses more on experiential learning as the course uses films, multimedia presentations, flash cards, journals and field trips as methods of teaching. The specific activities are described below –

**Classroom workshops** – Interactive and activity-based these classroom sessions help the students develop an understanding of environmental and developmental issues in a simple yet structured manner. Innovative games, discussions and worksheets engage the children and inspire them to action.

**Film screenings** – Short films made by Swechha and other civil society organizations like Jivivisha, Wasted, Dilli are screened in the school to create an awareness on developmental issues like water and waste. These films stimulate discussions on the issues and help the students raise questions and challenge beliefs and practices.

**Eco-walks** - Swechha’s Eco walks take students out of their classrooms and bring them face-to-face with the problem. These half day excursions ensure that the children see themselves as a part of our fast-changing social and environmental landscape. The walks that are conducted by Swechha include the Yamuna Walk, the Ladfill Walk and others.

**Action Campaigns** – Modules end with an action plan or an action campaign which outlines steps that the students are taking to create awareness within the school community and inspire large-scale intervention and change. These campaigns allow for creative expression like street plays, posters, exhibitions and presentations. Students are also encouraged to participate in city-level campaigns on social or developmental issues.

**Skill School** – In order to integrate creative and vocational skills into the BTG, a weekend skill school was conceptualized to teach new skills to the young learners with help from experts and volunteers from colleges and corporates. Skills like computers, dance, art and theatre were a part of this school.

The curriculum inculcates a combination of themes and activities based on the participant group and their requirements. It could hence be designed to fit into the school curriculum over the academic year.

### Outreach and Outcome

Given below is a table which summarises outreach of the programme –

Date	Schools	Intervention	Outreach
2013, 2014	German School	Modules on socio-developmental issues as part of the geography curriculum with Grade IX - X	60 students and teachers
October 2013	American Embassy School	Leadership camp with elected leaders of the school	50 students
October 2013 to Jan 2014	Modern School, Vasant Vihar	8 session curriculum with Grade VI	320 students

The programme has hence, had a direct impact on more than 425 students and teachers. The indirect impact is however much more as each group of participants then initiates awareness and action in their school and reaches out to the entire school.

The Bridge the Gap programme helps to -

- Nurture empathy and social responsibility towards the other
- Link young people as active citizens to local and global socio-developmental issues
- Inculcate leadership as a value and a skill to practice in the schools and communities
- Build sensitive and pro-active school communities

Bridge the Gap has been conducted in some of the leading schools in the last decade. From 2010 to 2012 it was conducted in 6 NDMC schools with the support of Nokia Siemens Network. It has been successfully carried out in the German School and a few other private schools over the last few years. The BTG programme continues to be successfully carried out as a part of or to supplement school curriculum as it tries to inculcate life skills and citizenship amongst young learners and school communities.

## **Empowerment and Enterprises**

### **ADOLESCENT EMPOWERMENT PROGRAMME**

This programme titled the Me to We programme was initiated in July 2012. It grew out of a need to understand and address the problems of adolescents while equipping them with a sense of identity and confidence along with the skills needed to be young leaders in their community. The programme works with focused groups, through a structured curriculum which looks at topics ranging from identity, gender, reproductive health to stress management and vocational guidance, using innovative games and tools. The adolescent boys and girls meet weekly in their own groups and work together on campaigns.

### **INITIATIVE FOR WOMEN'S FINANCIAL EMPOWERMENT**

In July 2013, a women's group was initiated to work towards women's empowerment through literacy and financial empowerment. The group, named the Udaan Group has been having functional academics sessions since along with confidence and awareness building through film screenings and interactions with experts. The women's development programme has also led to setting up of women run social enterprises.

## EVENTS AND CAMPAIGNS

Swechha began as the “We for Yamuna” campaign in August 2000 for creating and spreading awareness about the pitiable state of Yamuna in Delhi. Since its inception, the campaign has been using innovative methods to attract the attention of the government, media and citizens for the cause of the river. Today, “We for Yamuna” is globally recognized as one of the strongest youth voices on the issue of Yamuna. It continues to be an integral part of Swechha’s work through Yamuna Walks, Yamuna Yatras and events that are conducted for the river. Two events conducted between 2011 and 2013 are detailed below -

### YAMUNOTSAV

#### **About the project**

Yamunotsav is Swechha’s annual event commemorating World Environment Day. This is when we unite with artists, students, environmentalists, media, civil society organizations, corporates and the rest of Delhi, and pledge to reclaim our environment. The event spreads environmental consciousness using music, art and unconventional innovative ideas.

#### **Objectives**

- To solicit support for Swechha’s work through musicians and artists
- To increase Swechha’s collective outreach
- To celebrate the spirit of environmental volunteering and action

#### **Activities**

**Music concerts** - Over the past three years, renowned musicians and bands such as Indian Ocean, Swarathma, Parikrama, Raghu Dixit, Jack in the Box and Mame Khan have performed for Swechha. These music concerts do not merely celebrate the spirit of volunteering but also help us increase our visibility among the young and the enthusiastic individuals of the city.

**Volunteer sign ups** - Yamunotsav represents a platform for like-minded individuals to come together and act upon issues of concern. Being Swechha’s annual mega event, Yamunotsav provides an opportunity to the interested people to enroll as volunteers.

**Exhibition and sale of Green the Gap products** - Green the Gap is Swechha's fair trade arm that makes products using waste. Green the Gap empowers consumers to make responsible choices that will protect the planet. GTG products are exhibited and sold at Yamunotsav to spread awareness about the enterprise.

**Environmental Campaigns** - Swechha's environmental campaigns use this platform to reach out to more people with innovative ideas and tools. Interactive stalls, waste installations, sapling distribution and communication material are some of these.

#### **Outcome and outreach -**

- The event has featured some of the best individual musicians, artists and bands in the country. These include Raghu Dixit Project, Swanand Kirkire, Surojit Dev of Them Clones fame, Rahul Ram and Amit Kilam of Indian Ocean fame, Piyush Mishra, Bobby Cash, Valentine Shipley, Solar Punch, Menwhopause and Swarathma. It is an event eagerly awaited by music lovers and environmentalists in the city.
- Through the years, the event has received support from the British Council, American Center, Oxfam, Nokia Siemens Network and KHD
- Renowned media houses such as NDTV, Radio City and Hit 95 have been media partners for Yamunotsav
- **In June 2013, Swechha launched India's first upcycled work space. Along with musical performances, the audience witnessed the country's first office space created using trash. The event was covered largely by print, electronic and online media.**

The concert continues to create a public platform for the river Yamuna as part of Swechha's ongoing 'We for Yamuna' Campaign.

## **YAMUNA CYCLOTHON**

### **About the project**

Yamuna Cyclothon gathered hundreds of likeminded individuals who came together as environmentally conscious citizens and cycled to express solidarity with the Yamuna. Yamuna Cyclothon sensitized participants towards issues surrounding the Yamuna and demonstrated the importance of cycling, recycling and upcycling as healthy environmental choices. The first ever Yamuna Cyclothon was held in January 2012.

### **Objectives**

- To inspire people (children, youth and civil society) to volunteer.
- To sensitise people on environmental issues, particularly those surrounding the Yamuna.
- To draw media coverage in order to reach a broader audience.
- To increase Swechha's collective outreach and solicit support for the work that the organization does.

Swechha has been organising public mega-events for the last decade or so. With each event, campaigns get strengthened, with increased participation and visibility. Swechha also partners with other organizations at similar events and initiatives.

**In March 2013, Swechha partnered with WWF India to organize a Cyclothon in Central Delhi. As the volunteer partner, Swechha successfully mobilized cyclists from schools, colleges, corporates and cycling clubs across the city and ensured a huge turnout at the event. Since July 2013, Swechha has been the public interface partner for the Lila-Prism Lectures organized by the Lila Foundation to initiate thought, dialogue and discussion on various aspects of development as the pre-cursor to**

**community action projects. Swechha has successfully publicized and mobilized participants and volunteers for these events.**

## **ANNEXURE 1**

### **Pagdandi**

#### **Photo links-**

<https://www.facebook.com/pages/Pagdandi-Alternative-Learning-Space-for-Children/301980766497092?ref=hl>

<https://www.facebook.com/media/set/?set=a.10151791766022896.1073741855.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151791989417896.1073741856.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151817095442896.1073741858.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151509548007896.1073741840.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151158069692896.453461.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151217991857896.461842.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151158069692896.453461.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151158069692896.453461.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151158069692896.453461.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151158069692896.453461.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151158069692896.453461.45017707895&type=3>

<https://www.facebook.com/media/set/?set=a.10151158069692896.453461.45017707895&type=3>

#### **Media links-**

<http://www.buzzintown.com/delhi/events/lorax-theatrical-extravaganza/segment--venue-map/id--848473.html>

<http://www.mycity4kids.com/Delhi-NCR/Events/LORAX-A-Theatrical-Extravaganza-Swechha-Connaught-Place/23324-ed>

<http://htsyndication.com/htsportal/article?arid=%223134079%22&pub=%22HT+City%22>

<http://epaper.timesofindia.com/Default/Scripting/ArticleWin.asp?From=Archive&Source=Page&Skin=TOINew&BaseHref=CAP>

<http://epaper.timesofindia.com/Default/Scripting/ArticleWin.asp?From=Archive&Source=Page&Skin=TOINew&BaseHref=CAP%2F2013%2F11%2F22&PageLabel=48&ForceGif=true&EntityId=Ar04800&ViewMode=HTML>

[http://articles.timesofindia.indiatimes.com/2013-11-24/delhi/44411894\\_1\\_the-lorax-children-journey](http://articles.timesofindia.indiatimes.com/2013-11-24/delhi/44411894_1_the-lorax-children-journey)

<http://www.deccanherald.com/content/296157/visual-treat-young-guns.html>





## School Programmes

### Photo links-

<https://www.facebook.com/media/set/?set=a.10151400038087896.1073741835.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10151398745492896.1073741834.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10151379863592896.1073741833.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10151333424362896.1073741827.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10151183512057896.456722.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10151160822212896.453786.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10151183503687896.456720.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10151183486807896.456718.45017707895&type=3>

### Media links-

<http://www.teacherplus.org/time-out/taking-in-the-sights-smells-and-sounds>

## Events and Campaigns

### Monsoon Wooding

#### Photo links-

<https://www.facebook.com/media/set/?set=a.10151538330847896.1073741841.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10151007576842896.429314.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10150923274532896.419551.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10150906739522896.417848.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10150265940722896.335707.45017707895&type=3>

#### Media links-

<http://www.thehindu.com/sci-tech/energy-and-environment/and-a-forest-is-born/article4974036.ece>

<http://www.deccanherald.com/content/347906/student039s-initiative-raise-green-cover.html>  
[http://articles.timesofindia.indiatimes.com/2013-08-07/delhi/41166647\\_1\\_urban-forest-plantation-drive-saplings](http://articles.timesofindia.indiatimes.com/2013-08-07/delhi/41166647_1_urban-forest-plantation-drive-saplings)  
<http://www.asianage.com/life-and-style/monsoon-magic-social-cause-520>  
<http://headlinesindia.mapsofindia.com/business-news/pr-wire/swechhas-annual-plantation-drive-monsoon-wooding-115280.html>

## **Yamunotsav**

### **Photo links-**

<https://www.facebook.com/media/set/?set=a.10151460814192896.1073741838.45017707895&type=3>  
<https://www.facebook.com/media/set/?set=a.10150872097022896.414026.45017707895&type=3>  
[https://www.facebook.com/vimlendu/media\\_set?set=a.10150698023230433.711080.706955432&type=1](https://www.facebook.com/vimlendu/media_set?set=a.10150698023230433.711080.706955432&type=1)

### **Media links-**

<http://www.delhievents.com/2013/05/swechha-and-green-gap-invites-you-to.html>

### **Other media coverage-**

<http://m.thehindu.com/features/metroplus/mending-the-gap/article4814413.ece/>  
<http://www.dailypioneer.com/vivacity/take-note-of-trash.html>  
<http://www.dnaindia.com/india/18415/report-ngo-s-eco-record-an-office-made-of-waste>  
<http://www.ndtv.com/article/cities/delhi-ngo-opens-office-made-of-waste-375877>  
<http://in.news.yahoo.com/delhi-ngo-opens-office-made-waste-131155883.html>  
<http://www.indiabells.com/news/trash-can-be-useful-too/22074/>  
<http://www.thehindu.com/todays-paper/tp-in-school/trash-is-not-ugly-recycling-scrap-to-make-it-look-chic/article4798534.ece>  
<http://www.timeoutdelhi.net/around-town/features/don%E2%80%99t-rubbish-it>  
<http://indiatoday.intoday.in/story/the-city-zen/1/298292.html>  
<http://www.theweekendleader.com/Heroism/1699/yeah.-yamuna.html>  
<http://www.india.youth-leader.org/2011/04/swechha-takes-a-positive-stand-environmentally/>  
<http://www.youthkiawaaz.com/2011/09/swechha-a-multifaceted-ngo-in-delhi-interview/>



<http://www.volunteeractioncounts.org/iyv/content/unv-world-volunteer-web/content/feature-stories/in-india-swechha.html>  
<http://edition.cnn.com/2007/WORLD/asiapcf/09/07/btc.vimlendu.org/>  
<http://blogs.vsointernational.org/index.php/2012/08/09/something-to-shout-about-indias-right-to-education-act/>  
<http://www.setufairtrade.com/our-artisans/know/swechha/>  
<http://globalvoicesonline.org/2011/09/30/india-an-interview-with-swechha/>  
[http://cityplus.jagran.com/city-news/swechha-fighting-for-a-clean-yamuna\\_1307086583.html](http://cityplus.jagran.com/city-news/swechha-fighting-for-a-clean-yamuna_1307086583.html)

**Electronic coverage-**

<https://www.youtube.com/watch?v=Y3Jm5LJuqnY>  
<https://www.youtube.com/watch?v=CGUIPLd05dQ>  
<https://www.youtube.com/watch?v=bXiRanrZ10g>  
<https://www.youtube.com/watch?v=5wnM0sP57hQ>

