



ANNUAL ACTIVITY REPORT 2015-2016



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. Shilpi Singh, Member
8. Kuriakose Verghese, Member
9. Navin Joshua, Member
10. Deeksha Bhatia, Member



PROGRAMMES AND ACTIVITIES

This report consists of Swechha's programmes and **Activities** over the last one year (2015-16), 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 2015-16.

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.

Activities

The Yatris engage in a variety of interactive **Activities** to complement and nurture their learning and experience along the journey. These 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. 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.

In March 2016, 70 students of Vasant Valley School travelled with Swechha for this exciting journey.



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

- In May 2014, Faridabad's first urban forest of 700 saplings of 45 native species was planted by 50 volunteers in Dhauj.

Monsoon Wooding 2015 saw the plantation of over 2600 saplings across Delhi-NCR. 2 food forests and 1 butterfly garden with over 1500 saplings were created for the first time at the DC Residence, Gurgaon. A mini food forest was also set up at aresidential facility run by Muskan NGO in Chattarpur, Delhi. A small butterfly garden, herbal garden and native wild patch were also created in Mayoor School, Noida and Delhi School of Social Work, Delhi University.

With the engagement of over 100 volunteers from different institutions and organizations, Monsoon Wooding Campaign 2015 was supported by prominent corporate houses such as KHD, PriceWaterhouse Coopers (PwC), Boston Consulting Group, Mckinsey and S & P Capital IQ.

Monsoon Wooding has been covered by prominent national media. Some of the links are given below-

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

<http://timesofindia.indiatimes.com/city/delhi/Mini-forest-in-backyard/articleshow/21667418.cms>

<http://timesofindia.indiatimes.com/city/delhi/Operation-mini-forests-NGO-strives-to-plant-10000-saplings/articleshow/37928872.cms>

<http://yourstory.com/2014/04/monsoon-wooding/>

PHOTOS AND VIDEOS

<https://www.facebook.com/SwechhaIndia/photos/?tab=albums>

<https://vimeo.com/130963509>

<https://www.youtube.com/watch?v=CfFLM6h2Gmw>

<https://swechhablog.wordpress.com/>



GREEN CREEPS

About the project

Green Creeps is our Urban Farming enterprise that was set up in May 2015 and focuses on increasing the number of urban gardens in communities and decreasing the time, knowledge, and confidence barriers that prevent people from growing their own food. Creating herb gardens for kitchens, edible food-scapes for terraces, urban fruit forests for backyards, vertical wall gardens & living desktops for offices, is our passion and purpose. We aspire to bring jungles back to the cities! And in our effort to do so, we invite volunteers to plant with us, and experience how 'everything grows and everyone can grow'.

Objectives

- To equip the masses with the knowledge and skill to grow their own plants.
- To increase awareness about the various native plants and herbs that can be grown by people.
- To constructively engage the children and the adults and bridge the gap between them and their environment.
- To counter the pollution, both outdoor and indoor and improve the quality of air

Activities

- Green workshops with individuals, corporates and schools
- Walks and talks with students and youth
- Setting up of balcony and terrace gardens
- Creation of upcycled planters for indoor spaces

Outcome and Outreach

- **Since its inception in May 2015 until March 2016, Green Creeps directly worked with more than 200 children and youth through urban gardening workshops**
- **Innovative Green workshops were attended by over 150 employees of prominent corporate houses such as PwC, CRISIL, KHD, and Google**
- **Engaged over 100 individuals from different parts of the city in urban gardening workshops**
- **Fostered collaborations with organizations and institutions such as I Say Organic, Vedica Scholars, S & P Capital IQ through workshops and corporate gifting engaging over 100 individuals directly**



Video Link - <https://www.facebook.com/greencreeps/videos>

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

In order to achieve these **Objectives**, three broad themes have evolved for Pagdandi-

- Education
- Empowerment
- Employability

Key **Activities** conducted during 2015-16 are detailed below-

Given below is a detailed description of all the **Activities** carried out from January 2015-December 2015-

Access to Education Campaign

1. Back to Education Activities –

- In 2015, 40 students aged 6-14 from Jagdamba Camp were constantly engaged by the staff and volunteers for individual and group work. This was achieved through interventions at Pagdandi creative learning centre and Kitaab Ghar (library) in the community. In total, there are 46 children aged 6-14 that are out-of-school. The interventions included -
 - Identification of out-of-school children
 - Interaction with their families
 - Counseling sessions
 - Planning of future course of action
- **Literacy / Remedial Classes-** 14 children out of these 40 students were provided basic literacy classes by youth volunteers and older children of the community as and when the need arose.
- **Admissions in school or Open School on a case-to-case basis-** In January 2015, two events in the community were organized in collaboration with Indus Action, an organization dedicated to ensure the implementation of Section 12 as a part of Right to Education Act. The section 12 of the RTE revolves around the idea of implementing the RTE in Private Schools. This section requires 25% reservation in private unaided schools as provided under Section 12(1) (c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.



An information session was conducted on the 10th January, 2015 for 25 older children of Pagdandi and handouts and stickers were given to spread the word in the community especially to families which have children in the age 4+. As a follow up, a desk was set up at Kitaab Ghar on 15th January 2015 and the targeted families were informed prior to it with the help of the older children and volunteers. The response on the main day was astounding, and volunteers along with the Indus Action volunteer, queries of approximately 35 families were answered, out of which 25 forms were filled on the spot. The appropriate data on the same 25 families were recorded and attached alongside for the purpose of follow- up done by Indus Action.

At the same time, admissions for 17 kids from the community were facilitated in National School of Open learning by 5 volunteers. These kids have been admitted into Grade 10th and 12th. The kids have been provided remedial support as they prepare for the exams.

2. Support to School Activities –

- Remedial classes- Since March 2015, more than 40 remedial classes for Maths, Science, Political Science, Sociology and English have been conducted on a weekly basis for 12 children by volunteers. These classes are mostly one-to-one in nature. During the exams, the nature of these remedial classes was more one-to-one to ensure doubt clearing and better understanding of the students.
- Kitaab Ghar- For the past few years, Kitaab Ghar (library) has been the center of Swechha's presence and **Activities** in Jagdamba Camp. Considering the growing scope of programme and the need of the children, a new Kitaab Ghar was launched in March 2015. The children of Pagdandi helped in the setting up of this new space. The Kitaab Ghar now has about 350 books and 50 magazines and tabloids for the children. Storytelling, reading and activity sessions are carried out thrice a week in the Kitaab Ghar by volunteers and older kids to engage the younger children creatively.
- Reading Day- Since its inception, Reading Days have been widely appreciated and enjoyed by the members of the community and the children. 10 Reading Days have been carried out in Jagdamba Camp since January 2015 directly engaging over 580 kids and 55 volunteers. Approximately 700 books have been distributed in the community for reading as a part of the event.



In September 2015, Pagdandi participated in nationwide 'One Day One Story' Campaign organized by Pratham books and read out the designated book through an act in Kitaab Ghar and the lanes of Jagdamba Camp. In November 2015, the kids were also introduced to the concept of audio books and also engaged in story writing.

- Newspaper boards- 2 newspaper boards installed in the community by Swechha have been regularly receiving the newspapers and being read by the community members.

3. Leadership and Life skills development

- Workshops and film screenings - Workshops and film screenings on different themes are regularly organized for Pagdandi. These workshops are facilitated by staff or domain experts and assisted by volunteers. 4 workshops and film screenings on Science, gender and employability and environment were conducted for 40 kids aged 10-18. The science workshop was conducted by Atlantis research while the workshop on gender and employability was conducted by a gender expert. Pagdandi also collaborated with KHEL, a Lucknow based organization working on gender based issues and organized a workshop on Child Sexual Abuse for kids aged 7-18. Monthly film screenings that are entertainment and educational in nature have been organized through the year.
- **Exposure trips and outings** - This year, 3 exposure trips were organized for over 85 kids were organized in April 2015, July 2015 and October 2015. While one of the exposure trips was a carnival and was more fun based in nature, the second exposure trip was a competition in which the kids participated and the third one was an educational visit to Nehru planetarium. Over 20 volunteers were engaged in the planning and execution of the event. These exposure helped the children gain confidence and interact effectively with the outside world.

The exposure trip on July 26th, 2015 was carried out in collaboration with Bhumi, an organization that works with children. Held at Hansraj Model School, the trip was an opportunity for 35 kids from Pagdandi to compete with 600 kids from other organisations that work with children from underprivileged backgrounds. The kids prepared and participated in **Activities** such as dance (solo and group), skit, mahendi, ad zap, pot painting,



Rangoli, quiz, group song to name a few. The kids managed to bag 7 prizes in different **Activities**.

4. **Community-based campaigns-** In January 2015, an awareness campaign around the Section of Right to Education Act was spearheaded and carried out for 25 Pagdandi children aged 12-18. After an information session with Indus Action, the children went around the community to spread awareness about the act and create a database of kids who need admissions. Thereafter, they assisted in the setting up of the information desk in the community along with helping the parents fill the forms and addressed their queries.

A community campaign on employability that was designed and spearheaded by the older kids addressed the stereotypes around employability in the society. The young leaders took rallies with placards to the community. The campaign was taken to the community on three different days to cover all the sections of the society. The messages on the placards aimed at breaking the stereotypes such as “only girls can be beauticians or only boys can become a mechanic / driver”. The campaigners also wrote and raised slogans about the same. These rallies were followed by focused group discussions with the community residents.

Annual Events

5. **Summer School-** The month of June 2015 saw 40 children aged 10-15 engage themselves in a month long summer school that culminated into a showcase at the end. These students were divided into two batches of 10-12 and 13-15 year olds. While the younger kids learnt the skills such as dance, art and craft and urban gardening, the older kids worked together towards learning clay modelling, theatre, urban gardening, jewellery making, book binding along with theme based sessions on identity and functional English. These sessions were conducted by domain experts. A total of 10 volunteers were engaged in the overall planning, management documentation and implementation of the summer school.

A creative showcase was organized at the end of the summer school to celebrate the learning of the children during one month. The showcase attended by representative from KHD, old volunteers, children, Swechha staff and volunteers and the parents of the children.

6. **Pagdandi Annual festival-** The annual festival of Pagdandi is scheduled towards the end of December 2015. The festival this year is designed to be different in nature. Rather than inviting the residents of the community witness the festival, we intend to take the festival to the community. The festival will be a 2 days celebration



that will engage not only the children and the youth but also the older members of the community. Over the 2 days during the festival, a series of workshops, performances and competitions will be carried out in and around the community. These performances, workshops and competitions will be conducted by experts and youth volunteers.

BRAKE EVEN

About the Programme

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!

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 Jijivisha, 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 -

Date	Schools	Intervention	Outreach
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
November 2014	Shikshantar School, Noida	Yamuna Walk	45 students and teachers
December 2014	Indian School, Delhi	Yamuna Walk	60 students and teachers
February 2015	Pathways School, Noida	Yamuna Walk	50 students and teachers
February 2015	Pathways School, Noida	Forest Walk	50 students and teachers
March 2015	American Embassy School, New Delhi	Yamuna Walk	20 students and teachers
March 2015	American Embassy School, New Delhi	Landfill Walk	20 students and teachers

February 2016	Pathways School, Noida	Yamuna Walk	40 students and teachers
February 2016	Pathways School, Noida	Forest Walk	35 students and teachers
February 2016	Jamia School, New Delhi	Yamuna Walk	90 students and teachers
February 2016	Elizabeth Gauba School, New Delhi	Yamuna Walk	40 students and teachers
February 2016	Elizabeth Gauba School, New Delhi	Heritage Walk- Old Delhi	27 students and teachers
February 2016	American Embassy School, New Delhi	Yamuna Walk	35 students and teachers
February 2016	Aidan's Catholic Academy, England	Development Walk	12 students and teachers
February 2016	Maitri NGO, New Delhi	Environmental workshop	45 students
March 2016	Shyamlal College, Delhi University	Yamuna Walk	15 students

The programme has hence, had a direct impact on over 1300 students and teachers over the last 3 years . 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 is 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

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 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. 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
2015 -16	German School	Modules on socio-environmental issues (waste, water and development) for Grades VII, IX and X.	35 students
2013, 2014	German School	Modules on socio-developmental issues as part of the geography curriculum with Grade IX - X	100 students
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 500 students and teachers over the last two years. 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.

GRAM ANUBHAV

About the Project

Gram Anubhav is a 4-5 day exposure trip to Rural Areas for students, for them to Learn from and connect with the Bharat that lies undiscovered for most of us. Gram Anubhav helps urban youth reach out to an aspect of India and its development that most of us ignore or overlook, students not only 'Visit' a village but also give a little symbol of their interaction through a Shramdaan.

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

Approach

The Gram Anubhav is a journey which creates experiences and challenges young people to realize, learn and do. It is a balanced mix of fun, adventure and learning keeping in mind that the participants are young school-going students. The key elements of this journey are:

- Exploration of the self and the rural context of India.
- Reflection on the self in the context of social responsibility and action.
- Action as an extension of and a result of the learning that has happened on the journey.

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. Interactions with practitioners – Understanding developmental work that happens in rural areas through interactions and visits is a crucial part of this exploration.
4. Workshops on life skills – Interactive games, **Activities** and exercises help to develop skills and inculcate leadership in the young participants.
5. Introspection on the self and identification of the self as an actor of change.
6. Perspective building and assimilation of learning through creative presentations and sharing.

Action is inspired at three levels in the following ways -

1. At an Individual level – By imbibing what is learnt and making small changes in one's own approach to life.
2. At a group level – By coming together as a group and influencing the learning of the group.
3. At a Community level – By physically doing something tangible for the community the students have been a part of in their journey.



Duration and location

A 4-day trip, Gram Anubhav takes children to partner organizations in the regions of Uttarakhand or Rajasthan. Gram Anubhav partners with committed and established NGOs in the rural communities we visit to help organize and facilitate the experience. In the past we have partnered with –

1. Bodh Shiksha Samiti– Jaipur, Rajasthan
2. Foundation for Ecological Security (FES) – Udaipur, Rajasthan
3. Society for Integrated Development of Himalayas (SIDH) – Mussoorie, Uttarakhand
4. HESCO, Uttarakhand

Outreach and Impact

- Since 2006, more than 1,000 school and college students have experienced rural Rajasthan and Uttarakhand through Gram Anubhavs.
- Students from Shri Ram School, Modern School , German School, Delhi University, Jawaharlal Nehru University, Jadavpur University (Kolkata), St. Xavier's College (Kolkata) and Jamia Milia Islamia, have participated in the past Gram Anubhavs.
- Several remote rural communities have been visited as part of Gram Anubhavs. These include the Bhil tribe of Karech village in Rajasthan, Kraska village in the core area of the Sariska Tiger Reserve and the Bhutia community of Lata village in Uttarakhand.
- In 2009, a Gram Anubhav was organised in rural Haryana, for senior employees of Nokia.

In 2015, over 190 students from Green Fields School, Delhi, Shiv Nadar School, Noida and Mallya Aditi International School, Bangalore travelled with Swechha to Bodh Gaon in Rajasthan for the Gram Anubhav and provided extremely positive feedback.



Empowerment and Enterprises

ME to WE

Pagdandi Adolescent Empowerment Programme

RATIONALE

Adolescent girls and boys are the most vulnerable section in a community, in terms of access to information, opportunity and resources – more so in marginalized communities. They are bound by patriarchal attitudes, beliefs and expectations and therefore are the last in the priority of empowerment. As a result of this, they face emotional, physical, sexual and financial discrimination, also leading sometimes to abuse.

ABOUT THE PROGRAMME

The Me to We programme grew out of a need to understand and address these problems at an individual as well as at a collective level, proposing a strong element of employability being a medium of empowerment – alongside interventions of education and life skills. The intervention is a more focused approach towards skill development and employment preparedness. It aims at working with a group of 100 adolescent girls from Jagdamba Camp community, one of the biggest slums in South Delhi.

OBJECTIVES

- 1) To create confident young adolescents in the community who have a sense of purpose and identity
- 2) To equip them with information, education and life skills needed to question and negotiate existing and constantly changing social realities while emerging as young leaders
- 3) To build and strengthen skills and capacities for employment, entrepreneurship and financial independence

APPROACH

The programme uses a participatory and process-oriented approach to achieve its **Objectives**. It builds learning along a continuum leading the individual from an understanding of the self vis-à-vis the other i.e Me to We. It empowers the individual to transform from being the target of change in their community to being a vehicle of change for their community. The program also has a bottom up approach whereby acknowledging the existing social, cultural and economic realities of these girls and therefore making collaborative efforts to solve problems, instead of conflict and confrontation.



ACTIVITIES AND INTERVENTIONS

- Support to school
- Life-skills workshops
- Leadership development
- Skill development – soft skills, creative skills, vocational skills
- Entrepreneurship Training
- Practicum based approach to setting individual or collective enterprises

From June 2014-July 2015, 50 adolescents (20 boys and 30 girls) were engaged in a full-fledged empowerment programme supported by Empower. The project focused on employability for these adolescents through active engagement on issues of identity, social efficacy and resourcefulness. 20 adolescents from the programme were placed as interns and employees with different organizations across the city.

From July 2015-2016, 30 more adolescents aged 12-18 were engaged through a life skills curriculum supported by EMpower. The curriculum uses innovative and engaging sessions, interactions with experts and industrial exposure visits to dedicatedly work on issues on identity, social efficacy and resourcefulness. During the same period, the ex Me to We participants were engaged through one-on-one interactions, events and community campaigns. This cycle also saw the journey of four community interns turned community animators for Swechha. During this cycle, two fellowships to ex participants to set up enterprises were also given out.



GREEN THE MAP

Green the Map (formerly called Green The Gap) over the years has turned out to be the 'upcycling' voice of India and is engaged in creating livelihood for thousands of migrant workers and women from different parts of the country, and in the process saving the environment by managing some of our urban waste. It's a project that looks at creating an alternative for urban consumers, for fair trade goods and lifestyle and also stresses upon the philosophy of sustainable consumption and production. At the moment, Green the Map has an e-commerce store and supplies to over 15 stores and buyers in different parts of the world. It also bagged the Global Economic Fellowship for year 2012.

In 2015, GTM collaborated with prominent organizations such as Pinkathon and Indigo as the upcycling partners. Diaries out of tyre tube and elephant poo paper and paper bags were created by the men and women at GTM workshop for Pinkathon, a nationwide marathon organized by United Sisters Foundation to spread awareness about breast cancer. On the other hand, GTM has been Indigo airlines key partner by upcycling their airline waste such as seat covers into beautiful products and accessories.

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 work with the group led to the facilitation of Young Women Social Entrepreneurship Development Programme (YWSEDP) supported by British Council with 200 women over two years. Phase 1 in 2014 led to the setting up of MOM and Lunchbox 17, social enterprises run and led by women.

In 2015, Swechha worked with 100 women from Jagdamba Camp and nearby communities through trainings, workshops and skill building. In March 2015, 200 young girls from Jijabai ITI (Industrial Training Institute, Delhi) went through a short term course on entrepreneurship in collaboration with Etasha Society. Out of these, 30 participants opted for the 3 day long advance entrepreneurship training organized by Swechha in August 2015.

Website – www.greenthemap.com



MILLION KITCHEN

Earning, Empowerment and Entrepreneurship

Lunchbox 17 was started in May 2014 as a platform to create employability opportunities for the women of Jagdamba Camp, a slum community in South Delhi. Through their unique culinary skills, these women learnt to run a business enterprise and strove to take control of their destinies, serving as role models for their communities. Over one year, LB 17 served over 25,000 meals across Delhi.

Empowerment, however, cannot and should not be restricted to a certain section of the society. What began as an initiative to hone and harness the latent potential of women in the Jagdamba Camp gradually started getting its flavors from entrepreneurs across various kitchens of Delhi, straight to the customer's plate.

Million Kitchen (MK) is a web and mobile app based aggregating platform that provides healthy, affordable and homemade food to the customers. The technology based social enterprise is based on the principle of 'hyperlocal homemade food on the cloud'. It is an enabler that aims to access and provide the culinary delights from home-cooks or home-based cooks. It gives power to the belief that 'Ghar ke' (home cooked) Rajma chawal or Pav-Bhaji can be an ideal and sustainable way to satiate one's hunger and someone's aspirations.

Objectives

Million Kitchen, a social enterprise aims to achieve the following –

- Empowerment of home based chefs from different backgrounds
- Provide healthy, affordable and tasty food to the customers
- Encourage more women to become entrepreneurs
- Explore and expand the potential of every dormant kitchen as a source of *Earning, Empowerment and Entrepreneurship*.

Activities

Following **Activities** are taken up by Million Kitchen to encourage and empower home based cooks –

- Identification and mobilization of home based chefs
- Interactions, meetings and reviews with identified chefs
- Fostering of collaborations with institutions
- Management of logistics- tech management, delivery, payments etc.
- Marketing and Publicity to expand the outreach



Impact so far

- Since its inception in June 2015, over 150 women came forward to register on our platform and displayed courage and desire to earn their own, have their own identity. Over 30 of them were regularly engaged with the enterprise and supplied food almost everyday. We sold an average of 100 meals a day, peaking it to 250 meals on certain days.

Million Kitchen was also covered widely by prominent media over one year. Some of the links to **these stories are given below -**

- <http://qz.com/580570/the-driving-force-behind-these-pioneering-food-delivery-apps-in-india-housewives/>
- <https://yourstory.com/2015/07/million-kitchen/>
- <https://www.hungryforever.com/million-kitchen-delivers-home-cooked-food-doorstep/>
- <http://gadgets.ndtv.com/apps/news/new-app-million-kitchen-to-deliver-home-cooked-meals-716220>
- <http://www.networkedindia.com/2015/07/18/million-kitchen-app-brings-you-home-cooked-meals-empowers-women-who-prepare-it/>
- <http://knowstartup.com/2015/07/million-kitchen-to-deliver-home-cooked-meals/>
- <http://indiatoday.intoday.in/technology/story/million-kitchenapp-to-deliver-home-cooked-meals/1/451871.html>
- <http://tribune.com.pk/story/1036680/skill-development-empowering-women-through-food-tech/>
- <http://www.youthkiawaaz.com/2014/06/lb-17-delivers-tiffin-livelihood-women-marginalized-communities/>
- <https://lbb.in/delhi/lunchbox-17-home-delivery-meals/#!/>
- <http://www.pressreader.com/>
- <http://www.thehindu.com/todays-paper/tp-in-school/a-tiffin-service-that-serves-a-special-social-story/article6357713.ece>
-
- **Video documentation -**
- <https://www.facebook.com/QuiteFranklyProductions/videos/p.1016262495097124/1016262495097124/?type=2&theater¬if t=like>



Events

YAMUNA SHRAMDAAN

January 17th, 2016

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.

On January 17th 2016, a Yamuna Shramdaan was organized by Swechha in collaboration with NDTV India.

Yamuna Shramdaan 2016 aimed to and succeeded in achieving the following:

- Inspire youth to volunteer: Over 800 participants from different schools, colleges, corporates and organisations came together on the banks of the river for the clean up
- Sensitise the youth and civil society on the issue of Yamuna and their impact on the environment: Participants who were interviewed during and after the event expressed their disappointment with the state of the river, as well as their wish to see and contribute for its improvement.

March 20th, 2016

A Yamuna Shramdaan was organized by the members of The Dying River Campaign with the support and guidance of Swechha. The Dying River Campaign is an initiative started by a group of students of Vasant Valley School, Delhi who were a part of the Yamuna Yatra in March 2015. Along with raising money for the campaign through small scale events such as a bake sale , they engaged themselves in running campaigns for the river in their school, filing petitions and organizing a Yamuna Shramdaan on March 20th, 2016. The Shramdaan was attended by over 150 young students who cleared two truckloads of trash from the banks. They were also covered by some of the prominent media. The links of the same have been given below-

http://www.business-standard.com/article/beyond-business/yamuna-on-their-minds-116032500744_1.html



<http://www.thehindu.com/news/cities/Delhi/kids-take-up-yamuna-shramdaan/article8387068.ece>

Video and photo links –

<https://www.facebook.com/Savethelifeline/>

<https://www.youtube.com/watch?v=lhm361CpSwU>

Other collaborations and highlights

- In 2015-16, Swechha fostered new collaborations with prominent corporate houses and organizations such as PwC, Mckisney, S & P Capital IQ, Boston Consulting Group, Luminous, Google, CRISIL Ltd and I Say Organic. More than 500 employees and beneficiaries of these corporates and organizations were engaged by Swechha through workshops, plantations and interactions.
- Swechha was the key facilitator of Young Leaders Conclave 2015 organised by Modern School, Vasant Vihar from August 8th, 2015 to August 12th, 2015
- Swechha also collaborated with Delhi Walk festival in February 2016 for the facilitation of Yamuna walk for the general masses
- Vimlendu Jha, the founder of Swechha India judged Indias's first environment based reality show telecasted by NDTV

Website – www.swechha.in

For more photos, visit us at <https://www.facebook.com/SwechhaIndia/?fref=ts>

Blog - <https://swechhablog.wordpress.com/>