

# Work for Equality Organization

## Annual Report 2022–2023

Work for Equality, a social organization established in 2010, has been dedicated to working with marginalized children, especially girls, focusing on education, health, and social development. During the year 2022–2023, with the support of organizations such as Cummins India Foundation, Schindler India Pvt. Ltd., Kirloskar Oil Engines, Terre des Hommes, CORO, Praj Foundation, and many well-wishers, the organization carried out numerous developmental initiatives with girls, women, and parents.

This year, the organization was honored with several awards, including the NGO Leadership Award by Dr. R.L. Bhatia, the Corona Yodha Award by Talegaon Dabhade Nagarsevak 2023, and the SERA Award by Rashtriya Mahila Aghadi. Additionally, to promote gender sensitization, the organization successfully produced three short documentaries during this period.

This year, through various activities and multiple sessions, we reached out to: 1823 children, 5738 youth, 731 women, 2186 parents, 583 authorities and 60,000 members of the general public

This collective effort highlights the broad impact of our initiatives across different segments of the community. Through these actions, we can foster awareness and sensitivity in society regarding children's rights, the importance of girls' education, child marriage, environmental issues, and the advancement of girls. By addressing these issues and suggesting solutions, we can bring about a positive change and create a more informed and supportive community.

### **Mi- Shakti - Girls Leadership Program**

It is been seen that on international level, out of the 3 child marriages that occur, 1 girl child will be an Indian. Out of the 1 crore girls from the developing state of Maharashtra, only 20 lakh girls somehow complete their education till 12<sup>th</sup> grade. But we strongly believe “If girls are given proper education, healthy environment with proper care and safety, then they can come together and create a better society for themselves and the others living around.”

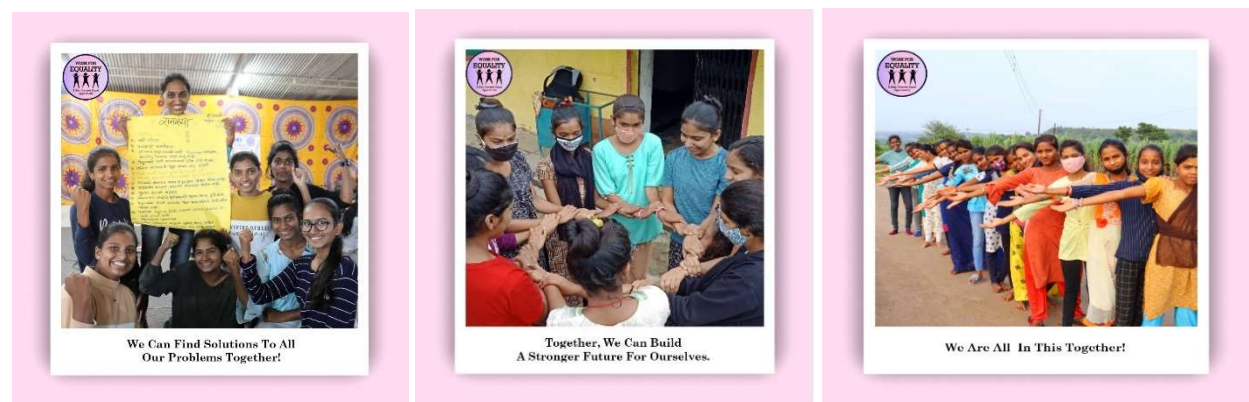
### **Empowering Teenage Girls Through Capacity Building**

Empowering teenage girls requires more than just awareness programs—it demands equipping them with the skills and confidence to advocate for themselves. True change happens when girls actively voice their needs and engage with society and government officials to improve their

circumstances and ensure the effective implementation of child welfare schemes. Recognizing this, 820 girls from 29 villages participated in an international-level training program on the *Girls Voice Curriculum*.

This training aimed to help girls identify core issues affecting their lives and understand the root causes behind these challenges. Through interactive and engaging sessions, participants developed critical thinking skills to analyze problems, collaborate with peers, and design actionable solutions.

The program emphasized teamwork, problem-solving, and leadership, inspiring the girls to take collective action for meaningful change in their communities. Motivated by this experience, many participants went on to form Girls' Clubs in their villages, fostering a united effort to address local issues and create a better future.



## Success Stories of Transformation and Empowerment

### “And Snehal Found Her Voice”

Snehal, from Aaskhed village, joined the training program as a timid and hesitant participant, often staying in the background. Despite her quiet nature, she demonstrated a strong willingness to learn. On the final day, she astonished everyone by taking the microphone and sharing her story: “In school, I once tried to speak but was laughed at, which silenced me for years. Over these four days, I gained confidence and overcame my fear. Today, I’m speaking because I’ve decided to no longer hold back and will keep moving forward.” Her transformation from silence to self-assurance inspired everyone and symbolized her first step toward personal growth.

### “Sandhya Discovers Her Path”

Sandhya, a determined 14-year-old from Raase village, came to the training with a clear dream of becoming a businesswoman. During a session on goal setting, she realized the importance of planning and self-awareness. “To be a successful businesswoman, I need to analyse and decide on the right business. The SWOT analysis exercise helped me understand my strengths,

weaknesses, and hidden opportunities. I've realized I have qualities to build on and must start planning firmly for my future now." With clarity and determination, Sandhya is confidently working toward her aspirations.

### **"Breaking Barriers Together"**

In one session, a participant shared, "My family entrusts me with the responsibility of providing medical care for our animals, but I cannot become a veterinarian just because I am a girl." This statement reflects the entrenched gender discrimination that limits girls' dreams. To address such challenges, we create supportive spaces where girls can share their experiences, empower each other, and learn to challenge societal norms. Through our programs, they gain the confidence to fight biases and pursue their aspirations fearlessly.

These stories are testaments to the power of creating opportunities, fostering confidence, and enabling girls to envision a brighter future.



We organized a series of capacity-building initiatives to empower children and youth, focusing on child rights, leadership, and gender sensitivity. Rajvaibhav Shobha Ramchandra, a human rights activist and Sanvidhan Pracharak, facilitated 10 workshops across 10 villages, helping 120 girls and 80 boys understand their rights and motivating youth to activate Village Child Protection Committees, resulting in their formation in four villages: Kharpudi, Nimgaon, Koregaon Khurd, and Shelu. Gender trainer Vaishali Raite conducted sessions for 30 girls, addressing issues like school dropouts, child marriage, and gender discrimination, highlighting the root causes of inequality. A four-day leadership program engaged 45 youth from 10 villages, enhancing personal development and fostering active community participation. Gender-sensitivity workshops in three schools reached 248 boys and 219 girls, inspiring 62 girls and 40 boys to challenge

stereotypes through activities like boys cooking and girls repairing electric boards. Additionally, child rights sessions in three schools educated 317 boys and 282 girls on critical issues such as sexual abuse, good and bad touch, and healthy relationships. These programs collectively empowered youth to take proactive steps toward social change in their communities.



### Various projects initiated by Girls Clubs

#### "Ghar Doghanche" (Shared Responsibilities at Home):

As part of this initiative, aimed at reducing gender inequality and giving dignity to household work, 110 boys cooked Bhakri on roadside stoves, while girls learned how to handle electrical work.

This program sent a strong message across Khed Taluka that household work deserves respect and is a shared responsibility of both men and women. The event received significant media attention, creating a positive shift in societal attitudes towards girls and women in the village.

The program's chief guest was entrepreneur Sharaddha from the city, who emphasized the importance of gender equality in domestic responsibilities.



**Environment:** In June, children and youth celebrated Environment Week through impactful activities such as creating 1,525 seed balls, cleaning a well, organizing rallies, and hosting a poster exhibition. Inspired by figures like Padmashree winner Thimmakka, they also performed street plays to raise awareness about environmental issues, including plastic waste and garbage disposal. The youth engaged with local leaders, visiting the Block Development Officer, Public Health Officer, and village institutions to discuss waste management plans. A total of 90 boys and 122 girls participated in these initiatives.



An Initiative by Children of Work for Equality for a Green World.



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**Initiate Public Transport Issue:** Due to the lack of public transportation in many villages, many girls were unable to continue their education. In response, two girl leaders successfully advocated for the introduction of public transportation to their village. Additionally, several girl leaders participated in a block-level convention to raise awareness about the issue of limited transportation facilities and its impact on girls' educational opportunities.



## वक फार इकलोटी सस्थच्या माध्यमातून तालुका स्तरीय युवती आधवेशन सार्वजनिक वाहतुकीच्या व्यवस्था आणि मुलीच्या शिक्षणाच्या संधी बाबतीत शिबिर सम्पन्न.



पुणे/खेड दि.३ ( स्यतेचा केवारी प्रतिनिधी. दत्ता भगत) खेड येथील कृषी उत्पन्न बाजार समिती मध्ये तालुका स्तरीय युवती अधिवेशन सार्वजनिक वाहतुकीच्या व्यवस्था आणि मुलीच्या शिक्षणाच्या संधी बाबत शिबिर सम्पन्न झाले. या शिबिरात राष्ट्रीय विद्यालय, कुरुकुंडी, रामभाऊ महाळंगी विद्यालय कडूस आणि हुतात्मा राजगुरु महाविद्यालयातील विद्यार्थिनी सहभागी झाल्या. जमिनी स्तरावर आज देखील मुलींचे असे अनेक प्रश्न आहे जे गंभीर जरी असले तरी त्यावर कोणीही आवाज उठवत नाही. त्यातलाच एक अति महत्त्वाचा प्रश्न म्हणजे ग्रामीण भागातील सार्वजनिक

एसटी ची सुविधा. आम्ही खेड तालुक्यातील काही आतल्या गावांमधील मुलीसोबत गर्ल्स लीडरशीप या कार्यक्रमांतर्गत जेव्हा त्यांच्या प्रश्नांवर चर्चा घडवून आणली तेव्हा असे लक्षात आले कि, अनेक मुली सार्वजनिक वाहतुकीच्या गैरसोयीमुळे खूप त्रस्त आहेत काही गावे तर अशी आहेत कि त्या रस्त्यावर एसटी च नाही. तर काही गावांमध्ये एसटी च्या वेळा आणि शाळेच्या वेळा जुळत नाही. त्यामुळे ग्रामीण भागांमध्ये मुलींचे माध्यमिक शिक्षणांतर शाळागळतीचे प्रमाण खूप जास्त आहे. आम्ही किमान १० ते १२ गावांतील मुलीसोबत चर्चा केली असता त्यांना सगळ्यांना एसटीच्या समस्येला सामोरी जावे लागते आहे.

मुळातच मुलींच्या शिक्षणासाठी घरातून समाजातून सकारणक वतावरण नसते आणि त्यात जर मुलींना ७ ते ८ किलोमीटर जर वेज चालत जावे लागत असेल तर त्यांना पायी जाताना छेडछाड सहन करावी लागते, दसऱ्याच्या ओढ्यामुळे खांद्ये दुखतात पाय दुखतात, पाळीच्या वेळेला मुलींच्या मांड्यांना जखमा होतात या सगळ्याच परिणाम त्यांच्या शिक्षणगळतीवर मोठ्या प्रमाणावर होत आहे. यातून बालकामगार आणि बालविवाहाच्या समस्या सुद्धा निर्माण होत आहे.

कार्यक्रमाला खेड आगार सहा. कार्यकारी अधीक्षक श्री गौरव काळे यांनी मुलींच्या समस्येवर उपाय काढण्याचा प्रयत्न करू तसेच मुलींना जर आगार कर्मचाऱ्यांकडून वॉर्डेट वागणूक जर मिळत असेल तर तुम्ही आम्हाला लगेचच कळवले तर त्यावर उपाय करता येईल असे आश्वासन दिले. कार्यक्रमात मुलींनी एसटीच्या समस्या मांडल्या. काही गावात तर एसटी येतच नाही आणि मुलींनी ५ ते ७ किलोमीटर चालत जाताना. त्यामुळे अनेक मुली शाळा सोडणे पसंद करतात. महिला आणि बालकल्याण विभागाचे प्रमुख श्री वाघमारे सर यांनी मुलींना पुढे खूप शिका असे मार्गदर्शन केले शिक्षणाचा लढा सावित्रीबाई पारसून सुरू आहे आणि ठेवायच आहे अशी प्रेरणा त्यांनी मुलींना दिली. खेड चे गट विकास अधिकारी श्री . अजय जोशी सरांनी कार्यक्रमाला शुभेच्छा दिल्या. शिक्षण विभागातून पवार मंडळ आणि सदीप दोडके आणि कार्यक्रमाला उपस्थित होते. कोरो संस्थेच्या विभागीय प्रतिनिधी वैशाली रायते यांनी मुलींच्या संघटनेत होणे गरजेचे आहे आणि त्यासाठी सर्वानी फक्तित आले पाहिजे असा संदेश दिला.

कार्यक्रमाची प्रस्थापना संस्थेच्या संस्थापिका प्रभा विलास यांनी केली, तर समस्येची मांडणी गर्ल्स लीडर प्रांजल महाळंगकर, साक्षी गोगावले, वाशिक कोळेकर आणि अतिथी डावरे तसेच श्रद्धा तेलंगे यांनी केली

**Radio Interview:** Thirteen girls and nine boys visited a community radio station, where they gave interviews about their active participation in social issues. Through these interviews, they aimed to inspire other youth who are not yet engaged in their own development or the betterment of their communities.

**Event Celebration:** Youth in four villages had celebrated Savitribai Phule birth anniversary and raised their concerns issues such as activate child protection committee, lack of menstrual and sanitation facilities in schools and lack of water facilities in villages with local panchayat. It impacted to local panchayat had promised youth to priorities these issues in Gram Sabha on January 26.

### Shodh - A Science Book by Adivasi Children

An initiative was undertaken to boost the confidence of Adivasi children, share their knowledge with others, and increase respect for them within society. The program aimed to recognize the interests and unique connection of Adivasi children with nature and encourage them to study and explore various aspects through structured projects.

A total of 12 projects were undertaken by the children, which included studies on leaves, rocks, birds, fishes, organic colors, wet and dry waste management, kitchen gardening, and water purification, among others. The children learned essential skills such as selecting a project, gathering information, classifying data, presenting their findings, and conducting analysis.

The initiative proved so impactful that the findings were compiled into a book, and a grand exhibition was organized where Adivasi children presented their work to members of the community, showcasing their newfound knowledge and skills.



**Celebration of International Women’s Day:** though Women’s Day is celebrated worldwide but in villages there is no awareness about youth from four villages had planned event of women’s day. Youth took responsibility and did the entire planning for the celebration of women’s day. They mobilised women, contacted local Panchayat and raised the issue of celebration of women’s day. Kharpudi village local panchayat sanctioned small funds for the snacks for the women. During the event youth had taken signatures of the 170 villagers and raised the issue and demand for stop child marriage and improve menstrual hygiene facilities at schools. They had taken action on that. Youth of five villages submitted charter of demands to the local panchayat about need of vending and disposable machines in schools. Out of that two schools accepted demands and got provided disposable machines to the girls.

### **Activating Village-Level Child Protection Committees**

Youth from eight villages launched a project to activate Village-Level Child Protection Committees (VLCPCs) to combat child marriages. As part of this initiative, they sensitized local Panchayat members about the importance of child protection and advocated for the activation of these committees. Their efforts led to the successful formation of committees in Twelve villages. However, due to elections, the committees had to be reconstituted, and the youth continue to engage with the new Panchayat members to ensure the committees remain active



Conduction of Bal Sabha in Khed with our Girl's Leaders and Village Stakeholders.



Conduction of Bal Sabha in Maval with our Girl's Leaders and Village Stakeholders.



Conduction of Bal Sabha in Khed with our Girl's Leaders and Village Stakeholders.

### “And the Child Marriage Stopped by Panchayat Members”

Through our consistent efforts, the Shelu local panchayat successfully formed a Village Child Protection Committee (VCPC). Although the government mandates the formation of VCPCs, many local panchayats have not taken this responsibility seriously. During the formation process, we sensitized committee members about the severe consequences of child marriage, which had a significant positive impact.

Shortly after the VCPC was established, a villager came forward to register her underage daughter's marriage. However, the local panchayat members, now aware of the legal and social implications, rejected the registration and effectively stopped the child marriage. This incident highlights the power of informed local governance in protecting children's rights.

**Celebration of child labour day:** to spread awareness among society about child labours, youth decided to celebrate the world day against child labour. They performed street play in seven villages and reached up to more than 1200 people.



Girls Leaders Spreading Awareness on World Day Against Child Labour.



Girls Leaders Spreading Awareness on World Day Against Child Labour.



18/06/20



**Celebrated menstrual hygiene day:** youth from five villages had organized meeting with local panchayats and convinced them to shift disposable machines in the school which were dumped in Anganwadi, at the home of community health worker etc. One youth group had able to successfully shift the disposable machine at Zilla Parishad School. For other village the advocacy process is going on. On this menstrual hygiene day, we are very proud to announce that our Girls' Leaders associated with Mi Shakti Initiative, made sure that there are Sanitary pad Disposable Machines installed in schools of 12 villages that were previously installed in bizarre places like Gram Panchayat Offices, or Residence of the Anganwadi Sevika. These girls not only advocated with the block level officers and demanded not only Menstrual Sanitation Facilities but also made sure that the facilities that they already have are made of use and benefited by the girls of these villages.



**Celebration of Global Action Month:** 428 youth had actively participated in the Global Action Month and initiated program to aware communities about the issue of plastic such as organized rally, street plays, discussions with villager to understand their concerns about plastic, meeting with Block Development officer and interview on radio.

Approximately 2622 youth (1223 boys and 1399 girls) were actively participated different projects. Through these projects they tried to activate school teachers and ICDS workers to develop mechanism to protect child rights. They motivated key stakeholders for child friendly environment. Which impacted two villages Kharpudi and Shirolu made provision for play grounds for their youth.



To get supportive environment for the children, we organized nine parents meeting with the help of external resource person on child protection. 226 parents ( 155 female and 71 male) were participated in the sessions. The sessions mainly focused on child rights, child protection, child sexual abuse etc.. at the beginning of the project due to covid restriction we could not able to organized parents meeting but had one to one interaction with parents on the issue of child rights. Child protection officer Ms. Devekar was actively involved to sensitize parents on prevention of child marriage which helped villagers and children directly connected with her. The government officer also got opportunity to developed rapport with community and children



### **Educational Support : Educational support for the girls club members**

Currently 15 youth including girls are studying in 10<sup>th</sup> standard. 90% of them are not willing to go to school due to unappropriated treatment by teachers and other community children to these particular Tribal children. They even didn't willing to submit final exam form. Our team counseled them and motivate them to continue education. Also we frequently visits to their teachers and try to make them sensitize about the issues of Tribal children. Its impacted on teachers started give them extra support in studies whenever these children are needed. Most of them are now continue their schooling.

### **Prerana Support Class**

To enhance the educational progress of tribal children, a support class was organized in the tribal settlement of Koregaon Khurd. This initiative included 20 students from grades 1 to 6. The focus was on building foundational skills in reading and writing, along with boosting the children's confidence.

Through activities like storytelling, games, and various competitions, the students were encouraged to learn in an engaging manner. This effort helped many of these children transition into the mainstream education system. Several students from the program are now continuing their education in hostels, marking significant progress in their academic journey.





Nai Asha Nai Disha – Program for reintegration of School dropout Adolescent and youth: School dropouts are a significant issue in India, including Maharashtra. Particularly after COVID-19, many children have not returned to school. We conducted a study in our area and identified around 150 children across 40 villages who were above the age of 14 and had dropped out of school after the 7th or 8th grade.

Upon analysing the situation, we found that these children struggle to adjust to regular schooling and academics because their foundational knowledge is very weak. They particularly face challenges in subjects like Mathematics, English, and Science, which they find difficult and uninteresting. As a result, they are unable to continue in the regular education system.

These children need a curriculum that suits their learning levels and interests. In this context, the **NIOS (National Institute of Open Schooling)**, an autonomous organization under the Ministry of Education, Government of India, seems to be an appropriate option. NIOS offers children the flexibility to choose subjects based on their interests, which can help them continue their education in a way that is better aligned with their capabilities and aspirations.

#### **Experience of Students:**

“ We siblings are raised by our grandmother, so all the responsibility is on her. And been the elder child I too have to take the responsibility of the house and my younger siblings. Our grandmother goes out for work early in the morning, so after her I have to take care of the other household works. This is not just one reason for me to leave the education, in our community a girl child is not allowed to study further. If so, then she has to face any things said by the community people. I too want to do further studies, but I have many restrictions. Without the help and approval of the elderly people I will not be able to proceed with the education.”

Arman shared “ Though we are from the socially economical deprived family and our mother is the sole bread owner of the family, still she wanted us to go in good school. She knew that getting education through an English Medium school will open better opportunities for us. But during the Covid lockdown period, our mother couldn't get enough work to support the family. Though the schools were running online, still they asked for the full payment of the fees, which we were not able to pay it. So, when the schools restarted, we were not allowed to join back as there was a backlog in the fees. As we couldn't pay the fees for 2 yrs and later the next year also we were not allowed, we lost 3 yr of our education. Even we had asked to give the leaving certificate , so that we can take admission in other school, where the fees were not required, we were not given it, and due to which we had no choice but to leave the studies half-way. Our mother felt very bad about this situation, as we couldn't get any help from anyone.”

“ The area where we stay has a school till grade 7th, so children get minimum education till grade 7th only. But for the further grades all the children have to travel very far, and there is no facility for the travel to those place where we can go and take the further studies. We are almost 20 girls and boys who have studied till 7th grade, but couldn't proceed further due to lack of amenities. We all want to study and complete our education, but we don't have any way out of this situation.”

“We come from a family where our ancestor business deals in fishery. And due to which the odour comes along with us everywhere. We are been teased for this in the school and no children, allow us to come nearby them. We don't have any friends. We didn't understand it much when we were toddler, but now as grown-ups, it hurts us a lot. Our dialect was different and so we couldn't understand what the teachers taught us and we had no one at home , who could help us to understand it. Due to these reasons we didn't like to go the school, and in meantime for last couple of years the schools were closed, so we were happy about it. We did not have much money to buy a mobile, so that we can attend the online classes. So teachers said that, if we are not able to get a mobile then stop studying. So we saved money and bought a mobile also. but till then we lost the interest in education. We only played games on the mobile and kept roaming around with other friends and this became our daily routine. Some girls started helping their parents in the daily chores and due to which we did not go to school later also.”

“I couldn't enjoy the studies anytime, so the teachers of my school were very unhappy with me and neglected me often. Even my school mates made fun of me. My parents were also angry on me as I was not able to fulfil their demand of me studying and moving further in life. But I had not interest in studies and slowly I stopped going to school.”

“We all three sister had good height, but that seemed to be the biggest challenge for us. All the students kept teasing us on our height. So used to call us Anaconda, and we felt very bad about it. Due to which we studied less and kept on failing in the school. At one time we felt that if we are failing then why to go school and spend the money on fees. Also our financials were very low, and we couldn't afford to buy clothes to go to school. When we used to ask the techers for more food suring the mid-meal time, we use to get scolding from the teachers. There was no one who could understand us and help us out of this situation.”

“ Our dialect was very differnet from the school books and due to whcih what the teacher taught us, we couldn't understand it. Our father was alcoholic and our mother kept on working for the family. We felt that if were been ill-treated at a place then why should we go there and so we left the school. To help our family, we nearly 13-14 students left the studies in between.”

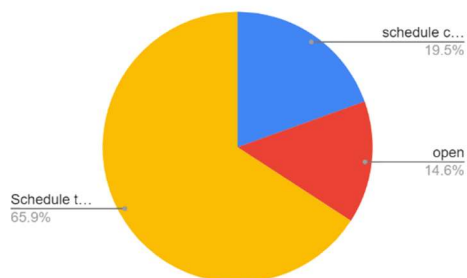
### **Problems faced during Admissions process :**

Admission process requires only the school leaving certificate and the main document. Many of the students did not have the required documents with them. When asked for the same from the school, the schools demanded to pay the pending fees of the students. The fees amount was too high to be paid off by the parents. We tried to give the nominal fees of some of the students, to get the leaving certificates. But at some places we had to give off the asking of the certificate and take self-declarations from the parents and students for the admission to take with NIOS.

Through our program “Nai Asha Nai Disha”- New Hope New Direction” we were able to get 43 children enrolled. Amongst which there are 27 girls and 16 boys.

### **Social status of Children**

- Schedule Tribes 65.9%,
- Schedule Cast 19.5%,
- open 14.6%



**Learning process:** at the beginning we used the government affiliated pretest with children to understand their level of education. We understood though these children left school in 7<sup>th</sup> and 8<sup>th</sup> standard but their learning level is up to 2<sup>nd</sup> and 3<sup>rd</sup> grade. They are even unbale to write a simple word. To understand the characteristics of adolescent it was very challenging for us to start with them the learning process from the beginning without hurting their dignity and self-

respect. We used testified methods, technics, activities to maintain their motivation in learning. One more challenged we faced the children came from different communities and villages and they didn't want to mingle with each other. They felt shy and conscious that if the other children came to know about their level of learning it would be embarrassing for them. According to our observation we found children

- More than 86% children are belonging to socially and economically deprived communities and living in extreme poverty.
- Maximum of them is first generation of learners, so they unable to get supportive environment for education like resources, guidance, motivation etc.
- Maximum of them is school dropout due to low performance in learning.
- Reading and writing skills were very low similar to 2<sup>nd</sup> and 3<sup>rd</sup> grade children.
- Health and hygiene condition was very poor.
- They had behavioral issues like using abusive languages, fighting with each other
- Most of them were aggressive and felt insulting because of small things.
- Wouldn't showed willingness to mingle with other children.
- Felt very shy to express their opinions.
- Felt uncomfortable and less confidence to participate in any activities
- Confidence level was very low
- Communication language was different than the education language due to belongs to tribal community.
- Retention level was very low
- Unable to sit in one place constantly.
- Most of them are belongs to destroyed families and so that they need mental support as well.
- All of them had never use computer before.
- They liked to play outdoor games, swimming, running etc. and wander in the forest, stay near to the nature.

Study Methodology: to understand the nature of the children, we decided to make a small group of children as per their community and start teaching them from the basic. We used various games, stories, videos to teach the children. we appointed five skilled teachers and one coordinator to run the center and also invited experts as per requirements.

we started computer lab with the support of Rotary club of Talegaon Dabhade and POSCO India pvt let. For the children.

Counseling support: to motivate children to continue education and cope up with stress and family issues we appointed counselor for the children. counseling sessions helped children to

overcome on their self-guilt that they are school dropout, belong to deprived community and from poor background. Counseling support also helped them to increase motivation to continue education.

Parents Meet: continuous rapport with parents helped us to increase their understanding about importance of girl's education and active participation in children's development.

Other support: along with education expenses, we have provided transportation and food support to the children so that they can able to go ahead smoothly in the process of education.

employee volunteering support: 35 volunteers from FM logistics has facilitated workshops to the children on various issues like excel spread sheet, career counseling, importance of communication skills, importance of social entitlement, importance of education, interview skills, computer skills etc.. these support increase skills and knowledge about various important topics and changed their perspective about education. They understood importance of practical knowledge along with academics.





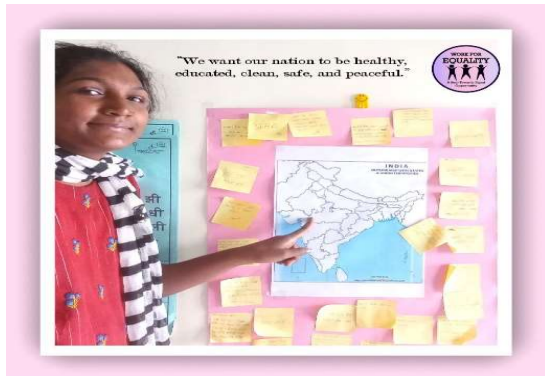
Joy of giving week: FM logistic team visited one of the communities where children associated with Nai Asha Nai Disha is living. Donation of education material, clothes and sport material has been given to the slum dwellers. Also FM logistic team has given them information about the company and how community youth can get livelihood opportunity after completing required education.



### Behavior change:

- Increase vocabulary, Tribal children use different language than the academic language but now they are able to use academic language
- Enhanced reading and writing skills - In the beginning, they were not able to write properly, now they can form a sentences and paragraphs
- Increased self-esteem and confidence - now they are able to interact with unknown people, professionals confidently
- They got exposure to extracurricular activities and opportunities for personal development. They have participated in various activities like radio interviews and participating in street plays.
- Before joining the study center, these students were using abusive language and their behavior was aggressive. As a result of a structured learning environment, we can see improvement in their behaviour.
- All the students have some future plans now and FM Foundation and Work For Equality will help them further.
- Life skills training program: Nai Asha Nai Disha program main objective was not only helped children to continue their education but also help them to become change maker for their communities. along with academic we also included life skills training

program for children which helped them to increase their sensitivity about their rights and responsibilities. We conducted training program on leadership skills, gender equality, reason of poverty, stress management, love and affections, study skills, causes and effects of stop education, communication skills, problem solving etc.. these workshops help children to increase their perspective building and motivate them to mingle with mainstream society.



Success story : on the occasion of 10<sup>th</sup> December International Human Rights day, 5 children associated with “Nai Asha Nai Disha” program has broadcast radio interview on the importance and needs of special program for school dropout children and how this program is improving knowledge and skills among school dropout children.





### Challenges and Learning:

- 1) due to the poor social and educational background even after giving adequate support to the school dropout children, they need more extra time to complete their academic year than the mainstream children. Due to the big gap in education children found it difficult to articulate their thoughts while writing questions and answers so they could not able to write exam paper in time so they need to apply again to get sufficient score in grade 10<sup>th</sup>.
- 2) Due to poor performance in academic some of the children demotivated and unable to continue education.
- 3) As per culture barriers though girls are completing 10<sup>th</sup> grade education many parents do not allow girls to continue further education or forced them to get married. Three girls after giving 10<sup>th</sup> exam get married.
- 4) For the safety purpose of girls, parents do not allow girls to go for vocational training which are far away from hometown.
- 5) Tribal community children are not comfortable to mingle with mainstream society, so even after getting education they are not showing willingness for job opportunities. They are more comfortable with their traditional livelihood options like fishing, work in agriculture
- 6) For livelihood purpose some tribal children migrated to other places and unable to continue education.

We feel though some of the children unable to continue education or go for job these course make them more responsible and sensitive about their rights and responsibility and they become responsible citizen because of getting opportunity to become part of Nai Asha Nai Disha program.

### Health Improvement through Kitchen Gardens

To enhance the health standards of tribal women and girls in remote areas, we implemented a special initiative in the Andar Maval block. The project, based on the concept of "Food is Medicine," involved developing kitchen gardens for 179 women and girls. The focus was on improving their health through nutritious produce grown in these gardens.

This initiative revealed that with proper guidance on nutrition and dietary behavior, women in rural areas could significantly improve their health, even with limited resources.



### **Skilled Courses for the Community**

With the aim of providing livelihood opportunities to the community, we started a tailoring course for women in tribal areas based on their demand. This three-month course saw the participation of 15 women. Now, these women have gained basic tailoring skills and are contributing to their families by earning through their work.



## **Bakery Skills Training for Girls in Mangibagh**

A three-month bakery product training course was organized for 30 girls from the Mangibagh community. Through this program, the girls learned skills to prepare cakes, biscuits, and chocolates. Alongside developing their baking expertise, the participants also received guidance on the importance of nutrition, helping them understand the value of a balanced and healthy diet.



## **Team capacity building**

Four team members had participated in two days capacity building program organised by Work for Equality on vision and mission of the organization. Five team members also participated in the three days training program on child rights which was organized for children in the project of youth. This program helped them to develop their interest to work with grassroots youth. Two team members had participated in capacity building training for youth. One was on environment and another one was on child rights. We also study gender through one story "Sonya Monichi Gosht" which help team to understand how stereotype role given by society made girls victims of gender discrimination.

We organized 3 days inhouse capacity building training program on Gender organized in Lonavala. Vandana Kulkarni from Alochana organization had facilitated the program. It resulted to increase sensitivity among team about gender. Five team members also participated in photography workshop which was organized by Work for Equality. It also resulted to develop documentation skills of the team members.



### **Association with various Networks**

We are part of Yuva Awaj network and we have join two to three meetings of network. We had also participated in two training programs at Purandar block. One training was on child rights and another was on environment. Two team member, seven youth had participated in the training program included 3 boys and four girls. These training helped to increase awareness among youth regarding issues.

We are part of the Pani panchayat and ARC network. We had participated 1 training program at Purandar block. These Training was conducted for youths on right to information and right to health. 3 girls and 1 staff member was participated in training. This training helped to understand the rights of youth, and what is right to information and what is right to health.

We also part of training which was organised by Paryavaran Mitra at khandala. 5 girls and 1 staff member were participated in this training. This training helped to understand the issue of pollution, out of five girls two girls has been selected as a part of core committee by paryavarn Mitra on environment.

### **Aatmanirbhar Grant:**

The **Tarachand Ramnath Seva Trust**, based in Pune, is an organization that aims to provide financial and technical support to developing organizations for one year. Seven organizations from Pune were selected for this grant, and **Work for Equality** was one of the chosen organizations.



Through the **Atma organization** in Mumbai, the grant provided funding, monitoring, evaluation, and support in organizational strategy over the course of a year. This project significantly helped the organization develop monitoring and evaluation tools, which were crucial for its growth. Additionally, the project provided the organization with opportunities to share its experiences on various platforms.

Among all seven selected organizations, **Work for Equality** received the **Special Best Organization Award**, presented by **Chetana Shah** of the Namdeshi Foundation.

With the unrestricted funds received through the grant, the organization conducted **Mi-Shakti Girls' Leadership Training** programs for four partner organizations located in **Nagpur, Nanded, and Parbhani** districts. It also supported these organizations in implementing the program in their respective areas.

As a result, each of these four partner organizations started the **Mi-Shakti** program in their regions, organizing over 100 girls in more than five villages in each district. This initiative has made a significant impact in empowering girls in these areas.

Awards: Work for Equality organization has felicitated Pune NGO Leadership Award by . Dr. R.L.Bhatia Founder of World CSR Day and World Sustainability.

