



PRAVAH MEANS FLOW

IT REPRESENTS THE LIFE LONG JOURNEY
OF EVERY HUMAN BEING FROM SELF
TO SOCIETY—FROM ME TO WE

ANNUAL REPORT 2008-09

PEOPLE AT PRAVAH



THE BOARD

Adeesh Mehra
Arjun Shekhar
Ashraf Patel
Gouran Lal
Ishani Sen
Kamini Prakash
Meenu Venkateswaran
Ravi Gulati
Renuka Motihar

THE OPEN SPACE COLLECTIVE

Deepjyoti Sonu Brahma	Kavita Arora
Durba Ghose	Lillian Strand
Ishani Sen	Meenu Venkateswaran
Kamini Prakash	Neha Buch
Kanika Sinha	

THE TEAM

Aditi Rao	Kanika Sinha	Ritika Khunnah
Aditi Sahay	Kavita Arora	Sanyam Sethi
Ashraf Patel	Lillian Strand	Shailey Tucker
Ashwani Parijat	Lokashish Saha	Shilpa Jhavar
Deepjyoti Sonu Brahma	Manmeet Kaur	Sonal chaturvedi
Deepti Menon	Meenu Venkateswaran	Srinjoy Ghosh
Dinkar Saxena	Naval Kishore	Sugandha Singh
Durba Ghose	Navneet Prakash	Sulab Kumar
Gagan Jena	Neha Buch	Swati Ojha
Gouran Lal Dhawan	Neha Naqvi	Swati Sahni
Ishani Sen	Nivedita Gupta	Usha Saxena
James M John	Rajani Nair	Vijeta Chaurasia
Kamini Prakash	Rajdeep Roychowdhury	

DEAR FRIENDS,

When we conceived PravaH fifteen years ago, NGOs in India were working with the marginalised and focusing to respond to the impact that privatisation and globalisation brought. We felt that with the country poised to grow economically, the still feudal power structure would ensure that the wealth and power is distributed unequally for some time to come. And here lay a gap. Nobody was really working to sensitise urban young people - the potential decision makers and power brokers in this social structure - about their responsibility towards society. We decided that this was the gap we wanted to fill, and so we became the 'strange' NGO working with the 'privileged' urban youth. This was our way of promoting justice, equality and peace in society.

Initially, we designed interventions that promoted active citizenship in schools and colleges and succeeded in helping 'privileged' young people to clarify their values and stances, hone leadership skills and engage with society in meaningful ways. Over time, with the relevance of our work with youth of becoming apparent, we started to work with youth from diverse class, gender, regional and rural-urban groups. Next, we started to build capacities of school teachers and facilitators who worked with youth across the country to ensure that the outreach of our kind of work spreads beyond our own direct reach.

In the first few years of this decade, many organisations started to work with youth. However, evidence showed that many looked at youth as instruments in the development process, and so began the next phase of our journey. With years of experience behind us, we focused to strengthen youth work in India by building a shared vision for youth development and active citizenship. We also initiated fellowships and incubation programmes, which spawned new youth-focused and youth-led organisations even as we continued our direct work with adolescents, youth and teachers.

Today, India is witnessing a demographic transition. With 330 million people aged between 10 - 24 years, it is home to one of the fastest-growing youth populations in the world. Besides the fact that this huge cohort would contribute to a growing labour force and a decline in the dependency ratio, its values, attitudes and skills will shape the country's future. Many see this as India's opportunity for national growth and prosperity.



At PravaH however, we feel that the demographic transition will be meaningful only if it translates into 'development', and not just 'growth'. For that to happen, we need to ensure that this large cohort of youth is also on the forefront of social change. This reality, coupled with increasing polarization across religion, class and caste, has today added a new level of urgency to our work.

Recognising this, on our 15th year, we reiterated our focus to strengthen youth work in the country, and undertook a strategic planning exercise to identify the following key strategies: building organizational focus on partnerships, developing a cadre of youth facilitators and changemakers, adopting scale thinking and external focus, and supporting people development and ownership within PravaH.

Following the first strategy, in 2008-09, we partnered with three organisations in Kolkata, Mumbai and Sambalpur co-create youth programmes. We also continued to offer incubation support to PravaH Jaipur Initiative and ComMutiny - The Youth Collective as the former established its presence in Jaipur

and the latter registered as a Trust and implemented a national level youth leadership and learning programme. Through the Strategic Resource Group, set up in partnership with Sir Ratan Tata Trust in 2007-08, we supported the introduction of youth development perspectives into a number of existing youth programmes in various organisations across India.

To build a cadre of changemakers, through the Change Looms programme we continued to identify and support young people who have launched social change initiatives. We also launched Campus Catalysts - a programme to support groups that work on social justice issues within college campuses.

Through the SMILE programme we continued to reach out to college youth in Delhi and offered them learning and action opportunities on social issues. The Youth for Development programme expanded in its second year as we placed ten young volunteers in eight NGOs across the India. The Global Xchange programme offered volunteering opportunities to eighteen youth in Rajasthan and Wales.

Through our various interventions with adolescents, we worked with over 1000 school students within and outside Delhi while through the teacher training intervention we continued to support school teachers to design and deliver citizenship education programmes in their schools. During the year we focused on strengthening Educators Collective as an initiative that supports the personal and professional development of teachers, and focused on embedding active citizenship within the school system through the Teacher Resource Centre at Bluebells School International.

In keeping with our strategic intent to build visibility for the youth sector in India, for the first time this year, we organized two consultations. The first of these, held in partnership with Innovations in Civic Participation, focused on the theme 'Nurturing Active

Citizenship Amongst Youth'. This consultation facilitated a large and diverse group of stakeholders to come together to discuss youth development and active citizenship for the first time in India. Next, with Bluebells School International, we organized a conference on the theme 'Schools as Nurseries of Peace'. This conference brought together 100 educators to discuss Peace Education in India.

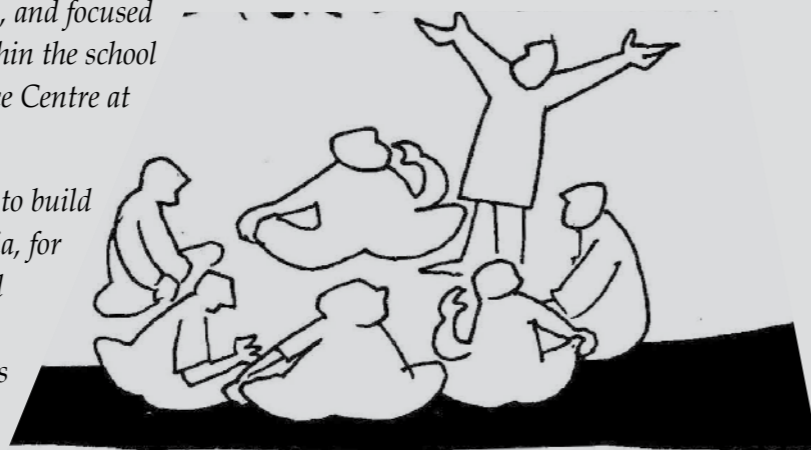
To build capacities of organizations and individuals working in the field of youth development, this year we set up Pravah Learning Voyages, an institute that would offer quality courses. Learning Voyages successfully conducted two courses.

Internally, we demonstrated our belief in youth leadership by initiating a leadership transition and inviting two of our young leaders to head the direct programmes with adolescents and youth.

As you read this report, I hope you will get a deeper understanding of our work and our efforts to strengthen youth active citizenship in the country. We invite you to join us as we move towards our vision of building leadership for social change amongst youth.

In faith and goodwill,

Meenu Venkateswaran
CEO, Pravah



Launched in 2007, the Streaming Initiative uses the approach of collaboration, partnerships and incubations in diverse ways, to co-create an ecosystem of organizations that work on youth leadership and active citizenship for social change.

The Streaming Initiative focuses on the following:

Startups and Joint Ventures Pravah partners with like-minded organisations and individuals and facilitates the start-up and/or development of new youth initiatives and organizations.

Youth Led Initiatives Pravah promotes, supports and strengthens youth led initiatives, organisations and teams nationally through the Change Looms programme and fellowships .

Partnership Cell To strengthen citizenship action and youth development, the Partnership Cell develops long term strategic partnerships with organizations working with young people across the country and co-creates youth interventions. The aim is to create a learning network of youth organizations that can advocate for youth development and active citizenship.

Research and Learning Pravah involves itself in research and learning related activities and leverages the findings to improve programming, gain organisational learning, and impact the field of youth development and active citizenship.

STARTUPS AND JOINT VENTURES



COMMUTINY - THE YOUTH COLLECTIVE

The Youth and Civil Society initiative of Sir Ratan Tata Trust and Pravah continued the partnership to incubate the organisation ComMutiny - The Youth Collective (CYC), in order to mainstream youth development in the country.

In 2008-09, CYC registered as a Trust, set up its office and recruited the first personnel, while continuing to implement its first initiative entitled the ComMutiny Learning and Leadership Journey (LLJ). Majority of the 14 founders of CYC remained active, and besides participating in bi-monthly board meetings, took on several executive roles.

Under the LLJ initiative, CYC supported 25 youth (Commutineers) from 12 states in India to implement diverse social change initiatives

around issues of gender, education, governance, environment, youth and media. The Commutineers came together in August 2008 for a 5 day long learning event and in March 2009, for a youth festival in Kolkata, West Bengal, which 14 Commutineers organised. The key discussion themes in the festival focused on Education, Environment and Local Cultures, Citizenship and Governance, Media and Globalization and Identities. Majority of the participating Commutineers brought 2-8 youth from their regions to the festival, and with local youth participation, the 2 day festival acted as a platform of 150 youth from diverse backgrounds and locations.

Simultaneously, CYC members visited the Commutineers in their sites to evaluate how their social initiatives are evolving and the implementation of rigorous outreach and screening processes by CYC resulted in the recruitment of the 2nd batch of 20 ComMutineers who would begin their journeys in June 2009.

In 2008, CYC piloted some new initiatives, key among these being a workshop in partnership with Shabnam Virmani, a film maker who is using Kabir's poetry for self reflection and for questioning the boundaries of one's identities. Hosted in September, this workshop was attended by 12 young Commutineers from 8 states.

For Pravah, the CYC experience is proving to be an enriching one, and we are very happy to be co-voyagers and stakeholders in the evolution of this organization through playing a key anchoring role in the process of incubation.

PRAVAH JAIPUR INITIATIVE (PJI)



A couple of years ago, our exchange with young people and organizations across the city of Jaipur had led us to discover that while Rajasthan is known for its social activism across the world, urban youth from this region tend to be very disconnected from this legacy. This concern had led to the Pravah Jaipur Initiative (PJI) being born in 2007 as an incubation project.

2008 saw PJI setting into motion a host of exciting events. Two capacity building workshops were held for over 70 young people from across Rajasthan. One of these workshops was conducted in solidarity with the national campaign on Identities that was launched by Young Voices, a network of 22 organisations in which Pravah is a key member (see Partnerships).

At the capacity building workshops, young people explored issues of identities and stereotypes and learnt to practice late activist Augusto Boal's 'Theatre of the Oppressed' methods and also to design comics to highlight various social issues. Post these workshops, 'Khulla Manch', a youth group was born. The young people at Khulla Manch now make up the backbone of PJI's volunteer base who inspire others with their work in the community. Over the course of the year, we worked intensively with all 30 members of the Khulla Manch and through them, reached out to about 2000 young people.

In November, Jaipur played host to a unique youth festival organized by PJI. The aim was to promote the concept of Active Citizenship among youth and the large civil society. The event was attended by over 600 young people from various schools and colleges.

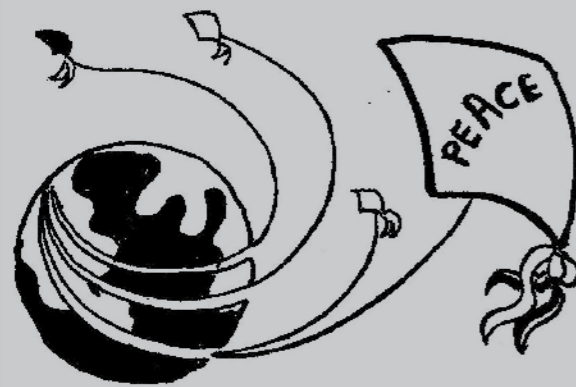
Through all of these engagements the newly born PJI managed to establish itself as a warm, welcoming and non-judgmental space for young people who wanted to do their bit



ATAY MISHRA

for the betterment of society. It was due to this factor that the idea for a learning café called 'Cafe Mohalla' was generated. This turned out to be a fortnightly event where PJI opened up its doors to the wider community and invited people to be a part of the many facets of work that goes on there. Already we have seen film screenings, group debates, poetry readings and live music at the café.

As 2009 dawned, PJI and its young volunteers gave a new dimension to Makar Sankranti in Jaipur through organising a unique campaign entitled "Give Peace a Chance – Fly PEACE Kites". In this campaign, organised between 9- 14 January 2009, groups of young volunteers thronged different spaces across Jaipur for 4 hours each day, involved people from the neighbourhoods, flew kites with diverse messages of peace written on them, and in the process, celebrated freedom and the desire for peace and harmony among all religions and ethnic groups. The campaign ended on January 14 with workshops, skits and face-painting competitions on the theme of peace. PJI collaborated with a number of local NGOs to spread the message of peace in the post 26/11 India.



Earlier, all I waited for was to fly kites during this season. Now I am not only busy making kites, but am also satisfied that through my passion of kite-flying, I am reaching out to people with an important message.

- Ajay Yadav, Volunteer

We want to tell everyone in the city that having no war doesn't mean that we have peace. For maintaining peace in our society, all of us have to understand our responsibilities.

- Prem, Volunteer

Going forth, we embarked on an entirely new endeavor. In partnership with Drishti, an organization that uses the media and arts to build empowered communities and promote Human Rights, we started setting up a Community Video Unit. Over the following 18 months, 7 young people will learn film making under this initiative, and will make films that will highlight diverse issues in society. The finished films will be screened at various locations all around the city.

Finally, we are happy to report that through our work, we have developed strong partnerships with organizations such as Muskaan (road safety), Umang (disability), Drishti (community empowerment through media) and Faith (HIV/AIDS). We have also succeeded in growing our team during the period, which now comprises 3 full time members, 2 interns, and a host of young volunteers. Neha Buch, Programme Coordinator – SMILE Delhi, who was deputed to Pravah-Jaipur initiative for 1 year to in the capacity of Chief Coordinator to aid this initiative's growth, has continued to offer support.

STRATEGIC RESOURCE GROUP (SRG)

In 2007-08, in collaboration with the Youth and Civil Society (YACS) Initiative of Sir Ratan Tata Trust (SRTT), we had launched the Strategic Resource Group (SRG), an initiative to support organizations in India to strengthen focus on youth development in their programmes. In 2008-09, we expanded the vision of the initiative to also facilitate a collaborative youth development sector where organizations could learn from each other, and build a body of knowledge on youth development issues.



Under SRG this year, we reviewed the youth programmes in the following organizations: Jagori Rural Charitable Trust (Kangra, Himachal Pradesh), Dhriiti (Delhi), Sewa Rural (Bharuch, Gujarat), Swechha-We for Change (Delhi), PUKAR (Mumbai) and Aajeevika Bureau (Udaipur, Rajasthan). Further, we supported a team from SAATH (Ahmedabad, Gujarat) to build an understanding of youth development and develop a proposal, and engaged closely with a number of grassroots organisations to support them to introduce youth focused components in their programmes and/or focus on building youth leadership.

As a result of these interactions, Jagori Rural Charitable Trust mobilised over 30 youth groups, introduced a youth fellowship programme and a course on Gender Development and Citizenship; Aajeevika Bureau started facilitating youth groups, launched a youth fellowship programme, and started youth groups in Ahmedabad; Vidya Poshak (Dharwar, Karnataka), an organisation we engaged with in FY 2007-08 introduced trainings to build youth leadership, and Ajit Foundation (Bikaner, Rajasthan), another organization we engaged with last year, envisioned a leadership development programme for youth.

For a wider learning exchange and consolidation of youth development experiences, we organised a meeting in January 2009, where 15 participants from 10 organisations that are partners of SRTT's Youth And Civil Society Initiative, came together. Besides sharing experiences, the meet familiarised the partners with different approaches to organising youth, creating inclusive youth led spaces, and laid out a process to identify categories of youth in difficult circumstances, and strategies and challenges in working with them.

Between March 3-4, 2009, we took a critical step towards building collaborations for a more supportive environment for young citizenship by hosting a consultation in Delhi on the theme of Nurturing Active Citizenship among Youth in India. The consultation was designed and facilitated jointly by Pravah and Innovations in Civic Participation (ICP, a US based organization) and was supported by the American Center in New Delhi and the Youth and Civil Society Initiative of the Sir Ratan Tata Trust (see Glimpses)

GLIMPSES

NURTURING ACTIVE CITIZENSHIP AMONG YOUTH IN INDIA - A CONSULTATION

Over 100 participants from India, Nepal, South Africa and USA attended a consultation on Nurturing Active Citizenship among Youth in India. Participants included government officials, leaders of youth organizations and youth development programs, heads of educational institutions, representatives from the private sector as well as young people working to improve their communities. This was the first time that such a diverse group of people were meeting to discuss how a more supportive environment for youth development and citizenship can be built.

While a panel discussion highlighted the need and ways to invest in youth as active citizens, a variety of innovative approaches for building youth active citizenship were also presented by different organizations, such as NYKS (the national youth program), PUKAR (Mumbai), Drishti (Ahmedabad), Bosco Institute of Social Work (Assam), CYDA (Pune), Pravah, Project Citizen and the Green schools program of CSE in New Delhi. Participants also learnt about international experiences through the case studies of Americorps (USA), GroundBREAKER (South Africa) and Youth Initiative (Nepal). Dr. Eboo Patel, Founder of the Interfaith Youth Core, USA engaged the participants in a discussion on the role of youth as active citizens.

The two days resulted in a list recommendations for dissemination to all the stakeholders in the field. These included:

- Comprehensive, centrally available and accessible data on the status of youth and youth civic engagement in the country.
- Capacity building of youth organizations to integrate active citizenship into their work with young people.
- Participation of civil society in the review of national youth policy and programmes.
- Evaluation tools, methods and frameworks to measure the impact of youth active citizenship programmes.
- Greater visibility and recognition for youth active citizenship.

The recommendations also included a youth minister who is under 45 years and the creation of a National Youth Commission comprising young people to look after youth interests and review programs and policies across all sectors from the youth perspective.



YOUTH LED INITIATIVES

CHANGE LOOMS

Since 2004, we have been collaborating with Ashoka - Innovators for the Public to run Change Looms – a programme that supports youth-led teams that have launched independent social change initiatives to grow. Change Looms strengthens their efforts by providing in-depth capacity building, mentoring and support for development and learning, recognition at a public event and a grant of Rs. 40,000 for organisational development.



In August 2008, post a rigorous selection process, we invited 21 people from 13 different youth-led initiatives to participate in DAC, a 6-day residential training programme. Here we supported the development of the young social changemakers' skills of conceptualization, strategic and process management, self and organisation development.

A key element of this year's training was a panel discussion on Youth Leadership for Social Change, which we hosted in collaboration with Nehru Memorial Museum and Library (NMML). Here, the changemakers and panelists comprising Harsh Mander, Leela Seth, Prof. Mridula Mukherjee and Tara Bhattacharya listened to each other's experiences, shared views and explored new aspects of youth leadership. During this time, a group of Change Looms alumni also met and decided to form an Alumni Network.

Post DAC, 11 teams from 7 states entered the 'learning phase' - a period of 9-10 months. We paired them with mentors to ensure they receive the required guidance and support in this phase. The groups that are part of the learning phase this year are: Amader Prerana (Sunderbans, West Bengal), Swikriti (Kolkata), Vayali Folklore Group (Kerala), Oscar (Mumbai), Hamara Footpath (Mumbai), Ahwaan foundation (Delhi), Beghar Mazdoor Sangharsh Samity (Delhi), National Social Society (Delhi), Youth Expressions for Right to Water (Bangalore), Infinite Scope (Mysore), Jammu & Kashmir Association of Social Workers (Srinagar). These groups are focusing on issues ranging from education, Right to Shelter, women's rights to preservation of indigenous knowledge and culture.

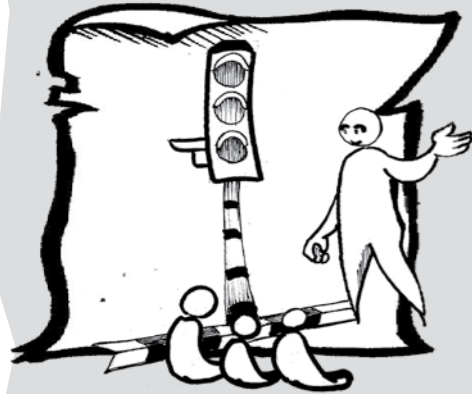
Since we had not hosted a recognition ceremony last year, we organised one on 13 August 2008 to felicitate 9 Changeloomers who had completed their one-year cycle with the programme in FY 2005-06 and 2006-07. This event provided an opportunity for the social sector and the civil society to celebrate their endeavours in diverse areas ranging from RTI and NREGA, to rights of mentally challenged destitute children and denotified tribes.

CHANGELOOMERS FELICITATED

CHANGELOOMERS OF 2006

Praniti Shinde started Jai-Jui to promote socio-economic development in Solapur, Maharashtra through providing livelihood options and encouraging entrepreneurship primarily among youth and women.

Khoj Foundation started by **Pawan Sharma** is a volunteer based education program for children living and working on the traffic signals in Delhi. The volunteers of Khoj provide basic literacy and life skills to 80-100 children at Jor bagh, Bikaji Cama Place, Dilli Haat and Ber Sarai.



Steps for Change started by **Anand Mishra** in Delhi is active in various campaigns through using theatre. Some of the initiatives the organisation is engaging with include the Red Ribbon Express (AIDS Awareness), and Right to Vote.

Established by **Ishita Chaudhry**, The YP Foundation (TYPF) provides young people in Delhi with the resources to execute their own initiatives that target social, cultural, economic, legal and environmental issues they are committed to.

CHANGELOOMERS OF 2007

Biswajit Dash and **Sameet Panda** started Ahwaan, an organization that uses Right to Information (RTI) to address individual grievances of people in urban and rural Orissa, and for better implementation of schemes like National Rural Employment Guarantee Scheme (NREGS), Land Distribution Schemes and Forest Rights Act.

Dhanuraj launched the Centre for Public Policy Research (CPPR) in Kerala in order to create an socially just and environmentally sound state through advocacy and action in the areas of self-sustainability of natural resources, education and community and disaster management.

S. Iyyappan initiated Sri Arunodayam, a home for destitute mentally challenged children in Chennai. He provides a home-like environment, care facilities and treatment for over 80 differently-abled people aged from 0 to 30 years.

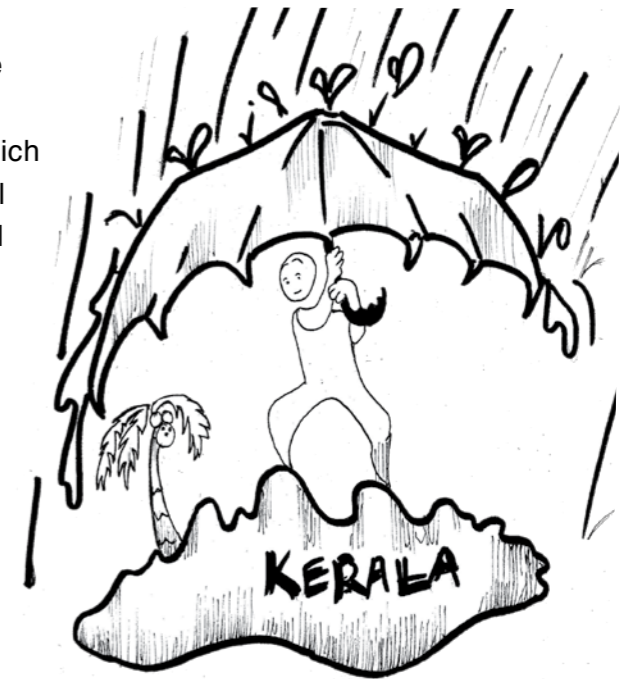
Prashant Mishra and **Umashakar Behera**, founders of TRUTH in Kalahandi (Orissa), a district infamous for starvation, malnutrition and farmers' suicides, are working to strengthen the tribal and rural poor's economic well-being through promoting organic farming and building their skills.

Santosh Jadhav launched Tanda Biradari in Yavatmal district of Vidarbha, Maharashtra to work with nomadic people and denotified tribes on land encroachment issues and overall development through involving the police department and youth groups.



In February 2009, we organised a Collective Learning Event cum Alumni meet in collaboration with Vayali Folklore Group, which hosted the meet in Kerala. 17 teams from all the 4 batches of Change Looms participated in the event.

Finally, we are happy to share that 2 Change Looms alumni were recognized by others for their outstanding work. S. Iyyappan, Change Looms alumni 2007, received the IYF Youth Action Network fellowship for initiating Sri Arunodayam, a home for destitute mentally challenged children in Chennai. YP Foundation, which is headed by Change Looms 2006 alumni Ishita Chowdhury, received a direct grant from Change Looms supporter Global Fund for Children for her work in facilitating the youth in Delhi to engage in social change initiatives.

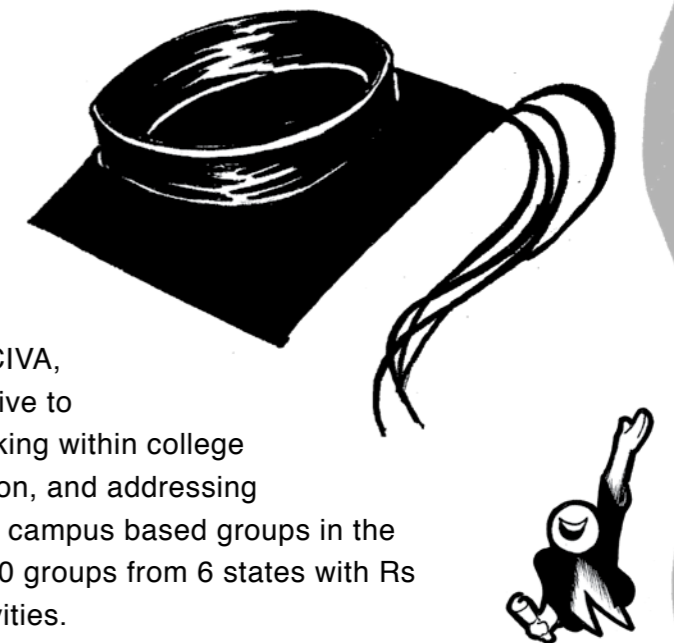


FELLOWSHIPS

This year we awarded the SMILE fellowship to Bhavya Soni and Prapti Sogani, two young volunteers from the organisation Muskaan in Jaipur. The two of them worked together to mobilise young people to join youth citizenship programmes as volunteers.

With support from Mr. Michael Norton of Centre for Innovation in Voluntary Action (CIVA, UK), we piloted Campus Catalyst, an initiative to support young changemakers who are working within college campuses to involve students in social action, and addressing issues in society. At the end of a search for campus based groups in the country, we extended financial support to 10 groups from 6 states with Rs 5000 each for learning and leadership activities.

We hope that this initiative will encourage more young people to engage with social action early on in life and we would be able to facilitate cross exchanges between them in meaningful ways so that they can learn from each other and grow together.



CAMPUS CATALYSTS 2009

Community Journalism, Mumbai: Participants of a residential camp who were passionate about writing formed Community Journalism in September 08. With students from different colleges across Mumbai as members, the group is working on a magazine, preparing articles on issues of gender and a newsletter that focuses on issues of terrorism and recession. The newsletter would be circulated especially amongst college students.

Eklavya Yuva Parishad, Orissa: Started in 2007 in a village in Orissa, when an old man sought English coaching for his grandson from Dhirendriya, the anchor of the group. Realizing that many students face similar problems, Dhirendriya launched this initiative with the help of his friends. The members of the group teach English to young students in their respective villages and bring them together as a larger group 3-4 times in a month for fun activities. Currently the group is planning to imparting basic literacy to adults.

Fuel, Pune: Ketan, a student who could not appear for an entrance test because of the few mistakes in his application form, started Fuel in 2006. Fuel helps young people from rural as well as urban areas in the admission process in Pune by providing them required information. It has created a CD on the cut-off marks of various colleges, published a book on the information on admission processes, and started an SMS alert on the same for the students. Fuel also conducts presentations in different colleges of Maharashtra.



Goenkar Changemakers, Goa: This group came into being in 2006 during a comics workshop for college students. The group then decided to take the comics technique forward to give a voice to people. The group is working with the Goa Commission for Children, college students, senior citizens, street kids, alcoholics and with people with HIV/AIDS. Presently they are initiating new set of workshops on 'legal comics', a series that would talk about everyday laws with the common man through Comics.

Kishore Sahitya Sansad, Orissa : This group was formed by a group of teachers in 1994 in Orissa. Sharing a common interest in literature, they started publishing a quarterly magazine on various social issues affecting their locality. 10 years down the line, it is a youth-led group, which organises literature-centred events in schools, like celebrating birthdays of popular writers of Orissa; essay competitions or debates. Their aim is to build skills of public speaking and confidence in students.

Pragati, Delhi : A society for sustainable development in Sri Ram College of Commerce in Delhi, 4 main issues form the core of Pragati, which are: Micro- finance, Environment, Rural Development and Women Empowerment. Activities of the group range from preparing magazines and newsletters based on research papers written by students, to organizing events such as a cleanliness drive in the college, a film festival or coordinating a trip to a settlement in East Delhi to conduct a survey micro-finance.

Rotaract Club of Loyola College, Chennai : This group is the youth wing of Rotary International, and is also the largest Rotaract Club in the world with 700 volunteers. Divided into 20 sub groups, the members of the club work on multiple issues ranging from preservation of the National Park in Chennai, holding medical camps, organising events related to national integration in government offices, to teaching younger students of government schools regularly and also helping run local balwadi's (crèches).

Theater Group, Mumbai :

This group came into being in the autumn of 2008, during a theatre workshop which involved many young people from different colleges of Mumbai. After starting off with a 'Truck Campaign' in various colleges in Mumbai, where they performed street plays on issues concerning women, the group has done about 7-8 plays on various issues across campuses. What keeps them going is their passion for theatre and the amazing response that they get from the students.



Youth Task Force, New Delhi : This group is actively involved in building transparency in government institutions, especially colleges across Delhi. The initiative was started in 2006 in IIT and later it shifted to Delhi University, North Campus. From ensuring transparency in the college canteens and addressing issues of non-uniform internal assessment system in Delhi University through RTI, the group has overcome many hurdles.

Yuga Youth Association, Bangalore : The members of Yuga belong to different colleges, and together they work on various initiatives of social importance. Besides conducting many issue based events for young people, Yuga has worked on a

development program for young children in an orphanage, organized a National Integration Festival, and supported Citizens' Forum to organise protests in Bangalore against the attack on women in a pub in Mangalore. This year, Yuga has also conducted a campaign amongst youth entitled 'We Vote for Change'.



PARTNERHIPS

In keeping with the strategy to expand our work through partnerships rather than growing our organization size, in the reporting period we engaged with our strategic partners – Patang in Sambalpur, Orissa and Thoughtshop Foundation in Kolkata and Pravah-Jaipur (PJI) to promote youth development programmes across India.



While playing an incubating role for PJI, this year we entered into a strategic partnership with SAHER, Mumbai. This was a cause of celebration for us since we have previously supported the learning journey of this organisation through the Change Looms programme.

In 2008-09, we conducted an organisation development training with the Patang team and supported the organization to grow its programmes, partners and funding. We are happy to share that Patang's programmes include interventions with adolescents and youth that follow models similar to ours, and Patang is investing in building a youth resource centre.

Through our partnership, we supported Thoughtshop Foundation (TF) to develop the plan for starting up Youth Resource Cells (YRC) in West Bengal, raise resources for it, build the curriculum for the YRCs, and launch 4 YRCs in and around Kolkata, West Bengal.

In December 2008, we organized a partnership meeting with PJI, TF, Patang and SAHER where we discussed our work, explored synergies and celebrated the fact that we were all connected by a common vision and values in spite of different locations and strategies.

We continued to partner with National Youth Foundation (NYF), where Neha Buch, Chief Coordinator, Pravah-Jaipur Initiative represented Pravah in the Board and in the Leadership Council of Young Voices, a network of 22 youth organisations supported by NYF. In this space, to extend the spread of the network-led campaign on identities, Pravah-Jaipur Initiative inspired young people in Rajasthan to challenge their notions about identities and stereotypes (reported under PJI).

GLIMPSES

WORKSHOP ON IDENTITIES AND STEREOTYPES THROUGH COMICS AND THEATRE FOLLOWED BY INTERACTION THROUGH THEATRE AND COMICS

In support of the NYF-led campaign on identities, Pravah Jaipur Initiative conducted a four-day workshop in collaboration with Muskaan and World Comics India and facilitated 35 young participants from across Rajasthan to understand the concepts of given and chosen identities, stereotypes and how they lead to conflicts. Parallely, they learned how to raise and discuss social issues through grassroots comics and theatre.

The participants first discussed their perceptions about each other based on specific identities such as gender, belonging to a particular region, caste, or economic group. Issues such as reservation on the basis of caste, terrorism and religion, not having access to various rights because of gender caused several debates and shared learning. Many observed how, during the workshop, their notions about people belonging to different groups broke down, as they got a chance to interact and understand each other.



Post the workshop, the participants used the comics and theatre pieces made during the had made to run a campaign and spark off dialogues around issues of identities and discrimination among audiences at Jawahar Nagar Basti (Slum) and at Jawahar Kala Kendra. At the basti the participants went door to door to invite people to the campaign spot, and took out a singing jaloos (procession) with comics in hand to inspire people. In one day they reached out to around 270 people.

The workshop and public dialogue was covered in newspapers like- DNA, HT, Times of India, and Evening Post and also appeared in local news channels Bhaskar News and Raj News, thereby helping us reach thousands and thousands of more people.

RESEARCH AND LEARNING

Since start up, we have engaged with capacity building of individuals and organisations working in the youth and active citizenship field. Tools and methods conceptualized by us have been used by over a 100 organizations across the country and abroad to raise the effectiveness of their learning interventions, their programs and their organisations. Feedback on our learning programs and their applicability to the participants real life has been consistently high.

Against this backdrop, this year we decided to enhance the scope of our Research and Learning agenda by establishing Pravah Learning Voyages, an institute, which would focus on developing and sharing skills and knowledge in critical areas of youth development work with diverse stakeholders, and in the process, enhance the journeys of youth towards active citizenship more effectively.

In the reporting period, Pravah Learning Voyages designed and facilitated 2 workshops on enhancing Instruction Design and Facilitation Skills for NGO professionals. Entitled Big Ticket, this workshop was a modification of the flagship programme of the same name conducted by Vyaktitva, a performance support firm in Delhi, and was a collaborative endeavor to meet the requirements of the development sector.

The 2 successful interventions saw participation of a diverse range of NGOs including Breakthrough, Centre for MicroFinance, Collectives for Integrated Livelihood Initiatives, Groupe Developpement South Asia Regional Office, Hamara Footpath, Human & Institutional Development Forum, Infinite Scope, Jammu & Kashmir Association for Social Work, Plan India, Plan International, SAHER, Sir Ratan Tata Trust, Swikriti, The YP Foundation, Vidya Poshak, Youthreach.



Pravah provides opportunities to young people in the age group of 17 – 25 years to become active citizens. While we facilitate their learning about their own selves and social realities through workshops, exposures, youth clubs, volunteerism, we also create spaces for them to demonstrate active citizenship.

In FY 2008-09 we implemented the following youth programmes:

Students Mobilisation Initiative for Learning through Exposure (SMILE):

Since 1996, through the SMILE programme, Pravah has been creating opportunities for university students from diverse backgrounds to volunteer to come together, understand social realities, make the connection between themselves and the larger society, learn relevant skills for social leadership and finally, engage in citizenship action.

Youth for Development (YfD) : YfD offers young people in India a chance to intern in an NGO for 6 months and in the process, gain skills and experience in the development sector and contribute to development issues in communities. Running in collaboration with VSO (Voluntary Service Overseas)-India, the programme is inspired by a programme model at VSO-UK.

Global Xchange (GX) : GX is an inter-cultural exchange program between UK and India, which provides 9 selected volunteers from each country to live and work in cross-cultural pairs in both countries. Implemented in collaboration with VSO-UK, the programme ensures that the volunteers share and develop their skills, gain a broader understanding of global issues, break stereotypes and promote tolerance and peace. In both countries, GX volunteers live with local host families and are engaged in community projects with local organisations.

SMILE STUDENTS MOILISATION INITIATIVE FOR LEARNING THROUGH EXPOSURE

In FY 2008-09, we worked with students from over 25 colleges (About 760 young people registered for SMILE, and over the year we worked with about 150 young people intensively). About 63 SMILers from 13 colleges acted as core group members, meaning that they led various components of the SMILE programme through the year – sometimes together as a group, sometimes on their own.



LEARNING AND ACTION ON SOCIAL ISSUES

Having consulted with young people to understand their needs, and re-examining our original year-long programme structure in the light of the changes in the academic pressures on young people today and their occupations and aspirations, this year we experimented with a 'Modular Design SMILE Programme', where one cycle would be completed in 2-3 months. The new design of SMILE focuses on 2 key aspects :

- to let young people to engage intensively with key processes to imbibe the values of active citizenship and gain a clear experience of it in a limited time frame;
- to facilitate a progressive journey towards active citizenship for those young people who remain involved throughout the year with SMILE.

We piloted the new design with two modules - E-waste and Identities and Communalism.



In all, 24 SMILE volunteers engaged with the module on electronic waste generation and its subsequent impact. A series of film screenings, discussions, research on the subject, and sharing of knowledge motivated the SMILers to undertake a visit to Seelampur, one of the largest e-waste dismantling sites in Delhi. The interactions there and the growing understanding of the issue itself led them next to conduct a survey to gauge the attitude and awareness of their peers towards e-waste. Finally, the SMILers showcased their findings from the entire intervention, and ways of recycling waste through an exhibition.

Under the cloud of the situation in Orissa and the Mumbai blasts, we facilitated 138 SMILers to engage with the issue of communalism. The journey kick-started with a residential camp in which SMILers explored questions of identity, the role of stereotypes in it and their manifestation in our lives. Subsequently, through a series of film screenings and discussions SMILers examined identities from the lens of caste, gender, communalism and socio-economic conflicts. A number of SMILers participated in workshops on conflict resolution, and listened to the peace activist Mr. Dilip Simeon talk on the issue.



As a part of the module, 25 SMILers learned the technique of Invisible Theatre through a workshop with theatre activist Lokesh Jain, and used it to engage people from different religious communities in a dialogue around issues of social justice. For this, the group developed and performed 3 plays outside 3 noted places of worship – the Sishganj (a Sikh temple), Gaurishankar temple (a Hindu temple) and Jama Masjid (a mosque).

To emphasize the message of peace and celebrate diversity, a group of SMILers organised Pravah's annual Peace Campaign entitled Music for Harmony. The day, a mix of music, performing arts and conversations on peace and harmony, saw diverse performers play many different genres of music. While the exhibitions displayed by the SMILers highlighted issues of e-waste, conflicts around the country and their learnings from their SMILE journeys, short plays and 'Chalo Volte Karein', a campaign to urge people to vote in the (then) upcoming elections urged people to take active roles in society. Side events such as tile painting, flying peace kites, etc. added colour and energy to the day.



VERBATIM

Hey everyone....

this is about one of the SMILers ... he had recently been a part of the film screening of Ram ke Naam... we did it during our communalism module..

he comes from a family that is quite staunchly supportive of hindu fundamentalist/extremist (i just had a long conversation about what's the correct word to use but i'm still not sure) groups. He has been brought up with notions that you don't eat in a muslim household and various other such dictats.. after seeing this film he called me and spoke to me about some of these struggles of conflicting thoughts and convictions and then decided that he wanted to go home and see the film with his family and talk about it.

I lent him my copy of the film and he went and saw it with his family. many debates ensued over whether Babri Masjid was justified because of Babar and his conduct etc etc.. his father finally said to him that he agreed that you can't hold people accountable in this manner (the genocide) irrespective of what Babar did...

it's not a conversation that's over for him ... he also then went and showed the film to his friend's family ... also a staunch Hindu fundamementalist supporter. the conversation wasn't as successful as the earlier one this time... and so he was disappointed but then over our conversation later figured out the need for persistence in these matters...

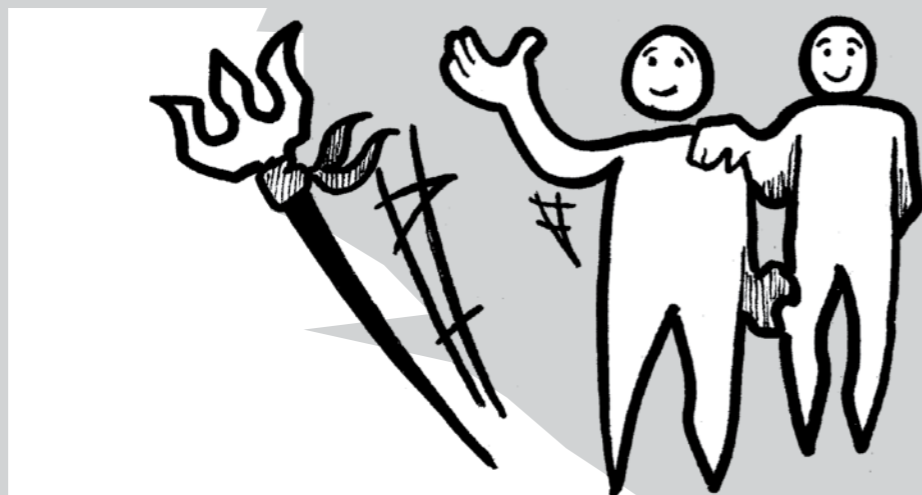
he said that he has also started asking some of the Muslim people he knows about how they feel about these issues and hasn't really figured it out but is feeling the need to talk about it more, and feeling more confident in disagreeing with some of the notions he has grown up with and the fact that he did talk with his own father has given him a lot of strength to talk to others.. although his dad has forbidden him from sharing these views with other members of their family who are also staunch VHP supporters... but let's see how that pans out....

having this conversation just gave me so much of energy and inspiration that i felt i had to share it with all of you...

:)

M

Email from Manmeet
Kaur, Associate
Coordinator, SMILE



VOLUNTARY PLACEMENTS

To facilitate young people to understand issues through hands on experience, we place SMILers with voluntary organisations working on various issues in and around Delhi, as well as across India.

This year we placed 48 young people in over 10 organisations in Delhi, where they volunteered for at least 50 hours each. We also placed 14 young people to volunteer for 3-6 weeks in 8 organisations across the country. Some of the issues that the volunteers engaged with during their placements are education , environment, poverty, communalism and human rights.

Prior to placing them, we oriented the volunteers and gathered their feedback post their placements. This process not only enriched the experiences of the volunteers, but also supported them to consolidate their learnings from the experiences.

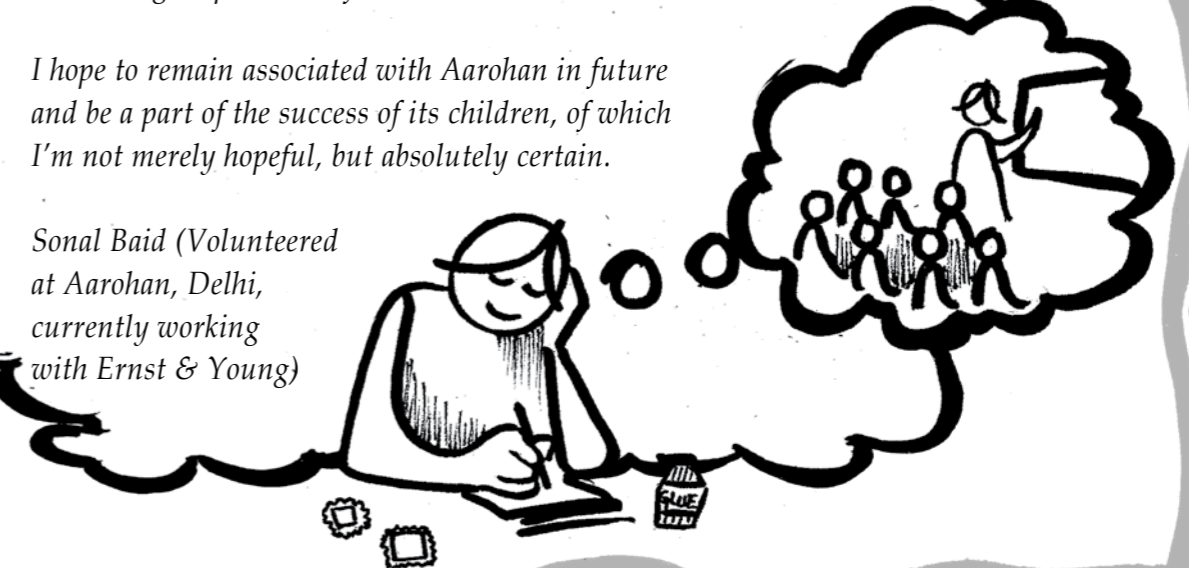
This year, by opening voluntary placement opportunities to young people who are not just SMILers, we succeeded in supporting many more youth to engage with society.

VERBATIM

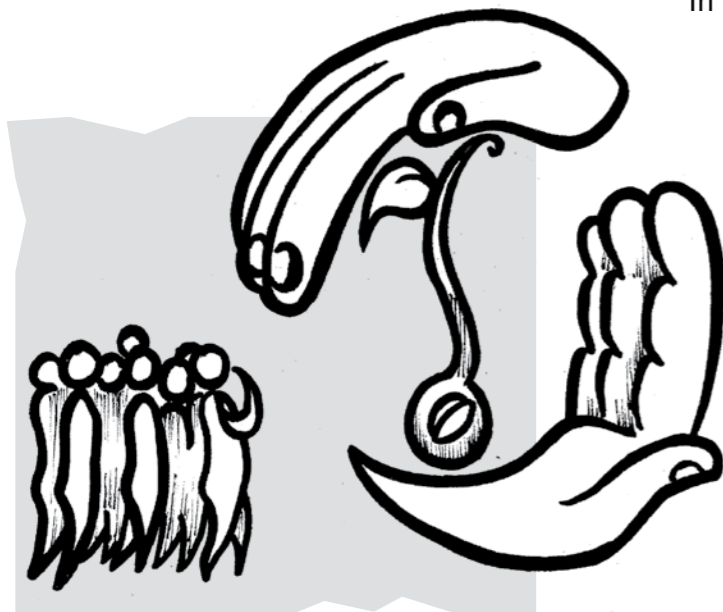
The thought of addressing a class of nearly twenty five living, breathing Class 10 students analyzing my every word, was not overly comforting.....it's been an incredible experience. And I've not only become attached to them, I've grown to respect them for the strength of character they embody. I walk out with a new surge of confidence, a much higher degree of patience, some unexpected friendships and a whole bunch of memories. And somewhere I feel like I am in touch with the 16 year old in me again, looking for more from life than I could imagine possible before.

I hope to remain associated with Aarohan in future and be a part of the success of its children, of which I'm not merely hopeful, but absolutely certain.

Sonal Baid (Volunteered
at Aarohan, Delhi,
currently working
with Ernst & Young)



GROUP EXPOSURE FOR ISSUE-FOCUSED LEARNING



In October 2008, we took 12 SMILers from various colleges in Delhi for a week-long exposure visit to Beej Bachao Andolan at Nagni, Uttarakhand.

The SMILers stayed in villages and interacted with the society of farmers running the 'Save the Seeds' movement to preserve indigenous techniques of farming. They also visited the limestone mining area to understand the impact of open cast mining on the ecology of the region.

A high point of the exposure for the group was a meeting with Shri Sunderlal

Bahuguna and Shrimati Vimla Bahuguna to learn about the Tehri and Chipko movements that they have championed for so long. At Devalghati, SMILers also had the opportunity to meet Beej Bachao Andolan activists Sri Vijay Jardhari and Sudesha Behn and understand their perspectives on the movement and learn about traditional farming practices.

A 'Comics for Development' workshop was built into the camp and the volunteers used the medium to create very exciting communication materials that have since been used by Beej Bachao Andolan to spread social messages in their communities.

SMILE PUBLIC RECOGNITION EVENT

In order to recognize young SMILers for their engagements with society, celebrate citizenship action by young people, and acquaint people from other walks of society with another face of today's youth – inspired, active and socially responsible, this year we organised a Public Event in which we celebrated a group of young people who have been on the SMILE journey for the past three years. These young people had been involved in the core processes of SMILE like rural internships, campaigns and volunteering, and the event gave them a space to share their learnings, their experiences, about the social action projects they have done, and about the moments that they treasured, with the audience.

Over 150 people attended the event, and this included young people, parents of SMILers, NGO partners, and SMILers who were part of the programme even as far back as in 1996! The impact the evening is evident in the letter that a young SMILER sent us (next page).

VERBATIM

...this email is for the entire Pravah Team...

when i reached home after the smile recognition event, my mother and i had a little chat about the event. and i am glad to tell to you that her views about what i was doing at pravah have changed...for the better. and i would like to thank each one of you to make this happen.... through this event i was able to show her that i am doing something productive with my time. and this was something i was desperately wanting to do but i didnt know how.

i tried to tell my parents that i wasnt wasting away time and just hanging around but all they saw was my reaching home late and tired. but today all that changed. even my father acknowledged this. so again i would really like to thank you from the bottom of my heart for organising this event and also for making me a better person.

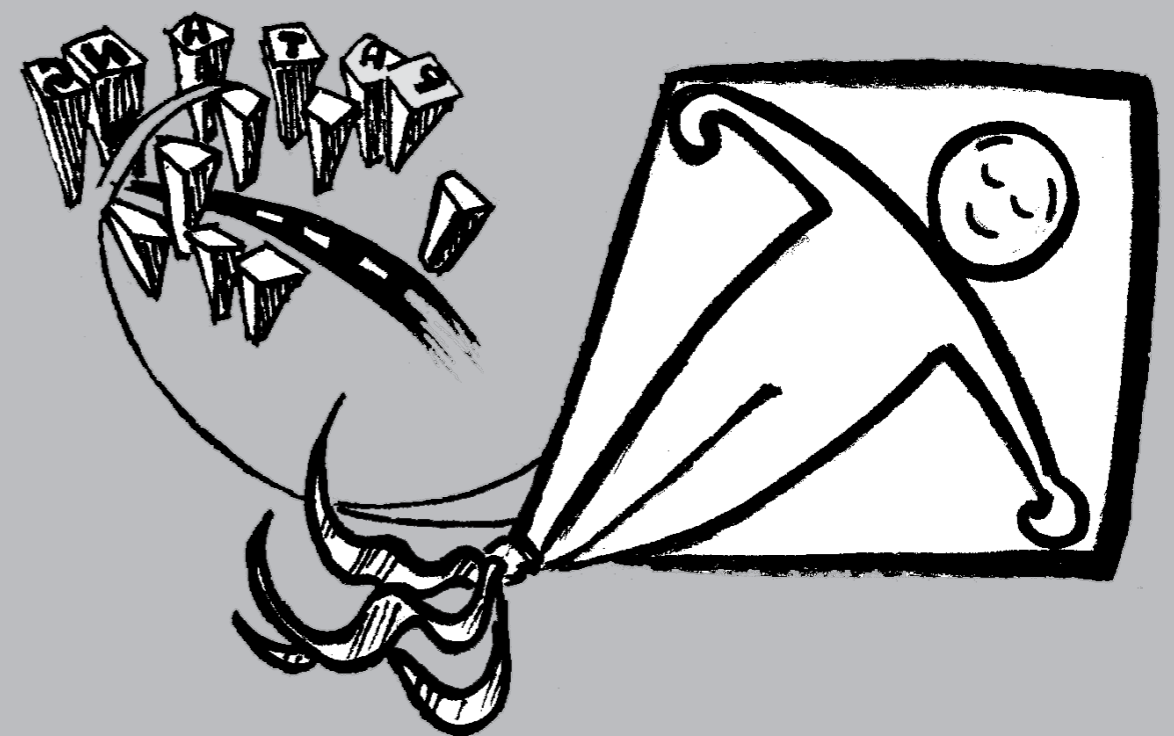
like IP said today...once a SMILER always a SMILER....i would take with me these life enriching experiences wherever i might go and be in the coming years.

i could go on and on and on about how grateful i am and what a wonderful journey it has been but i think then i would never stop!

lots of love and hugs....

prachi!!!

Email from Prachi Kathuria, SMILE Volunteer



SUPPORTING YOUTH FACILITATORS

Like every year, we supported 7 SMILers to emerge as 'Youth Facilitators', meaning 'young people who, after participating in all key SMILE processes, engage with other youth on issues of citizenship',

The group of 7 youth facilitators this year underwent a series of capacity building trainings with us, and subsequently inspired other youth to engage with society in various ways. While some acted as co-facilitators in Pravah's various programmes, one of them organised a festival of issue based films in Delhi University. With a group of other SMILE volunteers, the youth facilitators also led the the organisation of Music for Harmony (reported earlier).

YOUTH FACILITATORS 2008



Ekta is pursuing Masters in Psycho-Social Clinical Studies from Ambedkar College.

Madhulika is in Final Year (Graduation) in Economics at Sri Ram College of Commerce.

Prachi, a Graduate Miranda House (Sociology Honors), is pursuing Masters of Social Work from Jamia Millia Islamia.

Puneet has graduated this year with English Honors by correspondence.

Shradha is a Resarch & Documentation Associate at Chaitanya.

Mirza Fahad Beg is pursuing a course in development communication at Jamia MCRC.

Tanvi is in Second Year B.Com at Sri Ram College of Commerce.

The core group of volunteers who supported in organising Music for Harmony

Tanvi S., Madhulika, Megha, Faizan, Amjad, Mukesh, Himalaya, Mrinal, Garima, Sargun, Promona, Shohini, Jane, Rumita, Apoorva, Anjali, Fahad Khan, Anish, Paul, Tanvi.A, Ekta Marwaha, Aritra, Meenakshi and Priyanka, Roopal.

YOUTH FOR DEVELOPMENT (YFD)

In its second year of operation, the Youth for Development programme continued to partner with Voluntary Service Overseas – India. After a rigorous process, this year we selected 10 volunteers for placement in 8 voluntary organizations - Digantar, Pravah-Jaipur Initiative and Umang in Jaipur; Adharshila and Samavesh in Madhya Pradesh, Jagori in Himachal Pradesh, Bhartiya Kisan Sangh and Manthan Yuva Sansthan in Jharkhand.



Post a 3 day long orientation and a 9 day long pre-departure training that exposed the volunteers to different issues that they would encounter during the placements, as well as equipped them with skills that could be needed over the 6 months, the volunteers started their placements in September. Mid-term reviews of the placements were conducted through visits to partner organisations, pre and post a review workshops .

In most placements, volunteers contributed significantly to the organization's work with marginalized communities and went through transformational experiences themselves. Most volunteers felt that they not only gained skills and knowledge, but developed their confidence and gained a broad perspective of life. Two volunteers were even offered employment at their placement organizations.

"I am ending this programme with the satisfaction that I have given back something concrete to the people ... When I joined the programme I wanted to experience the development sector and in doing that, faced some challenges that I overcame. Now I have a much clearer understanding of development and the only choice of pursuing it as a career ... I am going to do my MSW and join an NGO in future".

- Farukh was placed in Manthan Yuva Sansthan, Jharkhand

"Rakesh has been quick to understand our philosophy and methodology and his presence has really helped us. He has done wonderfully well especially in teaching new, creative things to children. We always wanted someone to look in this often not possible by regular teachers. - Reena Das, Director, Digantar

ACTIVE CITIZENSHIP OF YfD VOLUNTEERS

Jahid Ahmed Makrani and Ranjit Kumar were placed at Adharshila Learning Centre in Madhya Pradesh. They provided alternative education to underprivileged tribal children and developed a strong relationship with the community. They utilized the funds that they had raised to participate in YfD to organize an exposure visit for the community children.

Taslima Makrani, placed with Aghaaz Academy (Samavesh), engaged in training programmes that aimed at empowering elected women representatives across several districts of Madhya Pradesh. Not only did this experience help her understand Panchayats and the role of community leaders, it gave her a new understanding and respect for politics.

Ramesh Nayak, placed at Bharatiya Kisan Sangh (BKS), Ranchi, engaged in developing standard documentation systems and streamlining processes at the organization's shelter home for girls. Impressed by his performance, Ramesh was BKS recruited him as the livelihood coordinator.



Rakesh Binole, placed at Digantar, Rajasthan, worked on alternative education and engaged in a range of activities from teaching to engaging children in creative activities such as painting drawing, making things out of waste, clay-modeling etc.

Parna Chakraborty, placed at Jagori Rural campus at Sidhbari, worked on gender issues. Her key achievement lay in building relationship with the community people.

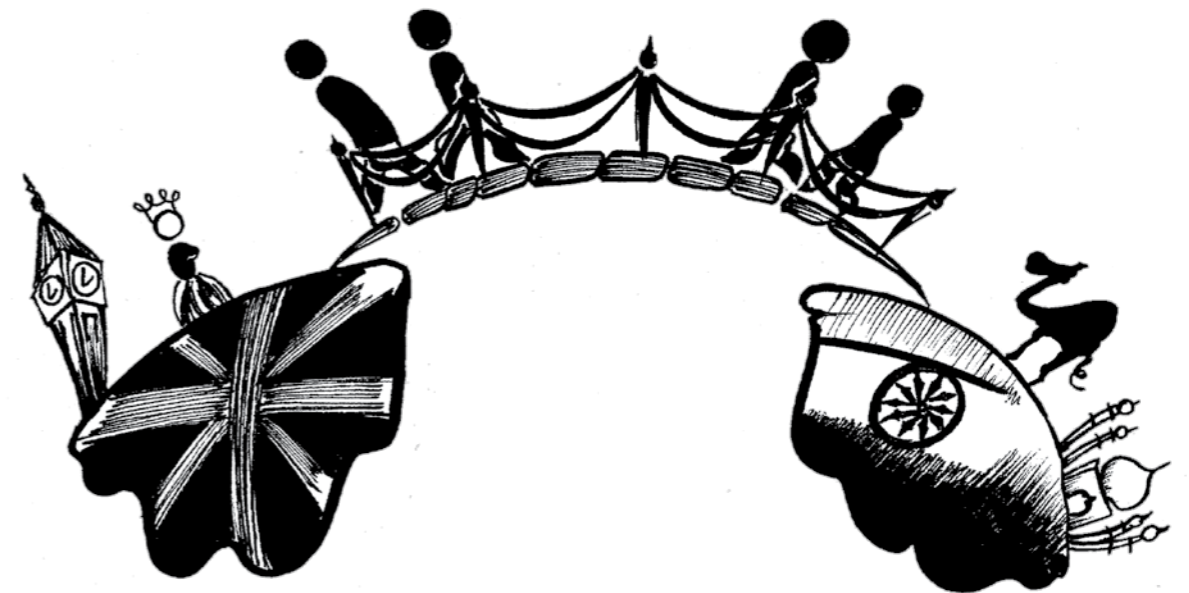
Farukh Khan, primarily placed at Manthan's field office in Lohardaga, a remote area in rural Jharkhand, was instrumental in inspiring a group of community radio journalists and streamlining the Community Radio Programme there. He also made valuable contributions to the media scanning project at Manthan's head office.

Md. Aarshad, placed at Manthan Yuva Sansthan, Ranchi, worked on developing better systems and processes for office management. He also worked on issues like NREGA, RTI, HIV & AIDS, migration, health, mainly through research and organizing trainings.

Vivek Kakkar, placed at Pravah-Jaipur Initiative, engaged in organizing youth events, managing volunteers and supporting office management. He gained many new skills and gained exposure to issues like gender, disability, active citizenship, and consumer rights.

Akashdeep Shukla, placed at Umang in Rajasthan, worked on classroom education of a group of children with a certain disability. Through experiencing disability from close quarters, he understood it from a physical and biological point of view, the many causes of disability and realized how bright and gifted each child was.

GLOBAL XCHANGE



With Voluntary Service Overseas - India and Pravah as India partners and Voluntary Service Overseas and British Council as UK partners, the Global Xchange placements this year were hosted in Wales and Rajasthan. The theme of this year's GX was 'Active Citizenship and Social Inclusion', with particular focus on Gender, Disability and HIV/ AIDS'. Most of the volunteer placements were built around these issues.

The selected GX volunteers (9 from India and 9 from UK) of 2008-09 underwent rigorous preparatory training in their respective countries before coming together as a large team in September 2008.

During the first 3 months of the GX programme, the 18 volunteers lived in Torfaen – a rural community of South Wales. Here they worked with various community organisations. The general feedback shared that the volunteers had been extremely reliable, proactive and willing to get involved. And that it had been useful having them on board.

During the India phase, the volunteers were hosted by the Social Work & Research Centre (Barefoot College), Tilonia, Rajasthan, and lived with host families in three villages of Ajmer district. In this phase, the volunteers' placements focused mainly on education. Besides fulfilling their responsibilities at the host organisation, the volunteers also worked in the government schools, *anganwadis*, *balwadis* within the villages where they stayed, and taught different skills to individual members in the community. The contribution of the volunteers was really appreciated by the host organisation as well as the communities

they served, and since their involvement extended beyond the placements, they left a positive impact on the larger community as well.

The structure of the programme ensured that each volunteer learned about Active Citizenship as well as participatory approaches to community development. Real encounters with issues of poverty, development, conflicts, inclusion and equality challenged their opinions and beliefs, helped them realise how they are connected to these issues, and the importance of accepting responsibility and taking action in whichever way possible. The programme also supported the volunteers to pick up skills of working in a team, organising events at a community level, communicating across cultures and languages and building strong relationships. Further, having a volunteer who himself was a wheelchair-user as a part of the team meant that there was a lot of learning around inclusion particularly from the perspective of disability, for the entire team.

For the community people who hosted pairs of volunteers in their own homes both in India and UK, learnings came from breaking myths and stereotypes about foreigners and 'outsiders' as well as about their own community while seeing it through the eyes of the volunteers. Many hosts got involved with the community events organised by the volunteers and also interacted with the whole team socially.

The host organisations also were extremely supportive, and added immense value to the programme and the learning of the volunteers.

"We would definitely be interested in working with GX volunteers again. The volunteers have been invaluable to the service we provide. They have made a difference to the children they have worked with and built positive working relationships with staff, children and parents. The GX volunteers will be missed very much by all that have worked with them, especially the children."

– Tafarn Newydd, Action for Children



Pravah facilitates adolescents to journey into a deeper self awareness, gain an understanding of her/his social responsibility and be inspired to take citizenship action. We facilitate this journey for through programmes pitched at different levels with different target groups.

4 initiatives operate under the umbrella of Adolescent Intervention.

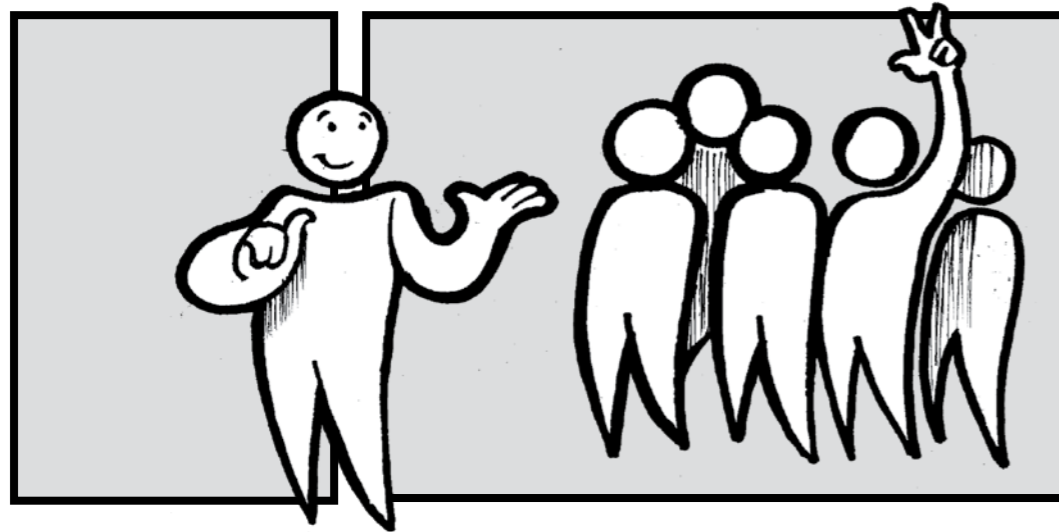
From Me to We (FMTW): As a 45 hour long curriculum that is delivered through workshops in schools, From Me to We equips adolescents with skills to become active citizens and deal with conflicts positively. The curriculum promotes self-awareness, principles of democratic leadership, conflict resolution, and awareness of social issues.

Friendship Udankhatola (FUN) Camp: FUN Camp is a week-long urban-rural interchange between adolescents. Designed as an experiential learning programme, FUN Camps expose and sensitize adolescents to the various facets of rural/urban life and socio-economic issues, while inspiring them to act for change.

Citizenship Learning and Action Programme (CLAP): celebrates the efforts of young people in actively promoting social change in the community. Comprising a learning and exchange opportunity, acknowledgement at a public event, a cash award for collective use and a certificate of appreciation, CLAP seeks to recognise active citizenship.

Teacher Training : This multi-pronged intervention equips teachers to design and deliver citizenship curricula within the existing educational framework, link education with social realities and advocate for the integration of citizenship education within the school system. The intervention encompasses conducting workshops, exposures, internships for equipping teachers with the required values, skills and attitudes, facilitating an Educators' Collective and promoting a Teachers Resource Centre that specifically focuses on promoting active citizenship.

FROM ME TO WE (FMTW)



IN DELHI

In 2008-09, the FMTW intervention in Delhi reached out to 7 schools, and 381 adolescents. The structure of the intervention remained the same – a 45 hour long curriculum delivered through workshops followed by citizenship action in public spaces.

We are happy to report that this year too we were able to work with adolescents from diverse socio-economic backgrounds. For instance, the students of Happy English School (Krishna Nagar) had never been exposed any other form of learning besides the textbook oriented one, the group from Shafiq Memorial School in Old Delhi was from low income-religious minority backgrounds, the group from Kendriya Vidyalaya, Pragati Vihar came from middle income families with majority parents working in central government services, and the group of students of Springdales School, Pusa Road belonged to middle income to affluent groups.

Through the workshops, we were able to address a diverse range of issues. For instance, when we were invited by Delhi Education Board, which manages 5 religious minority schools in Delhi, to conduct FMTW workshops in Anglo-Arabic School, we got an opportunity to work with a group of adolescents who were apprehensive about their status in the larger society and deeply concerned about their community being often targeted by others. As the scores of our psychometric evaluation tool testify, our intervention helped them to strengthen their understanding on what is happening around them, clarify their stances and explore what positive action they can take as young citizens of India in order to change the situation.

GLIMPSES

**ACTION PROJECT BY STUDENTS OF ANGLO ARABIC SCHOOL
TO BUILD AWARENESS ABOUT ISSUES OF DISCRIMINATION
POLITICISATION OF RELIGION AND INJUSTICES AGAINST WOMEN**

The students of Anglo Arabic School, Ajmeri Gate (the oldest functioning school in Delhi) chose to do their action project on the issues of discrimination against the poor, the politicization of religion, and injustices against women. They formed groups and prepared street plays on each topic and also painted some posters for their action project. After consultations with the school officials and the participants, the Meena Bazaar Gate of the historic Jama Masjid at Old Delhi was chosen as the venue for the street plays.

On 6th May 2008, after a walk through the bustling streets of Chawri Bazaar, the young students performed their street play with about 100 keenly interested morning visitors to the Bazaar as the audience. Most came in initially curious, but stayed on in the blistering pre-noon heat, laughing at some of the human foibles that the boys acted out, clapping and cheering, and loudly agreeing to the deep feelings that the boys portrayed when they talked about how the poor street-vendors are mistreated by the police and the government's unfair policies. Or, when they played out how women are harassed in public places. Some young audience-members were moved to taking centre-stage and appealing passionately to everyone gathered, to be active citizens every time they witnessed an injustice meted out to another.

Many from the audience congratulated the students for bringing such issues out into a public space and for generating debate and awareness to help people speak out against injustices.

- Excerpt from report



In another instance, when we started working with a group of 44 School Prefects and Student Representatives, we realised that this group, though vested with some responsibilities by the authorities, felt vulnerable and ineffective under peer pressure and resistance. So we focused on building their learnings on assertiveness, values prioritization and peaceful conflict resolution. This helped the participants to redefine how they interacted with their peers on issues of bullying and aggression and gained self-confidence in moving from mere policing to active conflict management and peaceful resolution in win-win ways. The intervention also helped the students to examine the system of their election through nomination by teachers, and how it may affect their credibility and their roles. Their concerns were conveyed to the school after the workshop, which agreed to dialogue with the students to streamline the process.

"...I learnt that there is much more needed for attaining group success than a skilled leader. Some of the important things required for success are teamwork, unity, trust, co-ordination and helpfulness."

- Kartik Sahni, St.Columba's School



We are happy to report that this year we partnered with Delhi Education Society and the NGO Anhad, which was hosting a delegation of youth from the Indo-Pakistan Youth Peace Forum, to organize a meeting of the group of youth from Pakistan with a group of students from Anglo Arabic School (Ajmeri Gate), Army Public School (Noida), Salwan Public School (Mayur Vihar) and Bharat National Public School (Ram Vihar) in May 2008. Through the day-long interaction, the students explored how to strengthen ties between the people of the 2 countries and committed that they would find ways of nurturing these new friendships made – between the schools and between the India and Pakistan.

VERBATIM

... As many of you know, I am currently doing a pilot of a "Creative Writing for Personal and Social Change" module with a group of 11th std. students at Springdales School, Pusa Road... it's a workshop where we use the lens of creative writing to explore some of the same issues that we tackle in FMTW (Self-exploration, identities and stereotypes, verbal and non verbal communication, etc.). There are also some specific sessions on "Point of view" (examining how stories-- and histories-- change depending on whose point of view they are told from) as well as a short one on politics of language (using a short memo from Nazi Germany to look at how language can be used to dehumanize).

This Monday, we were supposed to do characters and identities but after Saturday's blasts, I felt unable to just go on as normal, pretending that nothing had changed in the interval between the two workshops. So I pushed identities back by a day and did "Point of view" and "Building empathy". Over the weekend, I was able to find several powerful write-ups: an HT Sunday editorial called "Please, let me be moved" (talking about how the author cannot fully comprehend a tragedy like the Bihar floods unless it is scaled down to individual experiences), an Indian Express story about the blasts that was starting to tell the stories of some of the individuals who were affected, some really powerful poetry written after September 11, and a letter that the parents of one Sept 11 victim sent to the media about how they didn't want the USA to respond with more violence and inhumanity.



We started the session by writing "letters to the universe," drawing upon a personal experience of loss. The sharing was very intense (some cried, some were silent, and some spoke powerfully about the death of a sibling, a pet's death, losing a friend, parents getting divorced). We then used all this material to talk about loss in the context of the Delhi blasts, the Bihar floods, and the violence in Orissa, making the connection that, if this (their writing) is what one loss feels like, what do the tragedies mean now?

... Clearly, they wanted to talk about what had happened (many expressed fear or insecurity, one girl talked about her experience of the chaos in CP (she was there when the blasts happened), and many others talked about friends/ family who were supposed to be there at the time but cancelled for some reason. Quickly, that conversation led to a questioning of what the experience must have been like for those who were there and for the people who knew them ... The conversation then went into what the experience is like for a community that has been stigmatized because of such an act... One boy talked about how he also wanted to know what the experience must be like for the bombers; he wanted to know their stories and their reasons for doing something like this.

We had an incredible conversation about how "it's hard to hate someone when you know their story," and the kids are now going to write about human stories behind violence and loss (and that boy is writing from the perspective of the bombers!). Of course, many of the pieces will be imagined rather than real stories, but the idea is really to get them to start asking themselves what the situation looks like from different points of view, to start the process of stepping into another's shoes, and to start thinking about human beings, not just statistics... At the end of Monday's workshop, the children thanked me in a way that they never had before. I realized, then, how important that particular workshop had been for them as well as for me.

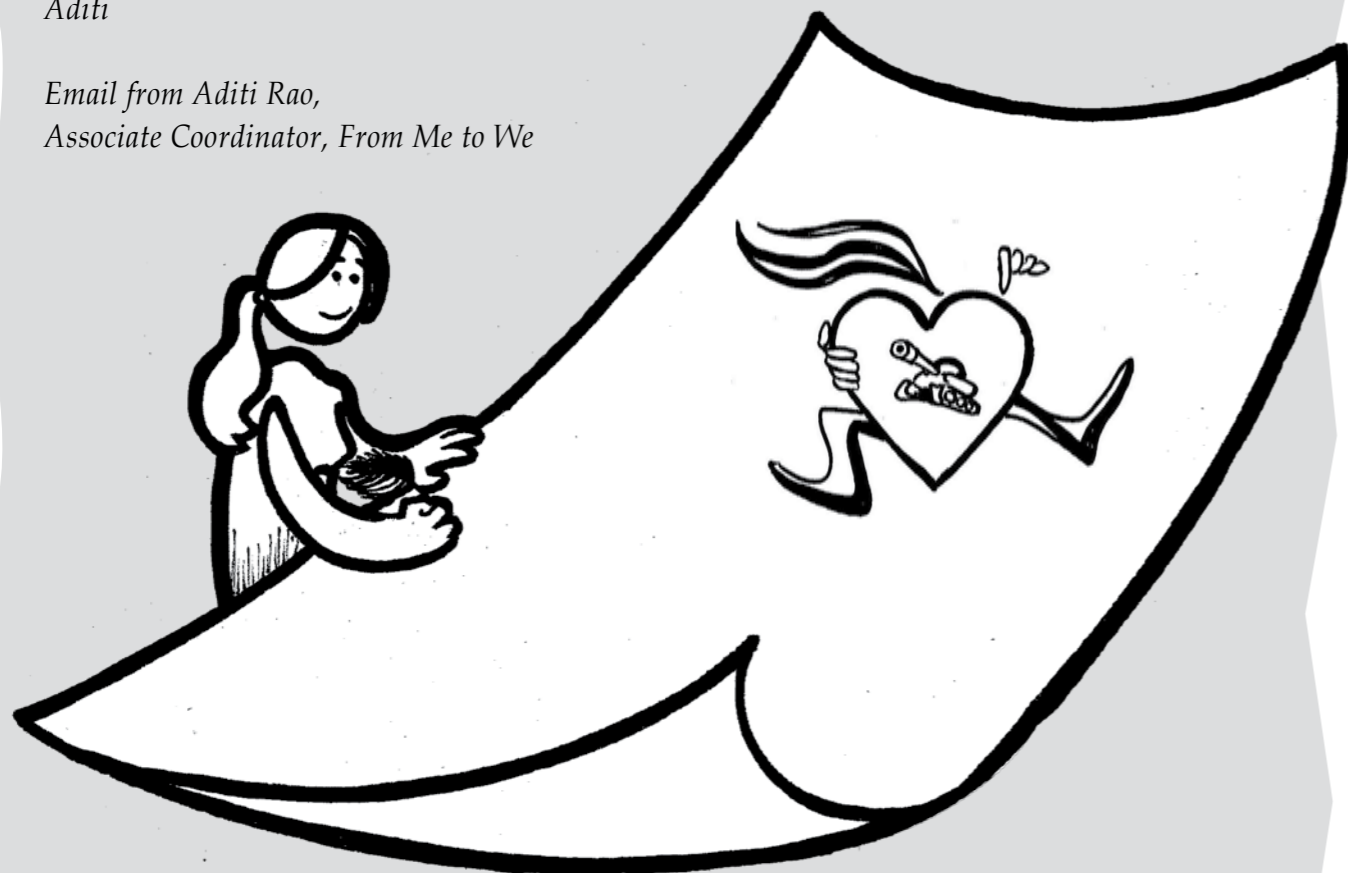
I guess the main reason I came away so moved was that I realized adolescent need to talk about these issues; this group wanted to talk about them, but they didn't have the space to do so in school. I realized just how powerful the simple question "What is the human story behind the statistics?" was for them, and how it was already something at the back of their mind somewhere... they just needed someone to ask it and give them a few examples to start thinking about it collectively. I guess it made the work we do so much more meaningful for me personally.

Once they finish working on these pieces, I'm planning to compile them in print and I look forward to sharing their writing with you all. Until then, just filling you in!

Love

Aditi

*Email from Aditi Rao,
Associate Coordinator, From Me to We*



OUTSIDE DELHI

To systematically enhance the spread of the intervention to other parts of the country, we continued to offer fellowships to nominees from 3 organisations – Infinite Scope in Mysore, Karnataka (launched by a teacher who was trained by us previously), Patang in Sambhalpur, Orissa (our Streaming partners), and Sankalp in Mamoni, Rajasthan (an organization that has been our programme partners for over 5 years). Through the fellows, we expanded the reach of our intervention to a diverse group of adolescents in 3 states.

In the reporting period, Infinite Scope worked with 200 students from low middle and high income groups in 4 institutions. In some cases, facilitators from Pravah went to support her. The action projects that followed the various workshops focused on issues ranging from discrimination based on gender, caste & religion, violence, environment.

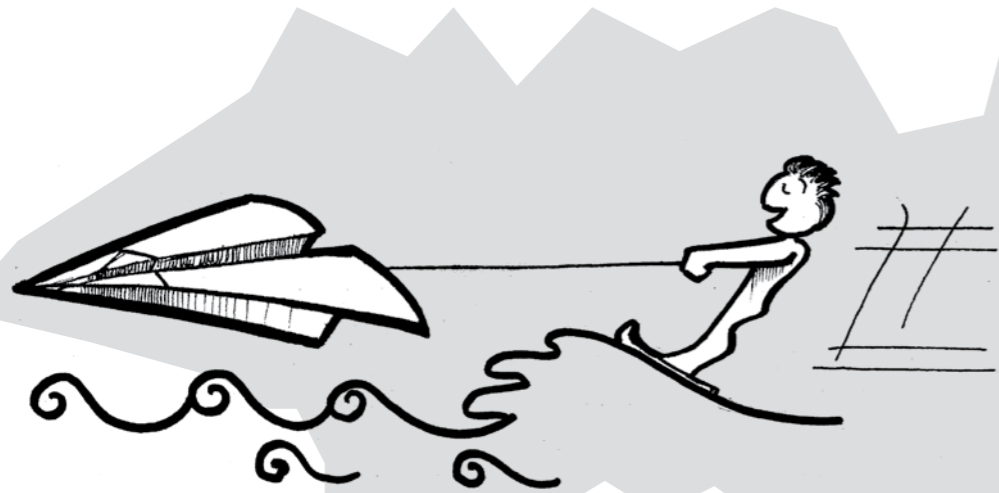
In Orissa, Patang worked with 235 students from a mix of 5 government aided and private schools besides conducting an evaluation study of the programme. In most cases, interesting action projects followed the workshops. For instance, students working on an action project on noise pollution took out a silent rally. Action projects also grew around issues of waste management and gender, and in the wake of the communal tension in Kandhamal, around the theme of peace and non-violence.



In Rajasthan, 2 Fellows from Sankalp, supported by several teachers from the organization reached out to 675 students from 20 government and non-formal schools in Kishanganj and Shahbad Block, which gave the adolescents a platform where they could voice their opinions, their feelings, understand their friends, and their own rights and duties, besides gaining knowledge of issues affecting their lives.

On our part, this year we focused on working more closely with the national Fellows. A capacity building workshop with Fellows from Sankalp helped us understand their work and processes, and also their struggles. A subsequent visit to some of the villages where Sankalp fellows are working, helped us measure the impact of this intervention and map further inputs. Our engagement with the fellow in Mysore to conduct workshops with adolescents helped us learn more about her work as well as build her capacities as a facilitator.

FUN CAMPS



This year we took 222 students from Sanskriti School in batches for FUN Camps to 4 rural host organizations – Shri Bhuvaneswari Mahila Ashram (SBMA, Anjani Sain, Uttaranchal), Society for Integrated Development of the Himalayas (SIDH, Kempty, Uttaranchal), URMUL Marusthali Bunker Vikas Samiti (UMBVS, Phalodi, Rajasthan) and Gram Vikas Navyuvak Mandal (GVNM, Laporiya, Rajasthan).

Region-specific issues continued to be identified as the themes in each camp. Land and forest issues formed the theme of the camp in SBMA, agriculture in SIDH, livelihood in UMBVS, and environment and water management in GVNML. In each camp, sub-groups of students spread out in different villages, interacted with the local people and learned about local issues.

Experiential learning remained the basis for the FUN camps, and the different components of each FUN camp included a village study, interaction with villagers, shramdaan (voluntary work), and participating in the activities of the villages.

Hence, through activities like working with the village family in their field, weaving and helping in the household chores, the participants understood dignity of labour; through conducting village studies, village mapping and interaction with the villagers and local NGO workers, they understood community life and local issues. Through the entire process, they gained a deeper insight into development paradigms and their own roles and responsibilities within it.

In the reporting period, we were happy to have developed partnerships with 3 organisations for FUN Camps - Deer Park Institute, Bir, Himachal Pradesh, Society of Integrated Development of the Himalayas (SIDH), Uttaranchal, and Gram Vikas Navyuvak Mandal (GVNM), Rajasthan.

VERBATIM

While in school, my brother and I both had the opportunity to be a part of Pravah FUN camps. Back from his trip, my brother brought stories, anecdotes and photos and strangely enough, it was not only my own experience of the camp that stayed with me, but his that touched me too.

We came upon this one photograph of the students building a house together with local villagers, and for some reason I began to cry. Looking at that photograph, I still do not know what exactly brought tears to my eyes, but the beauty of that effort of building something together simply overwhelmed me.



While I could clearly distinguish the Delhi children from their rural counterparts, in that one moment- lifting bricks, laying cement and laughing and talking- the children completely belonged to that village, they cared for it and wanted to work for its betterment.

In those few days at the FUN Camp this group of students was not thinking about marks and exams or pressure and performance, instead they were allowed an opportunity to give something of themselves towards a real-life endeavour that meant so much in the lives of so many.

On these trips we gain an education; where people who live lives that are very different from ours, give us a peek into their realities and show us that there are other worlds outside our own. With invitations for tea from practically every household in the village, they teach us generosity and the true meaning of sharing; by welcoming us to join in their daily chores, we learn self-respect and determination; but most of all, from their stories - both joyous and sad - we get to know our country a little better than we did before.

Thus, years after my own trip to a village in Himachal Pradesh, it was this snapshot of community and togetherness that finally encapsulated what I had gained from my journey.

*Email from Damini Bhasin,
ex-student of Sanskriti School and FUN Camper of 2005 .*

CITIZENSHIP LEARNING AND ACTION PROGRAMME (CLAP)

With a strong belief that it is important to recognize citizenship action initiatives that young people have taken - both to acknowledge and celebrate these young change makers and to inspire other young people, Pravah and Sanskriti School collaborated to conduct CLAP (Citizenship Learning and Action Programme) for the second year.

The programme components included a national level search, a learning event with the group of selected changemakers, and a felicitation event.

With preparations beginning from early 2008, our selection process involved national outreach, reviewing applications, and telephonic interviews based on criteria such as level of awareness, values and teamwork, and initiative taken.

Prior to the felicitation event, we brought the participants together for a 3 day workshop where they discussed their approaches and views on social development, interacted with several young development professionals and entrepreneurs, learned about self exploration, conflict positive process, and social issues and led a one-day public campaign on the issue of environment.

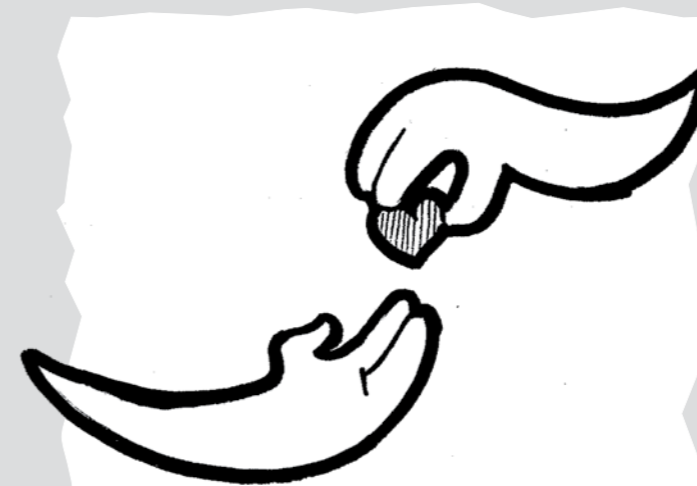
The 21 young people with 11 projects from 6 states that we recognized through the CLAP Public Event in October are engaged with a wide range of citizenship action projects focusing on diverse issues of education, child rights, environment, water conservation and global warming.

For us, CLAP 2008 demonstrated that a very effective way to break boundaries, and build an awareness and appreciation of the diversity in our society, is through providing opportunities to young people from across different strata and groups to learn from each other and experience an inclusive space where each one's strengths and weaknesses can be explored in a non-threatening, non-judgmental way.



CLAP PARTICIPANTS OF 2008

Shehzad and Akleem lead the Bal Panchayat (group of young people) in a village near Jaipur, Rajasthan. This group works on issues ranging from cleanliness to rights of girls. They lobby with families, the Panchayat, and block administration to help working children back into schools. Recently, Shehzad even approached the Chief Minister of Rajasthan to present his concerns regarding the lives of children in the villages.



For Vaibhav and Parul of Ramjas School, New Delhi, it all began with a research for a school project on 'organ donation'. The more they read, the more strongly they felt about the issue. Soon they pledged to donate their organs, and then began persuading their teachers, families and neighbors. By organising rallies, setting up stalls at Parent-Teacher Meetings, talking to their neighbors, they have so far managed to convince 67 people to donate their eyes.

Lalita and Preeti study in a school run by an NGO called Muskaan in Bhopal, Madhya Pradesh. With a concern for the wastage of food and organic matter in the hostel, along with the hostellers, they collect waste from the kitchen as well as from neighbouring areas and compost it regularly. They have taken this initiative a step further and are now marketing the organic fertiliser they produce in nearby shops.

Ajay Parmar and Daxa Solanki, members of Balsena, an independent children's organisation in Gujarat, are passionate about preventing child labour in Bhavnager and motivating more children to go to school. They persuade children and their parents about the importance of education, assist children to enroll in schools, and monitor the Anganwadi schemes to ensure that they are running smoothly in the community.

Anima Pegu and Modish Chungkurang work for community development activities in rural Assam. Having participated in a leadership training course they have formed a core group and undertaken sanitation and school empowerment programmes. Their efforts have resulted in closing down of liquor shops in their villages and discouraged the frequent gambling among youth.

Bhavesh Kumar and Soni Kumari, along with their volunteer group of Yuva Manch in Bali village, have shown the way in various development activities, ranging from monitoring the “anganwadi” scheme, to raising awareness about employment guarantee schemes. Soni, who had to drop out of school after class 3 because she had to take on housework, managed to continue studying on her own through the Yuva Manch activities and finally even got a chance to go back to school to complete her elementary education away from her village.

Chandaraj Solanki and Jayshri Jogadiya represent a group of students of municipal schools in Bhavnagar and, as members of Balsena, work in their own schools to create an atmosphere conducive to keeping children in school. They look into matters such as cleanliness, water, sanitation, and also supervise the mid-day meal scheme to ensure basic quality of food.

Dinabandhu Biswal and B Rama Rao study in a government High School in Burla, Orissa and are crusading for a greener planet. Over the last 1 ½ years, the students have taken the initiative of planting and caring for trees in their area. Till date, they have grown hundreds of medicinal plants and trees near their homes, school and on the banks of the Mahanadi River.



Haji Husain and Devanshi, also members of Bal Sena, Bhavnagar, have been promoting large-scale signature campaigns, awareness programmes, and convincing children from upper-income schools to not use products made by children. They are also using the RTI to seek information about and influence city-level policies pertaining to child labour.

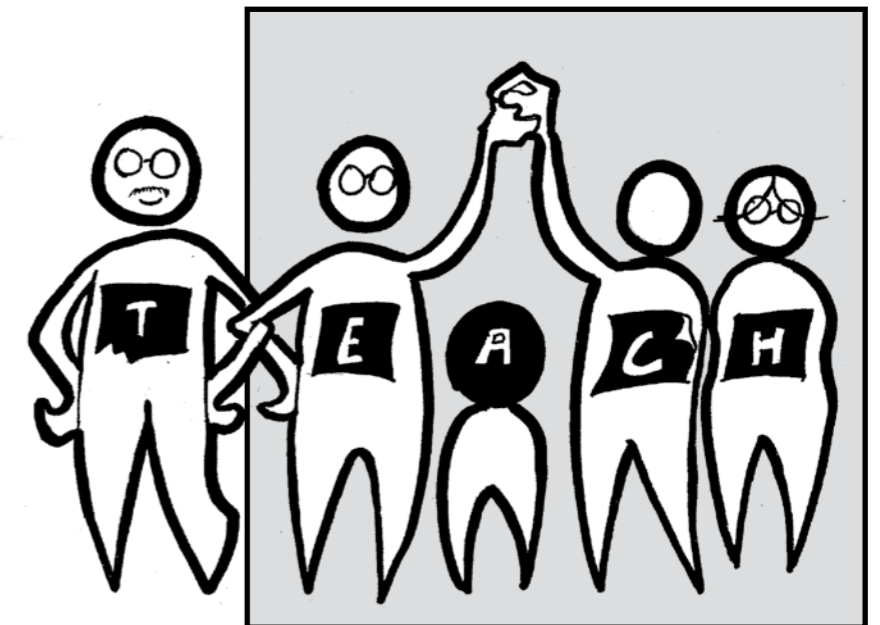
Kalyani Pal from St Paul’s School, New Delhi is a dynamic crusader for global warming, who has led many innovative energy saving initiatives in her home, school and neighbourhood. Fondly known as the ‘Principal’ at home, she helps people understand how global warming would affect their lives through her passionate and innovative pleas.

Yamini Jain and Aanchal Modani are two creative young girls from Jaipur who are concerned about water management. They have made films and short plays about the importance of water and encouraged friends, family members, and school teachers to become more conscious of the ways in which they use water.

TEACHER TRAINING

Our intervention with teachers comprises the following:

- Training pre-service trainees and in-service teachers under The World is My Classroom intervention.
- Bringing school teachers, educators and teacher trainers together through



Educators’ Collective, to promote an active exchange and learning on citizenship, self-transformation and community building.

- Promoting the Active Citizenship Teachers Resource Centre in partnership with Bluebells School International to build a space where educators can share skills and access support to facilitate their own and their students’ learning journeys.

This year, these 3 initiatives together concretized and enabled us to move towards a deeper and more sustainable intervention within the school system.

THE WORLD IS MY CLASSROOM

Our training module with teachers includes a 6-day workshop and a series of follow-up workshops. The subsequent internship phase includes mentoring of teachers, classroom observation, reflective practices, exposure opportunities and an evaluation. The curriculum comprises 70 hours of training and 50 hours of internship.

During the last one year, we trained 30 teachers from 6 schools (Anglo Arabic School, Army Public School, Arwachin Public School, Bharat National Public School, Happy English School, Maxfort school) and initiated the internship phase for 18 teachers from Army Public School. Three follow up workshops were conducted for these teachers for strengthening their facilitation and understanding of sessions, exploring the theme of social exclusion and manifestation of such exclusion in classrooms and its impact on students’ self esteem. We are happy to report that

diverse social action resulted from the interventions, such as action projects on themes of environment or problems of old age.

This year, we worked to strengthen the levels of exposure for the teachers. As a result, we facilitated a group of teachers from a few schools in Jaipur and 1 teacher from Bluebells School to visit Digantar, Rajasthan to acquaint them to a school where the idea of education for social justice is central to the curriculum. We also supported 10 teachers including 2 principals from several schools in Delhi to attend a conference organized by The Teacher Foundation in Bangalore entitled 'Schools that Care', which probed into critical issues of discipline and fear in schools, the status of teachers within the school system, and the role of the school's culture in creating a safe space for children to learn.

VERBATIM



The subject on which I am working with Pravah required a wider frame and so came the Bengaluru trip, which I can say has been my most learning trip till today. All the speakers of the (3 day) conference were highly educated and had an outstanding record. Being amongst them, I was motivated to talk about my school.

The first thing I learnt was that every institution must have a democratic environment. Children need their own space that must not be encroached upon. They must have the freedom of expression

and most importantly, the freedom to think. To take decisions and believe in it is what they should learn. In the end, what matters is your decisions irrespective of whether they were right or wrong. In the process, parents and teachers must act only as their support system. They must get involved with children's lives but not interfere in it.

The relationship between a teacher and student can be very important for the student to shape his life. The teachers must try reaching a comfort level with the child where he is at ease in sharing his thoughts and feelings.

The most important thing I learnt is that respecting the student's dignity is very vital. They want to create their individualities in their own manner. They want to experience the pain themselves, and they are ready for the sacrifices as long as it is for their own dream, not their parent's or teacher's. We must learn to respect their decisions, their feelings, and their thoughts. So it's important to let go.

This has been a learning experience, and a very memorable one. I want to thank everybody associated with Pravah and I keenly look forward to other such initiatives.

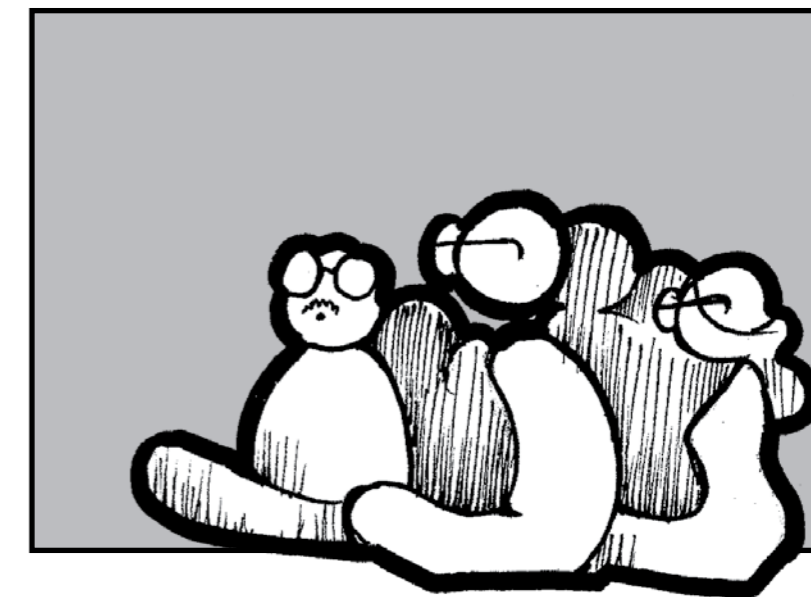
Reflectin by Santosh Chaudhary, PGT – Sociology, Bharat National Public School

To help teachers question their notions about development, we took a group of 30 teachers from Heritage school, Gurgaon for an exposure visit to Shri Bhuvanewari Mahila Ashram, Anjanisain, Uttaranchal. As part of the exposure visit, the teachers met local people affected by the building of the Tehri Dam, activists of Beej Bachao Andolan and the Chipko Movement. The teachers expressed that the visit helped them question their own understanding of environment and development. For many of them, the visit was also a kind of an eye opener as it was the first time they were visiting rural India.

To build an active connection between the syllabus and the social environment in which schools are embedded, weave real world issues into classroom teaching and practices, address the isolated world of the teachers and fulfill the need of teachers to belong to a professional body where they can come together to share, network and expand their awareness of current thought, trends and innovations, we launched a new endeavour in October 2007 - The Educators' Collective – with a core team of about 12 members/ teachers who have been a part of 'The World is My Classroom' programme.

EDUCATORS COLLECTIVE

Since October 2007 when the Educators Collective was set up, about 12 teachers have been regular and motivated members of it. They have met regularly and in the reporting period, focused on sharpening teaching techniques and assessment, engaged in collective reading of various articles, and undertaken action research processes.



The highlight of the reporting period is that upon being offered a fellowship for action-research and learning by the collective, the members followed democratic processes and themselves selected the fellows based on the quality of the proposals they made.

The researches that are currently being undertaken are:

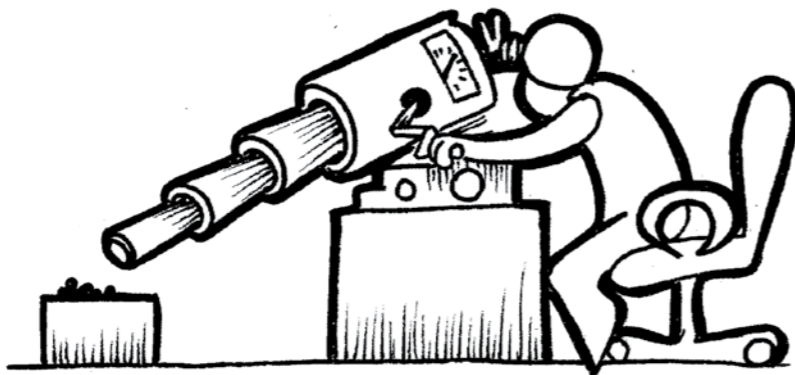
- Peace clubs as a platform to promote conflict transformation by Anita Chowdhury, Smita Sahay and Bindu Gera, Bluebells School International.

- Process of Identity formation among adolescents by Hemlatha, Andhra School.

- Theater as a tool to address conflict in classrooms by Anjali Sharma, Ramjas School.

- Andhra School parents as active partners in school processes by AVS Lakshmi, Padma Shankar, Andhra School.

- Low participation level of class 11th students in classroom by Santosh Choudhary, Jyoti Sharma, Deepika Arora, Dimple Kohli, Bharat National Public School.



TEACHERS RESOURCE CENTRE

Our partnership with Bluebells School International formalized this year as the school nominated a core group of 12 senior teachers and a teacher-coordinator for the Resource Centre and allotted space for it.

In the reporting period we trained this core group of highly motivated teachers on citizenship education principles and methodologies, who in turn started training teachers from their own and some other schools. They also designed new curriculum and reached out to approximately 1200 adolescents with it.

Having identified different forms of violence promoted through curricular and teaching-learning practices within the school, and feeling the need to address these as a collective, in March 2009, Pravah and the Active Citizenship Teachers Resource Center at Bluebells School co-hosted 'Schools as Nurseries of Peace'.



This 2 day conference critically analysed the need and scope of "Education for Peace" in the context of schools in India and the challenges and possibilities for teachers working on peace building processes. The conference culminated with felicitating a group of educators who, having undergone teachers training with Pravah, are working on peace and citizenship education in schools.

GLIMPSES

SCHOOLS AS NURSERIES FOR PEACE - A CONFERENCE

Over 100 educators from schools all over Delhi, as well as the country, came together on March 21-22, 2009, for a conference entitled 'Schools as Nurseries for Peace. For the co-hosts of the conference, Pravah and Active Citizenship Teachers Resource Center at Bluebells School, the conference was an effort to offer a forum for classroom practitioners and school administrators, academicians and researchers, and government officials to share their ideas, experiences and concerns, and build support for the discourse on education for peace.

Prof. Mridula Mukherjee, Director, Nehru Memorial Museum and Library highlighted the challenges facing educators in building non-violent schools, and elaborated on ways to overcome these. A panel discussion chaired by Annie Koshi, Principal, St. Mary's School, New Delhi, education consultant and former educator Farah Farooqi, and Jane Sahi, Founder, Sita School, explored the possibilities and challenges in working towards peace in a classroom setting. An interaction with Dr. Binay Patnaik, Chief Consultant Pedagogy, Sarva Shiksha Abhiyan(SSA), provided the audience with SSA's perspective on working towards education for peace.

The second day of the conference saw the showcasing of the action projects undertaken by teachers that promote peace followed by group interactions with educators from schools across India. The conference also explored different methodologies to promote non-threatening spaces in schools. These included :

- A session by Jaya Iyer on responding to classroom issues through forum theatre.
- An interaction with Jane Sahi Sita School's experience in promoting a non-threatening learning atmosphere,
- An exploration on education and peace with Tej Chitra of Anand Niketan, Wardha.
- Peace through English Language Learning by Preetima Khandelwal, Bluebells School International.
- A session by the Pravah team on Active citizenship and peace-building.

The event ended with the felicitation of 29 educators from 4 schools, who, after completing teacher training with Pravah, are working towards Education for Peace in classrooms. The felicitation address was given by Prof. Hema Raghavan, Advisor (Formerly Principal) Gargi College and Dean of Students, Delhi University.





The 'Support Functions' of Pravah includes governance and management, communications, human resource and finance. The combined function focuses on strengthening Pravah from within and enable it to fulfill its goals.

GOVERNANCE AND MANAGEMENT

We are happy to share that the Pravah Board expanded in 08-09 as Ishani Sen, Director of Pravah's Adolescent Intervention, Ravi Gulati, Founder of Manzil and Renuka Motihar, an independent consultant joined it on invitation.

NEW BOARD MEMBERS

Ishani Sen has been engaged in the field of democratic education for the last 15 years. A postgraduate in social sciences, Ishani has worked in the field of experimental education and has experience of working with children and teachers from all sections of society. Having successfully ensured the growth of Pravah's Teachers Training programme, Ishani is currently heading Pravah's Adolescent Intervention as Director.

Ravi Gulati, founder of Manzil, has been involved for over the last 10 years in building a nurturing community of young people who come from the lower middle class background in the Khan Market area of New Delhi. He is an MBA from IIM, Ahmedabad, who returned to pursue a hands-on course in Environment Education from CEE, Ahmedabad after spending a year in the corporate sector in Canada. Some of Ravi's main interests are education, environment and alternative economics.

Renuka Motihar, an independent consultant based in New Delhi, holds a postgraduate degree in social sciences. For 19 years now, Renuka has worked with international and national agencies on issues related to women, youth and children especially on reproductive health and HIV/AIDS. Her focus has been on program management; program design and planning; situational assessments; NGO appraisals; reviews and evaluations; research and documentation. Renuka enjoys traveling, reading and writing, photography, art, learning about new cultures and people.

Based on internal assessment and through discussions with team members, this year we implemented a leadership transition and brought about key changes to the organizational structure. Behind these changes was our principle to demonstrate our commitment to build youth leadership and recognise people for their contributions. Hence, we invited Deepjyoti Sonu Brahma and Neha Buch, two young leaders of Pravah, to lead Pravah's programmes with young people as Directors of the Adolescent and Youth Interventions. The two new Directors will be mentored by identified Board members through a period of transition, and they will report directly to the Board rather than to the CEO. These changes would come into effect from July 2009.

Deepjyoti Sonu Brahma, a graduate in Applied Psychology (Hons.) and PGD in Business Management, has spearheaded a number of student led initiatives as President of the Students Union in college for two consecutive years. Having volunteered with the Narmada Bachao Andolan and Anti Tehri Dam movement as a SMILER, he gained hands on experience of grassroots movements and eventually facilitated the exposure of more than 1700 youth, as head of Pravah's SMILE and FUN Programmes. Deep also holds a Diploma in Volunteer Management.

Neha Buch, a post graduate in History from St. Stephen's College, has volunteered extensively. Her journey with Pravah started as a SMILE volunteer and she has been working with Pravah since 2003. During this time she has managed the Global Xchange programme, supported the start-up of the Pravah-Jaipur Initiative and offered leadership to Pravah's SMILE programme. Neha is a founding member of Kutumb Foundation, an organisation committed to the holistic development of community children around Delhi's Khan Market.



This year we undertook the exercise to develop the strategy of Pravah for the coming 3 years. The rigorous exercise was anchored by the CEO, and supported by a core team comprising senior members as well as Board Members of Pravah. The strategy that was finalized however, ensured that inputs from all members of Pravah was included, and that consensus was built around it before finalization.

In the period, Meenu Venkateswaran continued to provide leadership to Pravah as the CEO, Arjun Shekhar, President of the Board, contributed significantly to Pravah through his engagement in the HR in the task force, and Adeesh Mehra continued to advise Pravah on financial matters. The Open Space Collective (OSC) comprising heads of our different programmes and functions, continued to support the management of the organization and grew to include Deepti Menon, Coordinator, FMTW. The Governing Board of Pravah met regularly during the year.

HUMAN RESOURCE



With anchoring from the CEO, active engagement from Arjun Shekhar, a Board Member and support from the OSC members, the HR function continued to ensure the professional, personal and performance development of the team during the period. Following remained the key focus areas of the HR function in 2008-09.

PLANNING AND REVIEWS

HR conducted the half-yearly and annual review and planning - organizational, programme and individual - in July 2008 and January 2009 respectively. The team also continued to anchor the organisational monthly meetings and introduced the system of bi-monthly programme reviews by the CEO through formal meetings with programme heads.

By implementing systems of open feedbacking to team members and supervisors within the same meeting, and considering performance ratings as an average of ratings given by team members and the supervisor, HR in the reporting period promoted greater openness and transparency across the organization.

RECRUITMENT, INDUCTION AND EXITS

A major challenge faced by Pravah in the reporting period was in the area of recruitment and retention of people. With the growth of the various programmes in Pravah and an average turnover of 20%, there was a continued need to recruit new members and provide them learning opportunities to embed them into the Pravah culture and support them to contribute to the programmes and the organization.

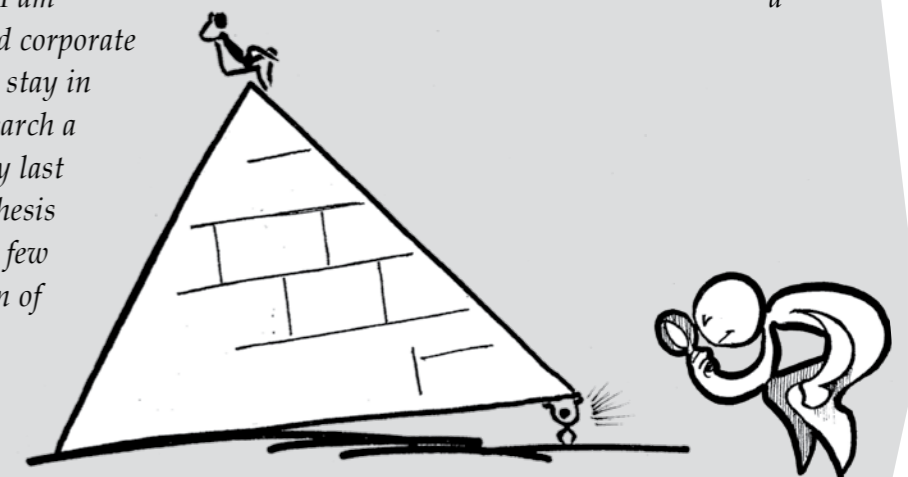
Hence, in the period we focused on recruitments and succeeded in filling majority positions. The function also conducted exit processes as per plans. As is the custom, a number of international volunteers offered significant support to our endeavors over various spans of time.

VERBATIM

Hi everybody at Pravah,

I don't know if you remember me - I was an AIESEC-intern at Pravah from February till May 2004. I just had a look again at you websites (pravah.org and younginfluencers.com) and this made me think of my wonderful time in India with you guys!

My stay in India (and elsewhere in Asia, Africa and South America afterwards) really inspired me and I tried to carry on doing a little good by bringing your spirit to university students in Germany, where I am a lecturer for sustainability and corporate responsibility right now. My stay in India also influenced my research a lot. I am currently in the very last stages of finishing my PhD thesis (it will be published in just a few weeks) - its about the "bottom of the pyramid".



I also already published a few articles about the same topic. Have a look at the English ones here:

<http://www.springerlink.com/content/73325380134x1361/> and

http://www.umweltmanagement.uniduesseldorf.de/Kontakt/Dokumente/Dokumente/Hahn-2008-Sustainable_Development_at_the_BoP.pdf

I would not be where I am right now (especially concerning my work and research topics) without my time at Pravah!! All the best to all of you!!

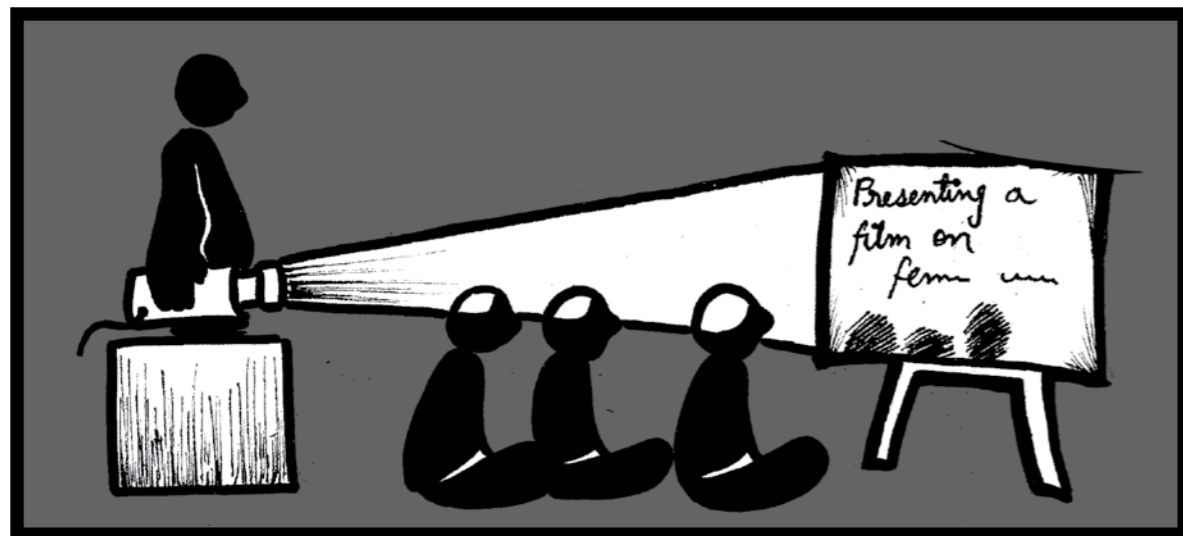
Yours,

Rüdiger

Email from Rüdiger Hahn (Former position: AIESEC Intern; Current position: Research Associate and Lecturer, Department of Corporate Environmental Management, Faculty of Business and Economics, Heinrich-Heine-University Duesseldorf)

TRAINING

Self development is a key focus for Pravah, and the average training days per person was 8 in the last one year. HR actively identified several training opportunities and along with supervisors, encouraged team members to avail of these. Internally, a group of second line leaders participated in a 'Flow Leadership Journey' to enhance their capabilities as leaders. The journey spanned over 3 months and included a concrete project as a way to apply their learnings.



INTERNATIONAL EXPOSURES

In the reporting period, we are happy to have facilitated 2 team members to avail international exposure opportunities. We nominated Ishani Sen for an exposure visit to Kazakhstan with a group of teachers from India, and when invited by International Youth Foundation to attend their Youth Action Net Retreat and Global Partners' Meeting in Istanbul as well as be on a panel to talk about youth leadership and social entrepreneurship, we nominated Neha Buch.

TEAM RETREAT

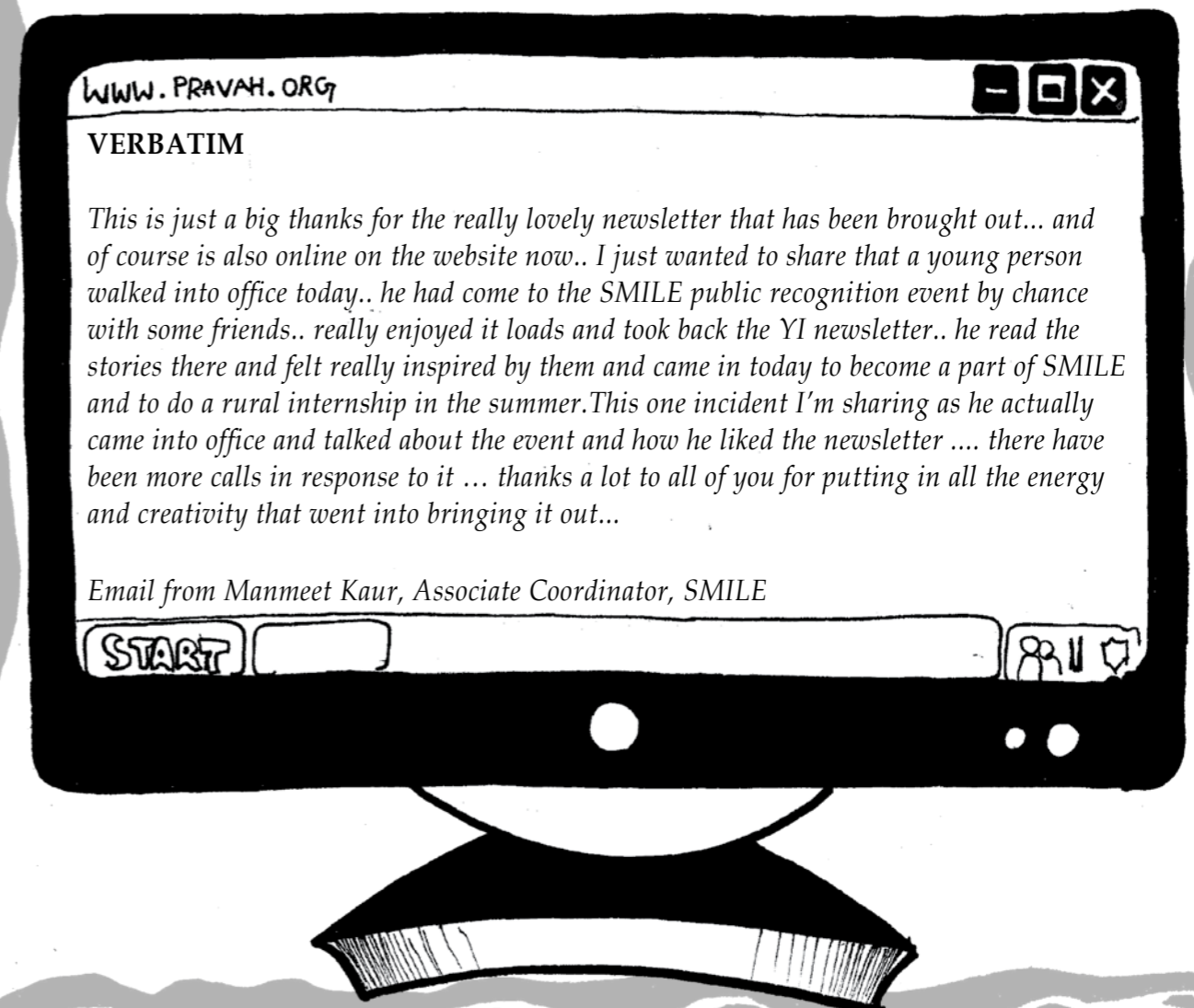
The organization retreat was held in June 08 in Kandhaghat, Himachal Pradesh. The design of this year's retreat focused on evaluating organisational value processes and sessions were conducted on the need and importance of each of the Pravah values. Outbound adventure activities and structured as well as unstructured informal spaces for team building were other highlights of the retreat.

COMMUNICATIONS

In the third year of formation, we are happy to report that Communications is a full-fledged function that has 3 clear objectives – to inspire youth citizenship action amongst the larger public through diverse media, strengthen the internal communication systems of Pravah, and support the Pravah team members to communicate effectively with the larger world.

In the reporting period, to inspire and celebrate youth citizenship as well as Pravah's journey over 15 years, we released the following publications:

- Reflections, a collection of 15 testimonials by people associated with Pravah, to inspire more focus on youth development and capture the organization's success in various spheres of youth development.
- 8 issues of Younginfluencers, a newsletter to celebrate young change-leaders and citizenship action.



- Walking with Pravah, a collection of 12 stories of young people who have journeyed with us any time in the last 15 years.
- Seeds of Change, a collection of write-ups by teachers who have been part of Pravah's Teachers Training programme.

In addition, we published the organizational annual report and supported different programme teams with the development and printing of various materials, such as Pravah's internal newsletter, brochures, flyer, posters, T-shirts, etc. for communicating to diverse stakeholders about Pravah and its initiatives/events and to build the organization's identity.



To ensure that organisational knowledge, outreach and relations are better managed, we started building a central database at Pravah. We also offered media and documentation support for events, launched an initiative to streamline programme reporting formats, and built the Communications Representative Team – a cross-functional team where members nominated by programme teams volunteer their time and energy, learn about effective communication, and act as links between the communication function and the programmes.

In the reporting period we continued to provide updated information about various internships, volunteering and workshop opportunities to youth through www.younginfluencers.com, our youth resource website, and developed and launched the organizational website www.pravah.org.

VERBATIM



... just nostalgic ... I have had the privilege of actually putting up the first website of Pravah myself... I had attended a workshop about 10 years ago with CAF where, after training, we all set up our organisational websites... it was a rudimentary site but served us well in the early years.. I'm sure not many today would have even seen that site..

Then a SMILer, Manu, helped a little bit more ... We spent a few sleepless nights... since none of us had time during office hours and viola we got the second version of the site...

But that's the beauty of such things... you do what you can with the means you have. A website is a creative product. It needs love affection and boundaryless time and energy as you all have been giving ... and to get something that works for everyone... mostly... that is the real challenge too.

As time progressed we got a little bit of resource from Michael Norton who wanted us to support the start up of a youth portal ... at that time we were joined by Durba, Prerna and Arjun after which younginfluencers.com was launched ... actually in Wales ... and became a focus area and this one had even more people spending sleepless nights over far greater time... We also had software support from Satish and Pradeep I think ... It was hard work again with some headaches ... however YI served us very well during the International Summer Schools in Wales and in India which was one of the reasons also why it was set up.

Over time younginfluencers has evolved, thanks to the editorial teams that were subsequently set up ... the editorial committees worked in fits and starts since 2002 I think, with people like Neha, Jaya, Shankar and more inputting with great energy.

I understand we have now a new editorial committee, and surely know that from streaming Kamini and Lily are active members as there may be others from other teams. Am delighted with the progress and the development of YI and wish to congratulate Durba and Rajdeep and you all on making things move to try and get YI ever more exciting than it was.

In the early days we were a straightforward organisation ... now we are far more complex and that's the beauty of an evolving space. I understand therefore, that now the www.pravah.org site will be far more complex if it has to do justice to what we do and wish to do and what we are... and I am sure you will come up with a great product with all the team members.

I understand you have a far more challenging task than the websites I have ever engaged with and really wish you all enjoy the experience of making a great product.

Love,
Ash

Email from Ashraf Patel, Founder Member and Director, Pravah

FINANCE AND RESOURCES

In the reporting period, the financial management system of Pravah was fine-tuned, to address the needs of a growing organisation. Team leaders were encouraged to monitor and review their budgets directly, with support from the finance team.

Generating resources through services also remained a focus, and we are happy to share that programme teams started focusing on this aspect by building strategies around it.

Adolescent Intervention also actually initiated the process of raising resources systematically. The CEO provided overall oversight, and Adeesh Mehra, one of our Board members supported the financial management process.

As a non-profit organisation, we rely on the goodwill and philanthropy of our donors to fulfill our aim of building a just and equitable society through youth leadership.

We are grateful that the Ford Foundation, Global Fund for Children, MISEREOR, National Youth Foundation, Sir Ratan Tata Trust, Voluntary Services Overseas, WIPRO, Youthreach continued to support us in the period, making it possible for us to initiate and expand our activities. The annexed financials present a more complete picture.



BALANCE SHEET AS AT 31ST MARCH 2009*

	FCRA Amount (Rs.)	LOCAL Amount (Rs.)	TOTAL Amount (Rs.)
Sources of Funds			
Capital Funds			
General Funds	2,384,830.63	3,205,959.98	5,590,790.61
Earmarked Funds	4,997,491.23	2,872,380.52	7,869,871.75
Total	7,382,321.86	6,078,340.50	13,460,662.36
Application of Funds			
Fixed Assets	19,763.70	9,195.67	28,959.37
Investments	2,900,000.00	1,100,000.00	4,000,000.00
Current Assets	4,648,677.16	5,251,159.83	9,899,836.99
a) Cash and Bank Balance	4,257,231.16	4,381,079.97	8,638,311.13
b) Loans and Advances	246,641.00	360,047.00	606,688.00
c) Deposits and Receivables	144,805.00	510,032.86	654,837.86
Less: Current Liabilities	186,119.00	282,015.00	468,134.00
a) Duties & Taxes	24,480.00	107,979.00	132,459.00
b) Sundry Creditors	161,639.00	174,036.00	335,675.00
Net Current Assets (D-E)	4,462,558.16	4,969,144.83	9,431,702.99
Total	7,382,321.86	6,078,340.50	13,460,662.36

NOTES TO ACCOUNTS

1) The schedules referred to above form an integral part of the Balance Sheet and Profit & Loss Account as per our report of even date.

2) SIGNIFICANT ACCOUNTING POLICIES

- a) Accounting Assumptions: The Accounting assumptions are drawn on historical cost convention on the basis of going concern concept.
- b) Income: Income is recognised only when measurability and realisability is certain. Incase of any uncertainty revenue recognition is postponed to the year in which it is properly measured and realisability is assured.
- c) Fixed Assets : Fixed Assets are stated at WDV.

3) NOTES TO ACCOUNTS

- a) Separate Books of Accounts are maintained for Foreign Donations termed as FCRA and Donations from Indian Sources termed as LOCAL
- b) Depreciation is charged as per the rates prescribed in the Income Tax Act 1961 excepting for depreciation on assets purchased out of Earmarked Funds for which is 100% depreciation is charged. depreciation os Assets costing Rs. 5000 or less is charged @ 100%

* For detailed accounts, call Pravah or log on to www.pravah.org

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2009

PARTICULARS	FCRA		LOCAL		TOTAL
	Earmarked Funds	General Funds	Earmarked Funds	General Funds	
INCOME					
Donation Towards Earmarked Funds	10,995,720.75	-	13,901,694.00	-	24,897,414.75
Donation Towards General Funds	-	272,144.00	-	1,844,218.00	2,116,362.00
Subscription from members	-	-	-	700.00	700.00
Saving Bank and FDR Interest	-	20,192.00	-	57,932.47	78,124.47
Total	10,995,720.75	292,336.00	13,901,694.00	1,902,850.47	27,092,601.22

Total Income **11,288,056.75** **15,804,544.47** **27,092,601.22**

PARTICULARS	FCRA		LOCAL		TOTAL
	Earmarked Funds	General Funds	Earmarked Funds	General Funds	
EXPENDITURE					
Personnel Cost	1,323,131.00	39,500.00	955,039.00	7,950.00	2,325,620.00
Administration Cost	1,353,024.35	4,024.00	1,340,722.76	89,948.84	2,787,719.95
Communication Cost	137,078.86	0.00	142,607.00	0.00	279,685.86
Program/Workshop, Seminars and Awareness Camp Cost	6,709,828.00	411,846.00	13,795,277.00	1,305,399.00	22,222,350.00
Depreciation	218,752.70	125,000.00	409,693.00	25,015.00	778,460.70
Total	9,741,814.91	580,370.00	16,643,338.76	1,428,312.84	28,393,836.51

Total Expenditure **10,322,184.91** **18,071,651.60** **28,393,836.51**

Excess of Income over Expenditure **965,871.84** **(2,267,107.13)** **(1,301,235.29)**

Appropriation **965,871.84** **(2,267,107.13)** **(1,301,235.29)**

Transfer to Earmarked Funds **1,253,905.84** **(2,741,644.76)** **(1,487,738.92)**

Transfer to General Funds **(288,034.00)** **474,537.63** **186,503.63**

Total **965,871.84** **(2,267,107.13)** **(1,301,235.29)**



<p>Aajeevika Bureau, Rajasthan Adharshila, Madhya Pradesh Ahwaan foundation, Delhi Ajit Foundation, Rajasthan Akatawali High school, Orissa Amader Prerana, West Bengal Amity school, Delhi Andhra Education Society, Delhi Anglo Arabic School, Delhi Anhad, Delhi Army Public School, Noida Arwachin Public School, Delhi Beej Bachao Andolan, Uttarakhand Beghar Mazdoor Sangharsh Samity, Delhi Bharat National Public School, Delhi Bhartiya Kisan Sangh, Jharkhand Blue Bells School International, Delhi Breakthrough India, Delhi British Council, Delhi Centre for MicroFinance, Chennai Collectives for Integrated Livelihood Initiatives, Jharkhand Communitiy - The Youth Collective, Delhi Dastkar, Delhi Deer Park Institute, Himchal Pradesh Delhi Education Society, Delhi Delhi Police Public School, Delhi Dhriti, Delhi Digantar, Jaipur, Rajasthan Doosra Dashak, Rajasthan Dream Catchers, Bangalore Drishti Media, Ahmedabad Eklavya, Madhya Pradesh Faith, Jaipur Government High School, Orissa Gram Vikas Navyuvak Mandal, Rajasthan Groupe Developpement South Asia, Kolkata Hamara Footpath, Mumbai Happy English School, Delhi Hive, An Activity Center, Mysore Human & Institutional Development Forum, Bangalore Infinite Scope, Mysore Ishare, Mysore Jagori Rural Charitable Trust, Himachal Pradesh Jammu & Kashmir Association for Social Work, Srinagar Kabir Project, Bangalore Kasturba Gandhi Matru Niketan High School, Orissa Kerala school, Delhi KV Pragati vihar, Delhi KV Delhi Cantt, Delhi Mahajana High school, Mysore</p>	<p>Mahajana Public School, Mysore Manthan Yuva Sansthan, Jharkhand Maxfort School, Delhi Muskaan, Rajasthan Narmada Bachao Andolan, Gujarat National Social Society, Delhi National Youth Foundation, Bangalore Oscar, Mumbai Patang, Orissa Plan India, Delhi Plan International, Delhi Police High School, Orissa Pravah Jaipur Initiative, Rajasthan PUKAR, Mumbai Ramjas School, Delhi SAATH, Ahmedabad, Gujarat SAHER, Mumbai Salwan Public School (Mayur Vihar), Delhi Samavesh, Madhya Pradesh, Samvada, Bangalore Sankalp, Rajasthan Sanskriti School, Delhi SBMA, Anjani Sain, Uttarakhand Seva Mandir, Rajasthan Sewa Rural, Gujarat Shafique Memorial School, Delhi SIDH, kempty, Uttarakhand Sir Ratan Tata Trust, Mumbai Social Work and Research Centre, Tilonia, Rajasthan Springdales School, Pusa Road, Delhi St Paul's School, Delhi St. Columba's, Delhi SECMOL, Jammu & Kashmir Swechha-We for Change, Delhi Swikriti, Kolkata The YP Foundation, Delhi Thoughtshop Foundation, Kolkata Tribal Rural Welfare High School, Orissa Umang, Jaipur URMUL Marusthali Bunker Vikas Samiti, Rajasthan Vayali Folklore Group, Kerala Vidya Poshak, Karnataka Vijaya Vitthala Vidyashala School, Mysore Vistaar Mother's Own, Uttar Pradesh Vividhara, Uttarakhand Voluntary Services overseas, India World Comics India, Delhi Youth Expressions for Right to Water, Bangalore Yuva Shakti, Gujarat</p>
---	---

PRAVAH
C-24B, 2ND FLOOR, KALKAJI NEW DELHI 110019
+91 11 2629 1354, 2621 3918, 2644 0619
MAIL@PRAVAH.ORG
WWW.PRAVAH.ORG, WWW.YOUNGINFLUENCERS.COM