

Annual Report

2016-2017





Our Vision

A just and humane society that ensures equal opportunities for quality of life to every citizen of India through relevant and quality education to the most marginalized.

Our Mission

Development Focus promotes relevant and quality education for the most marginalized sections of the society by engaging with and building the capacity of civil society actors such that it leads to educated, egalitarian and empowered communities.

Our Objectives

- To strengthen and capacitate civil society actors to address the educational “needs” of the most marginalized sections of society (tribes and backward communities from the last 20% of the economic scale, with a focus on gender sensitivity).
- To ensure that “education” is inclusive of moral values, life skills, livelihood skills and appropriate technologies
- To improve the quality of life.
- To empower and conscientize communities to claim their entitlements and to demand accountability from the system.
- To facilitate social, economic and political empowerment within the community towards effective local governance.
- To capacitate and facilitate engagement by civil society actors and communities with the state, to make policy-level changes.

Our Values

Hope | Respect | Commitment
Accountability | Transparency

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Foreword

Our country has been going through rapid socio-economic changes in the last few years. For some sections of our society these changes have brought better prospects and development. However, for the vast majority of the poor, especially for social and religious groups that are vulnerable, the changes have not meant much. More often than not it has even made life more insecure and miserable. According to a research paper by renowned economists Thomas Piketty and Lucas Chancel, income inequality in India is at its highest level since 1922. India's richest 1% now hold a huge 58% of the country's total wealth -- higher than the global figure of about 50%. A study released by Oxfam ahead of the World Economic Forum's annual meeting attended by the rich and powerful from across the world, showed that the combined wealth of just 57 billionaires in India (\$ 216 billion), is the same as the combined 'wealth' of the bottom 70% of our country. It is in this context that Civil Society Organisations like Development Focus seek to make a difference.

"Education is the most powerful weapon which you can use to change the world" - Nelson Mandela, Nobel Laurette. And we at DF couldn't agree more. During this Annual Report year, we implemented a Computer Based Functional Literacy Project supported by Tata Consultancy Services impacting the lives of 30,837 learners in 200 villages of Western Odisha. In some of these districts the literacy level is as low as 64% against the national average of 74%, keeping entire communities in ignorance and darkness. Our focus has been to create an ongoing learning environment that leads to the empowerment of these households through the newly acquired functional literacy. This report already indicates some encouraging results. The newly initiated Digital Entrepreneurship Programme has been another joint effort with TCS bridging the huge widening gap between technologically savvy Urban India and its rural counterparts. Though this two year pilot project is still in its initial stages, it is showing promising results with 6 vulnerable youth being equipped to become e-entrepreneurs in their villages. The project has also yielded a great platform cum model for future such projects to be implemented in other parts of the country.

In our pipeline, we have projects that look at the holistic approaches needed to release children and youth held in the clutches of poverty, leading to abuse. Social emancipation, hand in hand with financial stability and a voice to claim their rights, is needed. There are however no short-fix solutions for this. The attitude and outlook of the community needs to change. Change needs to begin at the individual level, passed on to their households, and then on to the community at large. Holistic education plays an important role. As an organization we have conceptualized a few initiatives to meet these needs, especially for children and youth living in some of the most neglected parts of our country. We are looking for like-minded donors who will work with us in restoring dignity to these communities that have been marginalized for generations.

As we begin a new year, we look forward to reaching out to other nooks and corners of our great country where mainstream development has not yet reached and where people still live in abject poverty. Having our base in Bangalore, we have long desired to work in some of the very poor districts of North Karnataka. This desire was fulfilled last year. We are now setting our eyes on some of the states of North East India especially focusing on youth who seem to have very little opportunities before them. We understand that the implementing challenges will be far more than we are used to. However, by partnering with Civil Society Organisations from this part of the country, who are eager to partnerwork with us and have invited us with open arms, we are willing to meet these challenges and make a difference for those who need "Dignity and Hope" for their future.

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...we are willing to meet these challenges and make a difference for those who need "Dignity and Hope" for their future.
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Thomas Paul
Managing Trustee

Our Identity

Why do we exist?

- To serve children, youth, and women who are at the Bottom of the Socio-economic Pyramid. Development of the poorest of the poor will be consciously taken up.
- Socio-economically deprived geographic areas are chosen for programme implementation. Most backward states and districts are where we work.
- Empowerment through "Education" – understood from a wide perspective – has been the focus of our work. We work on the principle of life-long learning.
- DF has been and will be a Catalyst to build the capacity of other NGOs, thereby strengthening Civil Society. Will continue to Sensitize and Motivate Civil Society.

Core Values

- o We believe that every human being, however poor or marginalized s/he may be, has God given potential. Our work is to help them realize and unleash this potential.
- o When isolated, the poor are powerless and voiceless. When they are mobilized as groups they understand their rights and claim their entitlements. Mobilizing children, youth and people as strong homogenous groups is high on our agenda.
- o Respect for every individual in the community, staff member and organisations will be high on our agenda.
- o We believe that people can find the best solutions for their problems if provided the opportunity. We seek to listen to them leading to bottom-up approaches.
- o We work towards bringing a positive change in the attitudes and behaviour of people and developing local leadership that lead to sustainable development.
- o We believe that people have fundamental rights and they have possibilities.
- o We value people's culture and want them to enrich the same.
- o We believe in cost effective approaches with a wide impact.
- o We do not set up parallel structures like schools but empower people to claim their rights and entitlements for quality services from the State.
- o Partnerships with like-minded players and networking are important to us.
- o We respect the law of the land as responsible citizens and will fulfill all statutory requirements – not out of fear of being penalized but as a core value.

The situational context:

Within the country:

- A strong bias towards the elites
- Right-based understanding and approaches are receding
- Empowerment of people is sometimes seen as a threat
- Exaggerated emphasis on material values

Internationally:

- Growing "Right wing" progression
- The blurring of lines between capitalism and philanthropy
- Spiritual values and institutions fast losing their influence as flag bearers of conscience
- India is no more a priority for international donor support
- Market force theory gaining prevalence

Consequences are:

- The very poor are ignored and entrenched in poverty
- Disparity is increasing
- Vested interests are gaining acceptance
- There is an incentive to maintain a poor layer in society

It is in this scenario that Development Focus seeks to make a difference!

Computer Based Functional Literacy

“Literacy is a Bridge from Misery to Hope” – Kofi Annan

Have you ever imagined how it would be to be illiterate? You would be living in a totally different world where you cannot read sign boards, would have to ask before you boarded a bus and would be lost completely in a large railway station. You will not be able to read the newspaper, help your children with their learning or make simple calculations. Consequently you can be short-changed in shops, cheated by neighbours and unable to make transactions in banks. The list can be endless!

Shocking as it may sound 1 out of 4 people in our country are illiterate and live in this dark side of our world. In some rural communities, 2 out of 3 are illiterate, and women are left behind. This situation in our country demands serious attention from our policy makers. On one side, the country is making tremendous strides in economic and technical progress, on the other side people are left several decades behind.

As part of its Corporate Social Responsibility initiative, Tata Consultancy Services Limited (TCS) designed the Adult Literacy Program, by developing a Computer Based Functional Literacy software. The idea behind this solution was to augment and accelerate the Government of India's efforts to achieve functional literacy. The CBFL solution supports non-literate adult learners to easily achieve literacy in their native

language, in approximately 50 learning hours. CBFL is available in nine Indian and 3 foreign languages.

Development Focus partnered with TCS and the following implementing partners to implement this Adult Literacy Programme in 5 districts of Odisha:

- o Youth Council for Development Alternatives (YCDA) Kandhamal district
- o Palli Alok Pathagar (PAP) Balangir district
- o Agranee Jana Kalyan Anusthan (AJKA) Bargarh district
- o Sambalpur Integrated Development Institute (SIDI) Deogarh district
- o Association for Development Research in Socio-Economic Activity (ADARSA) Sambalpur district

30,837 learners in 200 villages have been reached with functional literacy this year.

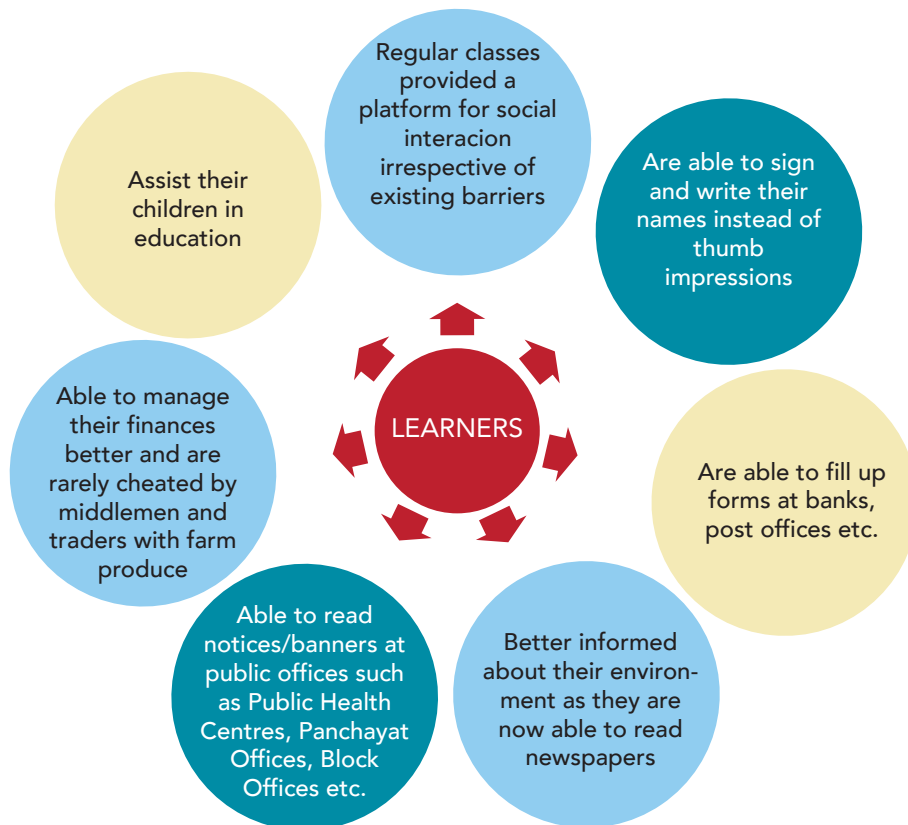
Development Focus firmly believes that Functional Literacy along with other holistic inputs can bring sustainable development at Individual, Household and Community levels. To bring transformation in communities where individuals have been discriminated based on caste, creed, ethnicity, religion and sex, the community needs to be transformed. To be able to achieve this, the project was anchored through community participation and ownership. Each village had a literacy com-

mittee which would be responsible to oversee the facilitators, encourage the learners, monitor the progress and address any operational difficulties. It helped the village community to come together and actively participate, not only to reduce illiteracy but bring positive change.

Another important intervention was the formation of Learners' Clubs. All the Learners are part of a Learners' Club that continues to meet even after the project cycle is over. The learning process continues in the clubs even after the classes are over in the absence of the facilitator. Further, the club provides a platform for discussion on various topics related to education, health, agriculture, housing and social issues according to the need and interest of the members. The club acts as a platform for sharing ideas and voicing opinions thereby bringing greater participation in effective functioning of the village, as well as slowly breaking barriers that are separating people.

Outcomes of the Learning Process:

The project initiative has brought about many positive changes in the individual learners, their households and their communities. As a learner-centric approach it was highly successful in ensuring a positive impact on each and every learner. The following chart indicates a few outcomes of the learning process.



The experience of Nilendri Bag, from Luhurapali village, is a good case to highlight the impact of the project. Recollecting her childhood days, Nilendri says that the lack of a school nearby prevented her from attaining even a primary education. Being illiterate she lacked the confidence to speak in public and voice her opinions. At times she felt that certain decisions taken in the village or at home were wrong, but she decided to stay silent since she was illiterate and her opinion would not be accepted.

With the announcement of CBFL classes in her village, she was delighted to be a part of it. The only motive for her to join was to remove the illiterate tag that seemed to be written on her forehead. Once she joined the class, she was quick to learn and successfully completed the course. Seeing her enthusiasm, she was assigned as the Leader of the Learners' Club. This was the first time she was given any responsibility in society and that motivated her to impart her learning to the weaker ones in the club. Later she became comfortable in reading and writing Odia. During the Club meetings, members read newspapers, various notices from the Panchayat office, and other reading materials they could get hold of. Slowly, along with the ease in reading and writing, Nilendri could comprehend what she was reading, and respond to it. This led to her knowledge level going up and she became more confident as a person.

As a 35 years old mother of two kids she was deter-

mined to show the positive effect of education on governance. She decided to contest the Panchayat Elections for the position of a ward member, which she eventually won. She recalls this as the incident which actually made her realise her strength and political drive.



Her village is divided into two wards based on caste lines and the upper caste ward always benefited from government schemes. Through a government programme, the village was to be provided with four solar street lights. When the Panchayat officials came to install the same, one was installed in her

ward and the remaining three were about to be installed in the other ward. Realising this, the ward members where the Dalits lived questioned the official, who flashed a document from the government and said that it was based on the order received by him. To his great surprise, Nilendri asked for the document and read it aloud to her village members. The document clearly mentioned that 2 street lights will be installed in each ward. The villagers realised the hidden agenda behind this action and staged a protest against the officials. The

officials had no other way but to provide them with two street lights as per the government order.

Nilendri was hailed by many villagers for this act of hers. Her decision to contest the elections and work for the development of the village was supported by others. She thanks the facilitator and the team behind CBFL for giving her this opportunity. The programme has empowered her to take such a step which she had not even dreamt of, a few months ago.

The process of Transformation among the learners

The process of transformation of the learners can be depicted in three phases as shown.



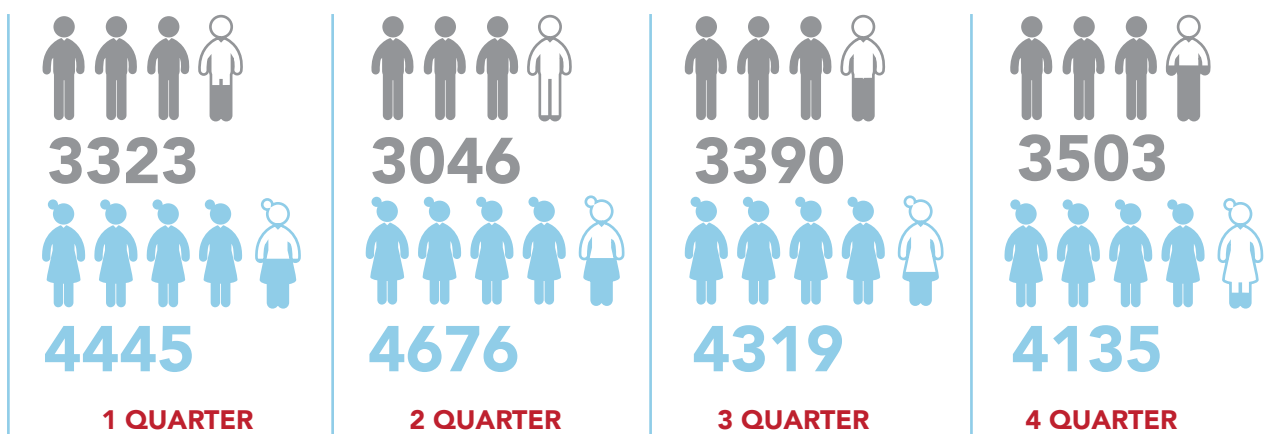
The effect of functional literacy on socio-cultural aspects is manifold. Literacy helps people take informed decisions which may have far reaching impact on the quality of their lives and of their households. They start questioning traditional practices that they have been blindly following since generations and opt for change

where needed. They start discussing issues related to early marriage, harmful practices, and other rituals that they have been blindly following. As a community, they decide to bring changes. All this would not be possible without functional literacy and the community coming together in the Literacy Committee and

Learners' Clubs. People who have been marginalized and living in apathy start on the process to empowerment, with Functional Literacy as the first step to change. They start realizing their rights and entitlements and start claiming them. In the larger scenario this strengthens democracy.

Socio-demographic details of the programme:

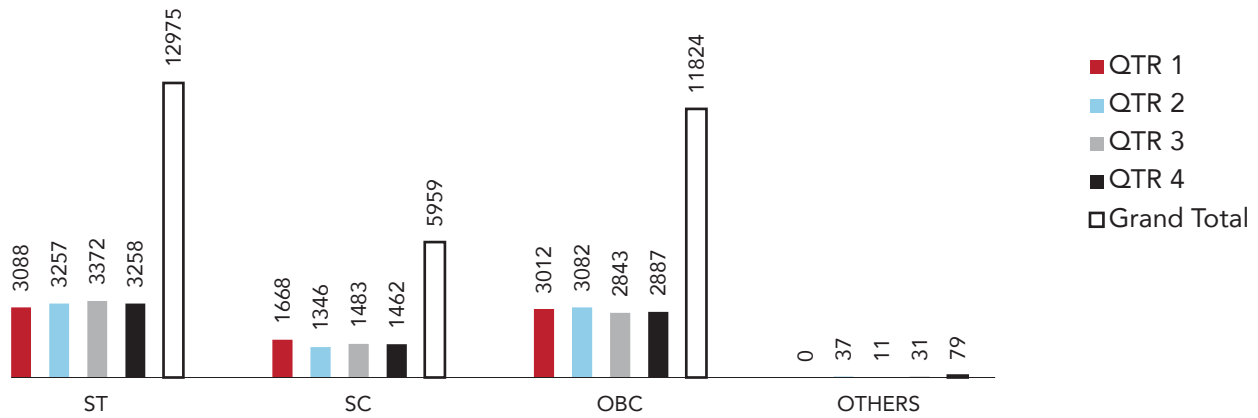
Gender Distribution for 2016-17



Total: 13262 17575

1 figure= 1000

SOCIAL CLASSIFICATION OF LEARNERS



It can be seen from the charts that nearly 57% of the beneficiaries were women. Traditionally women have been neglected and opportunities for them are limited. A conscious effort was made to include as many women as possible in this literacy programme. In many cases, the Literacy Committee in the village persuaded husbands and menfolk to permit their women to enroll and attend classes. It further indicates that the programme reached the most marginalised sections of our society. In all our programmes we consciously strive to reach communities that are difficult to reach, and our implementing partners play an important role in identifying needy and hard to approach villages. Here again in this project, 42% of the Learners were from Scheduled Tribes, 19.3% from Scheduled Castes, 38.3% from Other Backward Communities and only 0.4%

were Others. The project truly reached the Base of the Pyramid population.

A highlight of the programme was the efforts taken to enable as many learners as possible to appear for National Institute of Open Schooling (NIOS) examinations in 2016-17. 1,300 Learners appeared for the exam in August 2016 and another 11,700 in March 2017. Successful Learners will receive a government certificate of having passed Grade 3 under the Open Basic Education scheme.

This project was successfully implemented in Odisha at the cost Rs. 443/- per learner. It is a matter of pride that DF along with its implementing partner organisations reached out to 30,837 learners in making them functionally literate. Learning is a continuous process. Once the momentum is set, it will go on

even in the absence of external project support, through community based organisations that have been set up such as Literacy Committees in each village and Learners' Club for each Learner's batch. The impact of this programme on society will thus go on, much beyond the numbers expressed and the graphical presentations. It will transform the lives of coming generations by making them aware of the importance and benefits of education.

By the time this annual report is released, DF has signed an agreement with TCS to cover 80,000 learners in 7 backward districts of Odisha, Chhattisgarh and Karnataka in the year 2017-18. This, for sure, will have a large impact on the socio-economic profile of people living under the shadow of darkness in 500 villages.

Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential." - Kofi Annan

CASE STUDY

Functional Literacy – a Path to Financial Stability

Renuka Nag, a 41 year old woman works on a small piece of agricultural land along with her husband. A major part of the land is used for cultivating paddy. They also grow vegetables which they sell in the nearby markets to cover their monthly expenses. Renuka would work in the field while her husband would take the vegetables to the market. As she was

illiterate she was hesitant to accompany her husband to the market. Eventually the vegetable crops increased but her husband found it difficult to sell the produce alone. A major portion of it was consumed by family members or sold in the village at a nominal price.

When enrolment to the Functional Literacy class started in her village, Renuka was one of the first to enrol in April 2016. Her sole aim was to support her husband in selling the vegetables so that they could get a better income. She was very keen on learning maths so that she could help her husband in daily sales. By the time she finished the course, she had learnt to read and write. This gave her the confidence to travel alone to the market as she was able to identify the bus to take her and bring her back home.

Since July 2016, Renuka has been helping her husband sell vegetables in nearby villages and weekly markets while her husband takes the produce to bigger towns. This increased their family income and gave the couple confidence to expand their business. They recently purchased a TVS XL vehicle so that her husband could carry more vegetables to larger markets. This has further increased their household income. It has given them confidence to send two of their children for higher educa-

tion and support them in achieving their dreams.

According to Renuka this program has increased their family income and their living standard. She also says that it helped clear misconceptions regarding the role of women in the family and society. This true story reveals the far reaching impact of functional literacy in strengthening the life of common people and empowering them.



Motivation & Avenues for better learning

The story of Manorama Bag tells us the importance of keeping oneself motivated in order to achieve ones goal. She was highly stimulated to complete her Functional Literacy course and started reading all that came across her way. The feeling of being literate was something that she had longed for. She was regular and active in her class, but the only thing that bothered her, like many others, was the issue of electricity. As she is 50 years old, she already had developed visual problems. Besides they had to study with a couple of solar lamps provided by the villagers.

She was keen on resolving this problem, but was unsure how she could do so. She was then told about the presence of an NGO called 'World Vision' in the region who worked for child development and that they provide solar lanterns for school kids in order to equip them to study well at home. Manorama decided to approach the organisation and seek help for all learners in her village. She drafted a letter to World Vision with the assistance of the facilitator stating the names of learners and the need for solar lanterns to enhance the learning process. The manager of World Vision was amazed at the skill that Manorama had acquired and envisioning the same for the rest of the villagers, the organisation decided to support the village by providing solar lanterns for each learner. Since then learners started coming with their own solar lanterns to the centre which made it possible for them to practice once they

returned home.

In this case, the initiative taken by one person has eased the process of learning for many more in the village. Manorama says that her willingness to learn to read, write, and calculate has given her the power to go to any extent and achieve her goal.



Retrieving lost Childhood Opportunities

Sharia is a 17 year old girl in Guchapali village. She lost her mother when she was just 7. Being the only female member in her house, she was asked to take care of the household chores. She had to quit school and accept her new role, which was way beyond her age and capacity. Her routine since then has been to wake up at 5 am, collect water, prepare food, clean the house, visit the market, clean the vessels, and do all other household chores while her father and elder brother went out to eke a livelihood. She had never wandered beyond a certain point in the village, leaving her no opportunity to venture outside her village. She was literally bound within the four walls of her home. It is rather shocking to know that even though Sarva Shiksha Abhiyan (Primary Education for All) has been effective in the country since 2009, girls like Sharia are still out of school and have no opportunities to be educated.

The announcement of the new CBFL centre in her village excited Sharia. She convinced her father and enrolled for the classes promising that work at home

Realising a lost dream

Tapo's experience was really touching as she narrated how she achieved a dream that was lost at one point of time. She was delighted to see visitors approaching her house and she quickly made space for them to settle down. We sat in a small lane between her old house and the new one under construction and started talking to this 25 year old, who sounded like a mature role model in household management.

Tapo had lost both her parents at an early age. Being the eldest she had to take care of her two younger siblings - a sister and a brother. The younger sister was married 2 years ago and her brother was studying in class 8. With great difficulty she had cultivated her 1 acre land, and did odd jobs in the village to sustain her two siblings. She sacrificed her own education for the future of her brother and sister. Apart from working in her field, she collects water from a nearby hand pump and provides water to 5 houses in the village on a daily basis. Each of them pays her Rs.200 per month for this service. The produce from her farm has sustained this Child-Headed household for their food.

With her assumed responsibilities and growing age, she said that she never dreamt of learning how to read or write, and considered herself as one of the many illiterates in the village. When she heard about

will not be neglected. She reasoned to herself that she could definitely spare 60-90 minutes a day for the learning. Her keen interest to learn and her sharp mind made her stay ahead of the class. She had a new motivation in life and a hope for her future. She would wind up her household chores and practice her lessons. Her learning improved tremendously as she started reading the newspaper and writing short paragraphs. She vouches that the project has helped her to feel equal to other kids around her. It has had a profound impact in raising her confidence level. It has helped her to reach out from the 4 walls of her house to the outside world through reading and her new contacts in the Learner's Club. Her future will certainly be very different to what it held for her just a few months back.



a CBFL centre starting in her village, she was amongst the first to enrol. The interest shown by her in attending the classes and participate in learning was tremendous. After completing the 45 day course, she requested the facilitator to teach her how to read and write English and was soon able to write English alphabets.

She says that this project has helped her attain confidence and strengthened her independence. She no longer depends on others for her purchases from the nearby town or even the city. She has become confident of travelling alone as she is able to read the destination boards on the bus. She is happy that she does not have to pay any money to other people to fill in her deposit or withdrawal forms in the bank. She has started working on building a new house to replace their house which was falling apart. She says that this has been a dream come true. Tapo is a completely transformed person now thanks to the Computer Based Functional Literacy programme!!



Digital Entrepreneurship Programme

Bridge-IT – A Digital Entrepreneurship Programme for Devadurga Taluk

When one mentions INFORMATION TECHNOLOGY IN INDIA, the city that comes to mind is Bangalore in Karnataka. Known throughout the world as a leader in IT and innovation, our state's most famous city is a synonym for "Silicon Valley" and Information Technology. But how many of us know a Karnataka beyond Bangalore? If we mention Devadurga, how many of us would know that this tribal taluk in North Karnataka also forms part of the vibrant, diverse fabric that is Karnataka?! Not many, and that's the sad reality of many of the neglected and backward districts, panchayats, and taluks that exist in this beautiful state. Plagued by poor literacy, the devadasi system, caste system, child marriage, migration, water scarcity, poverty, and drought, Devadurga Taluk, in Raichur district, is one of the most backward taluks in one of the most backward districts in Karnataka. To bridge the gap between urban and rural communities, Tata Consultancy Services (TCS), in partnership with Development Focus (DF), are piloting an innovative Digital Entrepreneurship Programme in this taluk. The aim of this unique initiative is to create rural e-entrepreneurs from socially and economically disadvantaged rural communities.

The project, aptly named BridgelT, is a micro entrepreneurship programme that attempts to bridge the IT gap between urban and rural India. It focuses on building the IT and entrepreneurial skills of rural youth from poor socio-economic backgrounds, providing them a pathway to earn a livelihood through e-entrepreneurship. By promoting rural entrepreneurship, the intervention aims to improve the rural economy, reduce illiteracy, and provide academic inputs to both school going children and adults through computer based education.

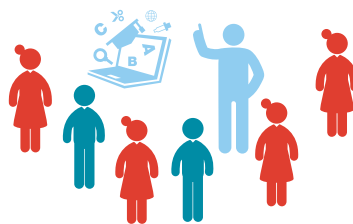
Piloted in Devadurga through Don Bosco Social Services (DBSS), 6 young adults (4 girls and 2 boys) from SC / ST backgrounds have been chosen to undergo training. Over a period of 2 years they will undergo training in computer, internet, and entrepreneurial skills, to enable them to become e-entrepreneurs. As in all our projects, Community Committees were formed in 6 Panchayats and sensitized about the project. These committees came up with criteria, which they applied to choose the youth. The youth, despite having BA / B.Ed. degrees, had never touched a computer before. They had no clue on how to use a computer,

or what their careers would be. Five months into implementation however, the participants, known as facilitators, have already undergone training in basic computer usage, MS Word, and MS Excel. Each of them have been provided with a laptop/netbook, a DLP mini projector, speakers, pen drive, and mouse. They can now operate a computer with skill and confidence. Using these tools, they have already made a remarkable start teaching primary school children using computer based educational software.

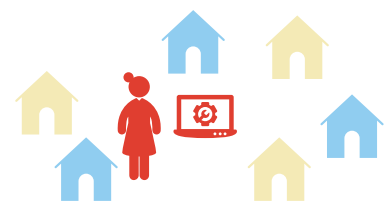
Over the next two years the facilitators will undergo intensive and innovative training in e-entrepreneurship, communication skills, and confidence building. They have already undergone training in rural micro business, use of internet, and life skills. They are also currently attending English classes twice a week. Soon they will meet and learn from local entrepreneurs, and leave their villages for the first time to visit the big city on exposure visits. By the end of the programme these 6 young people will have the capacity and the confidence to successfully run e-enterprises in their villages, providing much needed unique and innovative IT services to their communities.



6 YOUNG ADULTS



**2 YEARS TRAINING IN
COMPUTER, INTERNET,
& ENTREPRENEURIAL SKILLS**



**PROVIDE INNOVATIVE
INFORMATION TECHNOLOGY
SERVICES TO
THEIR COMMUNITIES**



L-R: Shivankanta, Hanumanthi, Shivalingama, Rangamma, Ayyappa, Thippanna

Meet our Young Entrepreneurs!

Shivankanta 25, from Galaridoddi: Shivankanta is passionate about business and already comes with some computer exposure. She is excited about being a part of this project and looks forward to starting her own e-business.

Hanumanthi 20, from Shankarabandi: Hanumanthi is a shy and quite young girl who has never done anything like this before. Completely out of her comfort zone Hanumanthi is however making great progress at building her confidence and taking on the challenges of the project.

Shivalingamma 22, from Kothigudda: Shivalingamma, is an intelligent resourceful young girl who had never stepped out of her village except for college, or used a computer before. She now confidently and expertly uses her laptop to teach at her village school, engaging and connecting effortlessly

with her students. She is enthusiastic, inquisitive, and proactive, already having bought a modem for internet access and plans to buy a printer to start her business.

Rangamma 26, from Mansigal: Rangamma is a bright, intelligent young girl who loves to sing and be creative. She is already displaying great potential at becoming a young entrepreneur.

Ayyappa 29, from Jerabandi: Ayyappa is our "supervisor". He has the responsibility to provide basic computer training, mentoring, and overseeing the other facilitators.

Thippanna 32, from Yemasala: Thippanna is a bright, courteous young man with a kind and sensitive heart. Despite a slight physical disability Thippanna is making great progress in grasping computer concepts, and picking up entrepreneurial skills.

By the end of the programme these 6 young people will have the capacity and the confidence to successfully run e-enterprises in their villages, providing much needed unique and innovative IT services to their communities.

Clean Development Mechanism - Pilot

Over 90% of rural households still use firewood and cow dung cakes for cooking in many districts of Central India. They use make-shift stoves that emit smoke and soot due to the very low combustion efficiency. This causes a lot of respiratory diseases for the women and children in the house. Women and children also spend long hours collecting firewood and/or spend money to buy them. When it comes to lighting, there are over 40% households that have no electricity supply and use kerosene lamps for lighting. Here again Carbon Dioxide is emitted and it is difficult to purchase the required amount of kerosene, which is a fossil fuel, from Fair Price Shops. Keeping these in mind, DF conceptualised the Clean Development Mechanism project. Under this program, youth would be trained to Make-Market-Maintain; Fuel

Efficient Stoves (FES) and Solar Lanterns (SL). A Pilot project was initiated in December 2013 and 340 youth were trained in 12 districts of Odisha, Chhattisgarh and Jharkhand. The pilot had to be halted in May 2015 to rework on the challenges faced by the Micro Entrepreneurs (MEs), Implementing Partners and DF. Mentioned below are few key challenges faced during CDM Phase I.

- a. Erratic supply of Solar Lantern kits from suppliers to the entrepreneurs both in terms of quantity and quality.
- b. Shortfalls in quality of training both technical and entrepreneurial, especially to reach to the level of the learner many of whom had very low academic qualifications.
- c. Lack of ownership and support from community groups like SHGs and CLAs.
- d. Providing livelihood training to

youth was familiar ground for the partners but the entrepreneurship component was a challenge for some.

After studying the above challenges and developing strategies to address the same, Phase II of the pilot was conceptualized. The major changes brought in Phase II were:

- a. Improved solar lantern quality.
- b. Reliable supply chain for the SL kits.
- c. Greater emphasis on Entrepreneurship and Marketing training.
- d. Improved training modules
- e. Down to earth trainers who could go down to the level of the trainees and provide hands-on exposure in marketing.

Phase II of the project was implemented in 5 districts of Chhattisgarh and Jharkhand along with 5 Implementing Partners.

Objectives of the Project:

- Providing livelihood options to marginalized youth in villages.
- Reducing carbon emission, creating a finance opportunity through carbon credits after scale-up.
- Reducing migration of rural youth to towns and cities in search of livelihood.
- Enhancing the quality of life for poor rural households through better lighting and improved fuel efficiency for cooking, leading to better health and financial savings
- Community participation and ownership in the initiative.

Overview:

Phase II pilot: The focus was on training 140 youth to Make-Market-Maintain Solar Lanterns and Fuel Efficient Stoves. Overcoming challenges faced in Phase I and making the concept work was the main objective of this phase. We also realized that more hand holding support was to be provided to the MEs at the partner level.



- 80 MEs underwent training to Make-Market-Maintain Solar lanterns. 69 were male and 11 were female.
- We had good down to earth trainers who passed on the technical and entrepreneurship skills fairly well.
- Technical training included basic theory of how the solar lantern works. In the practical training MEs were divided into groups and shown how to assemble the solar lanterns.
- The entrepreneurship and marketing training was through a new concept called "Make your money grow".
- Post training, every ME was provided 3 solar lanterns that would act as the initial capital

- 60 beneficiaries were trained to Make-Market-Maintain FES, of whom 59 were female and 1 male.
- Along with theoretical knowledge about the benefits of the product, training included hands on experience in preparing the stove. In each site, 4 groups with 5 MEs in each, prepared several FES as practical training.
- MEs were trained on preparing cement and clay/mud FES.
- An activity called "Make your money grow" was introduced to the MEs. This gave them hands on experience in marketing and handling finances.
- Post training, one FES mould

was provided to each pair of MEs as starting capital for their business.

A monitoring visit was conducted in the month of July 2016 to see how the MEs were doing. There were few challenges mainly related to entrepreneurial hiccups and minor technical issues. Refresher training was organised for all MEs where these issues were addressed.



Earlier, DF purchased FES moulds from a supplier in Pune. For the first time, a partner in the FES training, The Leprosy Mission VTI in Champa, started fabricating these moulds in their workshop to supply the MEs. Apart from providing business to the VTC, the cost of moulds worked out cheaper and the transportation costs was much less.

Concluding Remarks:

The objective of this project was to have multiple impact on the life of rural communities:

- To provide livelihood opportunities to marginalised youth by

serving their own communities.

- To provide basic necessities like light in village homes where there is no electric grid.
- To provide fuel efficient stoves, thereby protecting the environment and reducing respiratory diseases in women and children.
- To check migration and exploitation of youth in urban centers.

With the training provided to youth across the two states, DF has identified the gaps and has strengthened the training based on challenges faced. With this effective training and motivation, the youth, are engaging themselves to a great extent in this initiative, supported by their communities.

With the wealth of knowledge and experience gained through this protracted Pilot, DF plans to raise funds for a much larger project covering at least 50,000 households to provide Livelihood to many youth and improve the Quality of Life in several poor households. This further conserves natural resources and propagates a safe and healthy lifestyle. Once the spread is large, we plan to apply for Carbon Credits to bring in financial sustainability. Our ultimate goal is to create a sustainable environment for the current and future generations of this nation.



Fuel Efficient Stoves being made



Couple who have bought and are using Solar Lantern

CASE STUDY



Ratan Singh, a talented yet introverted young man from the hills of Chandil block, Jharkhand, was trained to Make-Market-Maintain Solar Lanterns.

Forced to drop out of college during his first year due to his mother's sudden death and father's prolonged illness, Ratan suddenly became responsible for taking care of his family. Ratan, the eldest among 4 siblings, had to sacrifice his education for the sake of his family. At the age of 18 his life now revolves around getting his siblings ready for school, preparing meals at home, taking his sick father to the hospital for regular check-ups, and working in their small farm. He takes up minor repair work in the village to augment the family's daily needs. When the Refresher training camp was conducted at Chandil the training went on till almost 10 PM every day. Ratan found it difficult to stay back after 5PM as he had to cook the evening meal for his family. Looking at his keen interest in learning the trade, his family was supplied with food from the training centre so that Ratan's training was not interrupted.

Ratan Singh sees this business of assembling and selling Solar Lanterns as an opportunity to educate himself and support his family. Having dreamt of pursuing a Diploma in Electrical Engineering, he feels this exposure would help him earn some money which he could use for his sibling's education and meeting the family's daily requirements. He hopes to save money regularly and follow his dream.

CASE STUDY

Chandrashekhar Yadav is a tall, skinny, 22 year old boy from Mukadah village in Chhattisgarh. He completed his training to Make-Market-Maintain Solar Lanterns and is bursting with enthusiasm to start his business. He is the son of a traditional painter in the village, whose trade has now been replaced by the readymade stickers or digital printers. Chandrashekhar completed his high school education this year and aimed to enrol himself for a bachelor's degree. However, due to low marks he was unable to get a seat in the government college. His only option was to join a private college in the nearby town. He held back his application as he did not have enough money to pay the college fees.

With this newly acquired skill and the prospect of making money through his solar lantern business, he now feels that this training could help him achieve his goal. He says that he saw this training as an opportunity for him to meet his goals in life. He could soon join the private college and get himself a bachelor's degree. His business could also take care of additional educational expenses and reduce the financial burden on his family. He also hopes that he would soon support his family financially. All this has been possible because this training has created a

part-time livelihood opportunity for him, staying in his own home.



Past Projects

BASIC EDUCATION



Development Focus along with 46 partners implemented a Basic Education Programme in 26 very poor districts of Jharkhand, Chhattisgarh, and Odisha, from 2007 to 2014, benefitting over 120,000 children. The main objective of the project was to improve access to quality and relevant primary education. The Implementing Partners took a Programmatic Approach. They were grouped into 5 Clusters and each of the organisations took their expertise to the cluster to enhance the project.

The communities in 1060 villages actively participated in the initiative. Community organisations were sensitized and their capacity built to ensure that their schools functioned well and provided education to their children. The implementation

was through 1,229 government primary schools. This ensured that the initiative was sustainable since these groups are there to stay even after the project cycle is over.

Many of the parents and community members questioned the relevance of sending their children to school. They argued that even after spending 8 years in school their children will not get jobs. An unique initiative – Earn While You Learn, was introduced. Children learnt simple, child friendly skills as an extra-curricular activity. The skills introduced were vegetable growing, producing organic fertilizers, vermicompost, chicken/duck rearing, chalk making, etc. This made a big impact on the community's perception of

school. Parents who were questioning the relevance of sending their children to school changed their attitude and said that children were learning skills that were relevant to their environment.

School enrolment rates that were less than 65% touched 95 to 100% and, drop-out rates that were more than 30% reduced to less than 10%. The community ensured that the school infrastructure was improved, and continues to knock on the government's door to ensure the needs of their children are met in line with the Right To Education Act. Although the funding period of the project has ended the impact still continues, sustained by empowered communities.



Children growing vegetables in the school premises

CASE STUDY

Harira Primary School will be difficult to recognize for anyone who last saw it 7 years ago. The sense of lethargy and indifference is no longer there. The school has been transformed & stands as an example.

It all started in 2010 when the project, "Shiksha Se Parivartan" was initiated. Community organisations were created or revived and trained to do the tasks they were intended for. This included a Village Education Committee, Children's Club, Mother-Teacher Association and several Self-Help Groups.

Today, the cordial relation between these groups and the school has brought open discussions on issues related to education, all addressed at the village level as far as possible. Enthusiastic volunteers from the community contribute to the functioning of the school and fill in for absent teachers when required.

Members of the community are involved in school maintenance and arranging cultural activities.

Harira village, home to 520 people, now proudly reports 100 percent school enrollment and retention rates, all thanks to cooperation within their own community!



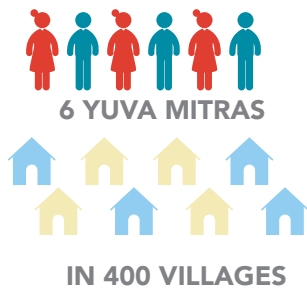
EWL Stationary shop created and managed by children

LIVELIHOOD

During this same period, livelihood skills were provided to older children in the age group 15 to 22 from the same villages. Here again the community was sensitized to the need for livelihood skills. The community was facilitated through participatory exercises to identify resources that they had and market opportunities in the village and nearby towns. The community identified vulnerable youth based on criteria that they came up with. The youth were selected according to their aptitude and trained to acquire skills. Some of the skills that the community identified were: vegetable gardening, bee keeping, lac cultivation, bicycle repair, scooter/motorbike repair, tailoring etc. Along with skills, entrepreneurial skills and life skills were imparted. 21,321 youth benefitted from this initiative. Some of these youth found wage employment and many of them are self-employed.

PREVENTION OF CHILD MARRIAGE

Development Focus in associa



tion with 20 partner organizations and the support of Edukans Foundation in the Netherlands, implemented a Prevention of Child Marriage Project in 12 districts of Jharkhand and Odisha in 2014-15. These two states have very high incidence of child marriage in the country. The goal was to reduce child marriages by 50% and strengthen Sexual and Reproductive Health Rights among adolescents and youth. As in all our projects, the community and community organisations were involved right from the beginning.

The broad objectives of the program was: better knowledge on SRHR, improved access to SRHR services, enhancing access to formal education, ensuring retention amongst adolescent girls in schools, sensitizing the communities towards behavioural change, influencing government policies, institutional mechanisms and services on Child Marriage and SRHR.

6 Yuva Mitras were selected from each of the 400 villages where the project was implemented.



They were motivated to volunteer and be 'Change Agents' in the villages. The Yuva Mitras were systematically trained on SRHR issues, importance of education, and laws governing child marriage. They in turn mobilized and facilitated 800 youth groups across 400 villages to meet regularly. These issues were discussed in the youth groups. More than 22,000 youth were sensitized and encouraged to set goals from themselves. Children in 200 government schools were also sensitized. Awareness in these villages was also raised so that they would support the youth in their decisions. By the end of the project cycle, several child marriages have been stopped. The fact that the youth are together as a group emboldens them to resist harmful traditional practices. The Yuva Mitras still support the youth even after the project cycle is over. The authorities have been sensitized and are willing to step in and stop illegal practices that threaten the rights of a child.



MORE THAN 22,000 YOUTH AND CHILDREN IN 200 GOVERNMENT SCHOOLS SENSITIZED.



Upcoming Projects

PROVIDING LIVELIHOOD OPPORTUNITIES FOR TRIBAL YOUTH IN JHARKHAND

Jharkhand (lit. "Bushland" or "The land of forest") is an eastern state of India, carved out of the southern part of Bihar in 2000. Bordered by Bihar to the north, Uttar Pradesh and Chhattisgarh to the west, Odisha to the south, and West Bengal to the east, this mineral-rich state, despite accounting for 40% of the mineral resources of India, suffers widespread poverty. Over 39 per cent of the population live below the poverty line. With over 92% residing in remote and rural villages, this primarily rural state is home to 32 different Scheduled Tribes. With a literacy rate well below the national level, and high unemployment rates, the Scheduled Tribes of Jharkhand are some of the most neglected

and marginalised people in India.

With lack of livelihood opportunities and no vocational skills, tribal youth are often forced to work as seasonal labourers. Their income is therefore irregular putting labourers and their families at risk. Unable to find any decent employment, migration is often the only alternative. To address the problem, one finds that the youth lack the business mind-set and skills required to get involved in livelihood activities that can earn more than casual labour. The proposed project, 'Empowering Tribal Youth in Jharkhand through Livelihood Opportunities' aims to redress this issue and change mindsets by providing livelihood opportu-

nities to 900 youth through self-employment. With a strong focus on empowering women, 630 women and 270 men, between the ages of 18-25 years will be imparted with the necessary entrepreneurship and vocational skills to make them economically independent, and able to earn at least Rs 3000 per month within 6 months of training. Currently in the final stages of funding approval, this project will focus on rural tribal households in five of the poorest districts in Jharkhand (East-Singbhum, Seraikella, Lohardaga, Simdega, and Hazaribagh), with a high tribal population and low development indicators.

The objectives of the project are:

- Sensitising the target communities to the need of entrepreneurial and livelihood skills for their socio-economic benefit and development.
- Encouraging and increasing the communities' involvement, participation, and ownership of the intervention.
- Training tribal youth, especially women, in relevant, marketable vocational skills to enable them to pursue different income generating opportunities.
- Promoting youth to be successful entrepreneurs and maintain sustainable livelihood.
- Providing backward and forward linkages to institutions and markets so that they will be able to earn higher profits due to elimination of middlemen.



A young enterprising and progressive woman from the tribal heartlands of Jharkhand becoming financially independent through Lac farming

The intervention seeks to initiate new livelihood activities that will strengthen the rural economy in 80 villages and meet the goods and service needs of these rural communities. Nearly 6,000 households, 80% of which are from ST/OBC communities will benefit.

Implemented through 5 local partners chosen for their commitment, credibility, and track record for participatory development processes, the project from the very beginning will be anchored in community involvement and participation. Through the formation of Livelihood committees (CBOs), the community will be actively involved in the planning, selection of beneficiaries, determining community needs, providing community based skills training, monitoring progress, and supporting and encouraging their beneficiaries through small businesses.

A Unique Selling Point of this project is that NGOs, as "Outsiders", do not go in with a list of prescribed skills. Relevant and Marketable skills will be selected by the communities using participatory tools and will relate to locally available resources and market opportunities. The community is helped to assess their own needs and aspirations, making the whole process effective and sustainable. As the focus of the project is to develop entrepreneurs operating in their own communities and nearby towns, beneficiaries will undergo training in technical knowledge, practical skills, business skills, and life skills, with an incubation (hand-holding) period to develop practical experiences and learning. Parallel to training, unique initiatives such as 'Grow Your Money' and 'Young Entrepreneurs Clubs' will be used to further develop entrepreneurial capabilities. This will facilitate the youth to think

along entrepreneurial lines and help develop an entrepreneurial mindset. It will also provide a platform where the young entrepreneurs can meet, share experiences, develop group dynamics, network, and in general cultivate and build their entrepreneurial skills. Forward and backward market linkages, awareness of government schemes, banking and credit facilities, will ensure no involvement of middlemen and that beneficiaries will reap the full rewards of their enterprises.

With long term impacts of self-sufficiency, growth, economic independence, and improved status of youth (especially women), this initiative hopes to demonstrate how skills development can transform the lives and communities of impoverished tribal youth, and propel them towards long-term sustainable development.



SELF-RELIANCE THROUGH SKILLS BASED EDUCATION



Access to basic education, much less quality education, is a struggle for the tribal population in Khunti district of Jharkhand. With just 35 high schools and 3 colleges catering to a population of over half a million, the education system has long failed the communities of Khunti, making it one of the most educationally backward districts in Jharkhand. With a very high tribal population (73.8%), the struggle of the Schedule Tribes and Schedule Caste for their basic rights and access to basic education has been long and arduous. Bypassed by mainstream development, thousands of young people leave the school system before they are “educated”. They go through the rest of their lives with no hope of earning a sustainable income or pursuing

viable livelihood opportunities.

Depleting natural resources, reduced agricultural output, and left-wing extremism has forced unskilled youths to leave their villages and migrate to bigger cities due to lack of local opportunities. There is however a definite need for skilled labour in the district. With the widespread use of technology, even small local businesses and organisations are in need of skilled resources, especially in IT and computer related skills. Organisations which are planning for expansion, modernisation, and diversification have also suggested future requirements for skilled personnel.



Modernisation and technological

advancement has resulted in the use of technology, especially internet related services, as a necessity even at the village level. However, such services have been slow to reach rural and remote areas. Lack of qualified and skilled personnel have left villages with a shortage of skilled labour to meet these demands. There is therefore a need for short-term courses and vocational training to meet the demand, but the quality of training remains an issue. A gap exists between the availability and access to good quality training programs and the ability to meet these demands. The project, ‘Self Reliance through skill based education’ aims to bridge that gap.

Through this intervention, certified vocational training will be provided in IT skills along with entrepreneurial and soft skills. The project will aim to raise awareness for skill based education and provide 80 tribal youth with the necessary skills and training to find gainful employment in the district. This will curb migration of youth and provide much-needed skills and services locally. The youth will undergo training in Computer and Office



skills or training in Internet based skills to provide services to their communities. In a 12 month period the project will equip the youth to be gainfully employed or self-employed, in their communities. Implementation will be community anchored through the communities' participation in planning, selecting and supporting trainees. The progress of the trainees will be monitored during and after training. Trainees will also be provided forward and backward linkages with training institutions, industry, and financial institutions. On completion of training, participants will be provided with handholding support to start their own businesses or placed in jobs.

The project aims to:

- Sensitize the community on the importance and need for skill based education
- Provide much needed quality, computer education that is certified along with spoken English and soft skills training to 50 tribal youth
- Another 30 tribal youth will acquire IT skills to be entrepreneurs and meet IT needs of their communities
- Facilitate forward and backward linkages to assist job placements and entrepreneurship

The impact of the project on the community and the lives of young tribal youth will:

- Meet the growing IT related service needs in rural communities
- Improve livelihood and hence

the socio-economic standard of youth and their families

- Reduce migration of youth from the district, and
- Generate a demand for similar intervention from the contiguous community

The district has immense potential for development. Skill gaps and new skill needs are constantly emerging. The demand for jobs and entrepreneurial opportunities, especially in the use of computers and IT services, is on the increase. With the opportunities interventions like these will provide, the much neglected and bypassed tribal youth of Khunti will have the capacity, capability, and confidence to build a better future for themselves and their communities.



Resource Mobilisation

Development Focus was registered in 2006 at the behest of Edukans Foundation, an international development organisation in the Netherlands. They fully supported our projects till 2012 but had to slowly phase out by 2014. Changes in the government's policies and the organisation's policies led to this parting of ways. It was after this that Development Focus started working seriously on Resource Mobilization. There was a transition period when we really struggled but are now coming to a fairly stable situation.

Like any Non-Government Organisation, we need resources for the projects we would like to implement and funds to sustain the organisation. The last few years have also been a period when many international organisations have slowly moved away from India to support countries which are poorer. Luckily, the Companies Act 2013 has introduced several new provisions which change the face of Indian corporate business. One such new provision is Corporate Social

Responsibility (CSR). The concept of CSR rests on the ideology of give and take. Companies take resources in the form of raw materials, human resources etc. from the society. By performing the task of CSR activities, the companies are giving something back to the society. Development Focus has made a major shift in Resource Mobilization from foreign and Institutional donors to Indian Corporates to mobilize resources for various projects, especially in the last 2 years.

Apart from the larger amounts of project money that we mobilize from Corporate Houses, we have also been focusing on Local Fund Raising, which has two distinct goals. It provides much needed resources to keep the projects going and at the same time, it sensitizes the person who is contributing of the disparity in the country and the needs that have to be addressed. Some of the avenues that we have explored for Local Fundraising are:

1. Individual Donors

2. Schools and Colleges
3. Use of social media

It is very important to develop a Fundraising strategy for any organisation. Although it is valuable to receive a single donation of Rs.100,000 from a donor, it is much easier to receive 1,000 smaller donations of Rs.100 each. This also helps us to connect with several more donors and sensitize them of the need.

Our "Power of One" campaigns in schools and colleges have been rewarding. A young student may just donate Rs.20 or Rs.30. But the opportunity to sensitize this child/youth of the disparity in the country and sensitize them to think and act on behalf of their less privileged country cousins has been very inspiring. We thank the authorities of schools and colleges that have provided us a platform to share and interact with their students. We are stronger if we plan and work together for a better India.

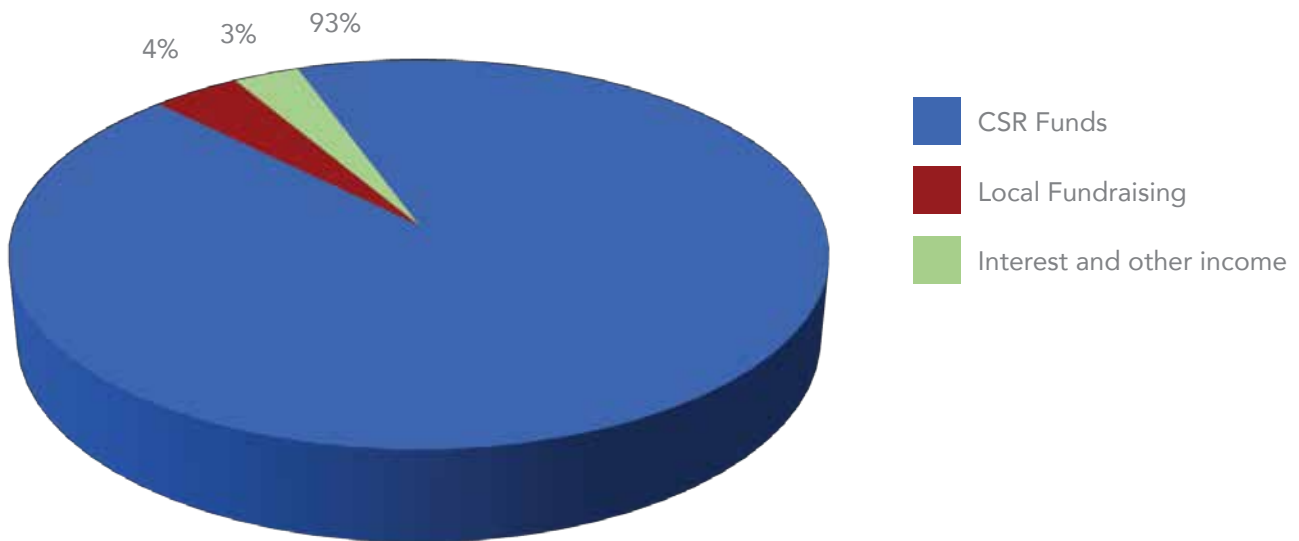


Financial Overview

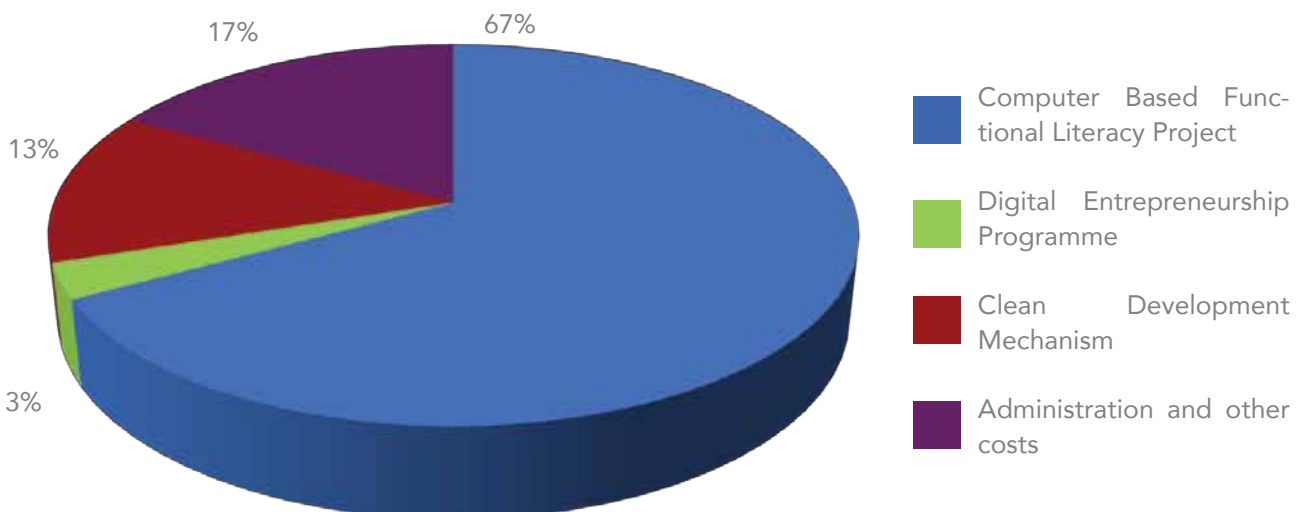
Accountability, both financial and to the people we serve/interact with, is a key principle we follow at Development Focus. We ensure that our accounting and financial practices are according to the existing standards and in line with priorities set by the DF Board of Trustees. We fulfill all statutory requirements – not out of fear of being penalized but as a core value of the organisation.

An overview of the Inflow and Outflow of funds during the year 2016-17 is given below. The Audited financial report is given in the next section.

Inflow



Outflow





INDEPENDENT AUDITORS' REPORT TO THE MEMBERS
OF DEVELOPMENT FOCUS

Report on the Financial Statements:

We have audited the accompanying financial statements of **DEVELOPMENT FOCUS**, No 917, 9th B Main, 3rd Cross, Kalyan Nagar, Bangalore – 560043 which comprise the Balance Sheet as at 31st March, 2017 and the Income and Expenditure Account for the year then ended and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements:

Management is responsible for the preparation of these financial statements that give a true and fair view of the financial position and financial performance of the Trust in accordance with the Accounting Standards generally accepted in India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility:

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

In making those risk assessments, the auditor considers internal control relevant to the Trust's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also



includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

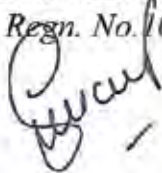
Opinion:

In our opinion and to the best of our information and according to the explanations given to us, the financial statements give the information required in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India:

- a) In the case of the Balance Sheet, of the state of affairs of the Trust as at March 31, 2017; and
- b) In the case of the Income and Expenditure Account, of the excess of expenditure over income for the year ended on that date;

For R. K. KHANNA & ASSOCIATES

Chartered Accountants
(Firm Regn. No. 105082W)



(S. MANJU GEORGE)
Partner
(Membership No. 027444)

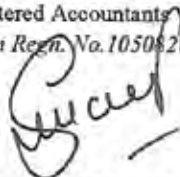
Place: Bangalore
Date: 29th August, 2017

DEVELOPMENT FOCUS
BALANCE SHEET AS AT 31ST MARCH 2017

	Rupees	
SOURCES OF FUNDS:		
GENERAL FUND		
As per Last Balance Sheet...	257,975.53	
Excess of Expenditure over Income after appropriation, transferred from Income & Expenditure Account...	(3,378,348.49)	(3,120,372.96)
CORPUS FUND		
Sustainability Fund...		2,905,513.00
ENDOWMENT FUND		
As per Last Balance Sheet...	129,322.00	
Deductions during the year...	(40,000.00)	89,322.00
DEPRECIATION FUND		
As per Last Balance Sheet...	2,163,511.62	
Additions during the year...	241,996.93	2,405,508.55
LOAN FROM TRUSTEE		
		390,000.00
		2,669,970.59
APPLICATION OF FUNDS:		
FIXED ASSETS		
Per Schedule "A"		567,905.30
INVESTMENTS		
In Fixed deposits with Bank		
Depreciation Fund...	670,083.00	
In units of Mutual fund		
Endowment Fund...	154,017.73	824,100.73
(NAV as on 31/3/2017 Rs. 368372.99/-)		
CURRENT ASSETS		
Deposits...	203,000.00	
Loans and Advances...	760,497.00	
Cash and bank Balances...	385,534.56	
CURRENT LIABILITIES		
Current Liabilities...	71,067.00	
NET CURRENT ASSETS		
		1,277,964.56
		2,669,970.59
ACCOUNTING POLICY AND NOTES TO ACCOUNTS... SCHEDULE 'B'		
Schedules A and B form part of this Balance Sheet...		
Per our report of even date attached...		

For R.K.KHANNA & ASSOCIATES

Chartered Accountants
(Firm Regn. No.105082W)



(S. MANJU GEORGE)

Partner

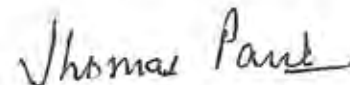
(Membership No.027444)

Place : Bangalore

Date : 29/08/2017

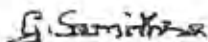


For DEVELOPMENT FOCUS



(THOMAS PAUL)

Managing Trustee



(DR. D. GLADYS SUMITHRA)

Trustee

DEVELOPMENT FOCUS

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2017

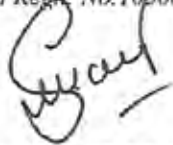
	Rupees	
INCOME:		
General Donation...		2,62,260.00
Donation received from Tata Consultancy Service:		
Towards Computer Based Functional Literacy Programme...	64,60,000.00	
Towards Bridge IT...	5,45,000.00	70,05,000.00
Interest on Fixed Deposits...		1,24,204.50
Interest from Savings Bank Account...		24,038.00
Income from Fund Raising Activity...		29,920.00
Profit on Sale of Fixed Assets...		2,380.63
Capital Gain...		31,728.27
Other Income...		10,596.77
		74,90,128.17
EXPENDITURE :		
Projects and Programs		
Clean Development Mechanism Projects...	13,73,359.00	
Bridge IT...	2,93,355.00	
Computer Based Functional Literacy Programme ...	69,97,985.00	86,64,699.00
Administration Cost...		17,35,975.30
Promotional Expenses...		85,274.00
Depreciation...		1,40,531.43
		1,06,26,479.73
Excess of Expenditure over Income ...		(31,36,351.56)
Appropriation to Depreciation Fund...		2,41,996.93
Balance transferred to General Fund...		(33,78,348.49)

ACCOUNTING POLICY AND NOTES TO ACCOUNTS...SCHEDULE 'B'

Schedule B forms part of this Income and Expenditure Account...
Per our report of even date attached...

For R.K.KHANNA & ASSOCIATES

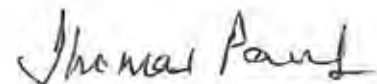
Chartered Accountants
(Firm Regn. No.105082W)



(S. MANJU GEORGE)
Partner
(Membership No.027444)



For DEVELOPMENT FOCUS



(THOMAS PAUL)
Managing Trustee



(DR. D. GLADYS SUMITHRA)
Trustee

Place: Bangalore
Date: 29/08/2017

SCHEDULES FORMING PART OF STATEMENT OF ACCOUNTS

SCHEDULE A:

FIXED ASSETS

Description	Rate	WDV as on 01.04.2016 Rs	Additions During the period Rs.	Deletions During the period Rs	Total Rs.	Depreciation for the period Rs.	WDV as on 31.03.2017 Rs
Skills Training							
Land		2,00,000.00	-	-	2,00,000.00	-	2,00,000.00
Furniture	10%	35,880.28	-	-	35,880.28	3,588.03	32,292.25
Office Equipments	15%	32,013.58	18,888.00	-	50,901.58	7,635.24	43,266.34
Temporary Building	100%	36,637.02	-	-	36,637.02	36,637.02	-
Computers	60%	41.92	65,982.00	-	66,023.92	39,614.35	26,409.57
AT Equipment	15%	15,095.65	-	-	15,095.65	2,264.35	12,831.30
		3,19,668.45	84,870.00	-	4,04,538.45	89,738.99	3,14,799.46
Administration							
Furniture & Fixtures	10%	27,131.30	-	-	27,131.30	2,713.13	24,418.17
Office Equipments	15%	2,62,179.73	-	-	2,62,179.73	39,326.96	2,22,852.77
Computers	60%	14,606.62	-	19.37	14,587.25	8,752.35	5,834.90
TOTAL...		3,03,917.65	-	19.37	3,03,898.28	50,792.44	2,53,105.84
GRAND TOTAL...		6,23,586.10	84,870.00	19.37	7,08,436.73	1,40,531.43	5,67,905.30

SCHEDULE B

ACCOUNTING POLICIES & NOTES TO ACCOUNTS FOR THE YEAR ENDED 31ST MARCH 2017

1. SIGNIFICANT ACCOUNTING POLICIES:

a) Background

Development Focus is a Trust registered on 1st March 2006 to promote education and training in skill formation among children and the poorer sections of society

b) Method of Accounting

The Trust is maintaining accounts on the accrual basis and recognizes income and expenditure on accrual basis.

c) Investments

Investments are valued at cost.

d) Property, property and Equipment:

The Property, Plant and Equipment are stated at their cost of acquisition or construction less accumulated depreciation, including any cost attributable to bringing the assets to their working condition for their intended use. Subsequent expenditures relating to Property, Plant and Equipment are capitalized only when it is probable that future economic benefits associated with these will flow to the Trust and cost of the item can be measured reliably. Repairs & maintenance costs are recognized in the statement of Income and Expenditure when incurred. The cost and related accumulated depreciation are eliminated from the financial statements upon sale or retirement of the assets and resultant gains or losses are recognized in the statement of Income and Expenditure.

Depreciation on Property, Plant and Equipment is provided on the written down value method over the estimated useful life. The depreciation method the useful life and residual value are determined by the management at the time the asset is acquired and renewed periodically individually at the end of each financial year

The rates of depreciation is used as prescribed in the Income Tax Act, 1961.

e) Depreciation Fund

Depreciation fund is created for the future capital requirements of the Trust. Appropriations are made each year to the extent of depreciation provision for the year and interest on Depreciation Fund investment.

2. NOTES TO ACCOUNTS:

1) Expenditure on Projects & Programmes include Rs.62,84,098/-, in respect of Projects & Programmes carried out with Partner's organisations and the same has been accounted on the basis of certificate from Chartered Accountants on its utilisation.

2) Bridge IT includes purchase of Laptops handed over to Partner Organizations for the Programme of the value Rs 1,24,605/-. This is charged off as expense

Signatures to schedules 'A' and 'B'

For R.K.KHANNA & ASSOCIATES

Chartered Accountants
(Firm Regn No.10508210)

(S. MANU GEORGE)

Partner
(Membership No.027444)

Place Bangalore

Date: 29/08/2017



For DEVELOPMENT FOCUS

Thomas Paul

(THOMAS PAUL)
Managing Trustee

G. Sumithra

(DR. D. GLADYS SUMITHRA)
Trustee

Our Motivators



Dr. Gladys Sumithra

Dr. Gladys Sumithra (Treasurer & Founder Trustee) holds a PhD in economics from Indian Institute of Science, Bangalore. She was the Senior Director of the Planning Department, Government of Karnataka where she served for 25 years. On retirement she was reappointed as Senior Scientist in the office of the Additional Chief Secretary for Public Works and Housing.

Dr Gladys is actively involved in civil society development and continues to be on the Governing Board of several educational institutions and Non-Profit Organizations in Bangalore.



Dr P Sethu

Dr P Sethu (Founder Trustee) is the Director of Indienhilfe, India - a charitable organization that empowers children belonging to economically and socially weaker sections in different states of India. Analysing and finding solutions for empowerment of communities especially among the children, youth and women has been his passion for the last 3 decades.

Besides serving on the Board of several organizations and institutions, he renders consultation on administration, finance and project launching. Dr. Sethu has organised national and regional events, seminars and conferences, and has also led international and national delegations in India and abroad.



Dr. Hannah Anandaraj

Dr. Hannah Anandaraj (Trustee) holds a doctorate in Social Sciences and has expertise in Social Work with a focus on Medical and Psychiatry. Dr. Anandaraj worked as a Reader (Associate Professor) in Osmania University. She has many publications to her credit. She also serves as a guide to research students.

Dr. Hannah Anandaraj has served on boards of several organizations and committees. She was the Chairperson of the board of World Vision India for several years and was also on the World Vision International Board.



Mr Thomas Paul

Mr Thomas Paul (Managing Trustee) holds a Masters' degree in Technology from the Indian Institute of Technology, Chennai. After working for a private firm in Gujarat for 10 years, he moved on to the social development sector and was the Superintendent/Director of the Methodist Technical Institute at Vadodara, Gujarat. He later took over as the General Secretary of Skills for Progress, an all-India association of over 200 private vocational training institutions across India.

For the last 16 years, he has been supporting various international organizations as a freelance consultant. His main forte has been community development and livelihood training for marginalized children and youth. His passion has been to help people realize and unleash the God given potential within them.

Our Implementing Partners

Development Focus does not directly implement projects but co-implements with credible local partners. These partners are close to the communities we seek to serve and have developed a rapport with the communities and local duty bearers. Working with local partners enables us to reach vulnerable and needy communities in very remote areas that we may never be able to reach. It also helps reach larger numbers than if we were to implement ourselves. In the process, the capacity of Civil Society Organisations are built to enable them to be more effective in their own interventions.

COMPUTER BASED FUNCTIONAL LITERACY PROGRAM

Partner	State	District
Youth Council for Development Alternatives - YCDA	Odisha	Boudh
Association for Development Research in Socio-Economic Activity - ADARSA	Odisha	Sambalpur
Agranee Jana Kalyan Anusthan - AJKA	Odisha	Baragarh
Palli Alok Pathagar – PAP	Odisha	Bolangir
Sambalpur Integrated Development Institute – SIDI	Odisha	Sambalpur

DIGITAL ENTREPRENEURSHIP PROGRAMME

Partner	State	District
Don Bosco Social Service - DBSS	Karnataka	Raichur

CLEAN DEVELOPMENT MECHANISM – PHASE II

Partner	State	District
The Leprosy Mission Trust of India - TLMTI	Chhattisgarh	Janjgir
Christian Fellowship – SHORE	Chhattisgarh	Rajnandgaon
Technology Resource Communication and Service Centre - TRCSC	Jharkhand	Seraikela - K
Pragati Luyadih - PL	Jharkhand	East Singhum
Shikshit Berojgar Mahila Samithi - SBMS	Jharkhand	West Singhbhum



Our Team



Diptty Joseph
Program Officer

*Master of Philosophy
Master of Social Work, from
Christ University, Bangalore*

“Everybody has a calling. And your real job in life is to figure out as soon as possible what that is, who you were meant to be, and to begin to honour that in the best way possible” - Oprah Winfrey.

Working with Development Focus since 2014, the work that we do is more than a job to me. The charisma of this job is that we influence thousands of marginalised people. This pushes me to do my very best. It gives me immense satisfaction when I meet a beneficiary who has been empowered, or a young tribal girl who has been prevented from child marriage, or a youth group in a village actively lobbying against child abuse.

Working on a variety of projects addressing: Basic Education, Livelihood, Prevention of Child Marriage, Adult Literacy etc. has provided a rich learning experience and opened my mind to new ideas. This has further led to exploration and implementation of various development concepts. The professional journey has been very satisfying through successfully taking on new challenges, pushing myself to deeper learning and continually reinventing myself.



Sathvik Gadvi
Program Officer

*Master of Development
Policy*

Working in the corporate world for 3 years made me realise that my true calling was to make an impact in the Social sector. Though my childhood dream was to serve our nation through the armed forces, seeing the true need of our country made me realise that the best way to serve our nation was through social work. This led me to get my Master's in Development Policy from TISS. TISS helped me understand the field of development. More specifically, having been brought up in an urban setup, it helped me understand the dynamics of rural life and the principals of effective rural development. With this knowledge and skill, I joined DF as a Program Officer focusing on rural livelihood projects.

My passion is to work with vulnerable youth and children and I hope I will be able to make a positive impact in this area, and continue to serve our nation through the field of social work.



Priya Kirubakaran

Program Officer

*Master of Information
Technology
Master of International
Development*

Born and raised in India, life however took me to Australia for the past 23 years. Disillusioned with corporate life, coupled with a burning desire to serve, led me to retrain in International Development and travel to Bangladesh, Tonga, and Vanuatu (South Pacific) as a volunteer. A deep desire to work among women and children, the poorest of the poor, led me back to India and to the privilege of working with the dedicated team at Development Focus. Knowing that the work we do at DF has the potential to change and bring hope to thousands, has been a huge reward in itself. A firm believer in sharing and passing on the blessings given to us through our gifts, talents, and life circumstances, my greatest desire and hope is that I will be true to this even if it means it makes a difference only in one person's/child's life.

Every man, woman, and child, has the right to a rich and abundant life. It is the duty of every one of us to do whatever we can, big or small, to ensure our sisters and brothers can fulfil their potential. Fifteen, twenty years from now I hope I can look back on my life and say with all honesty that I did whatever I could to be an agent of change, and that was a life worth living.



Emmanuel Raj

Assistant Project Officer

Even before joining Development Focus I had a passion for people and have been actively involved in reaching out to people. My passion quickly moved to social work and social development. Joining DF from its inception, and backed by a very supportive team, allowed me to realise this passion in very practical ways. Starting as an Office Assistant, I took on various different roles, responsibilities, and challenges over the past 9 years that has allowed me to utilise my talents and abilities. This also pushed me to stretch my limits and move out of my comfort zone to discover new talents and interests. Currently working as an Asst. Project Officer, I travel and work with people from rural areas, which are my interests and inspire me. With a passion for storytelling, my dream is to travel abroad and engage through various media (movies, songs, scripts, and plays) to spread awareness and continually fulfil my goal of helping others in any way I can.



Vijay Samuel

**Fundraising and
Communications Officer**

*Master of Automotive
Engineering*

The very first fundraising event that I participated in Development Focus, 2 years back, made a big difference in my fund raising involvement for change in our country. An Engineer by profession, I grew passionate about social causes in India during my stay in the UK, and what started off as financial contributions has led to working full time with DF to make a difference. I know we cannot change India by ourselves overnight but I believe every little effort counts and that we have all been placed where we are to make a difference. We always leave the "responsibility" of social change to others, but change starts with each and every one of us. If each of us removed our rose-tinted glasses and started working together, we could transform India faster than we think.

I wish I had \$100 billion so that I could change the world! but in the meantime, inspired by the words of Mahatma Gandhi to, "Be the change that you wish to see in the World", I look forward to working with DF to spread the word and make that change!



Srinivasan R.
**Sr. Finance and
Administration Officer**
B. Com, MBA Finance

With a background in finance, I have served in the development sector for over 15 years, as a Finance and Administration Officer. Having worked with several different NGOs in varying capacities and now as Sr. Finance and Administration Officer at DF, I am able to use my gifts and abilities to contribute and serve the poor and needy. Being able to meet all project and organisational financial requirements, meeting Government and Statutory requirements, and ensuring project audits occur on time, leaves me with a deep sense of achievement and satisfaction. The feeling that the work I do positively contributes towards the larger work and goals of the organisation gives me a sense of fulfilment. Being a part of this process and being able to contribute inspires me to continue to work in the NGO field.

I am in the process of completing my ICW final and I hope to complete my Chartered Accountancy soon. My dream is to start my own CA firm and through this start my own NGO. Regardless of what path my future may take, my goal is to always continue to work and contribute to the NGO field through whatever means possible.



Sanjana K.S.
**Accounts and Administration
Officer**
B. Com.

As the newest member of the DF team, I am thrilled to be working here as the Accounts and Administration Officer. Having completed my B. Com. and worked at a Chartered Accountancy firm, I am excited at the prospect of now working for an NGO. Even though I may not directly interact with our partners or our beneficiaries, through my accounts and admin work I am able to support the work that DF does. This is very exciting and inspiring as it allows me to fulfil my desire to help the poor and those in need. I admire and respect the work that DF does, and value the trust it has placed in me. I wish to honour that trust and become a positive asset to this organisation by giving my best.

My dream is a world where there is no difference in caste, colour, creed, gender, state or country. A world where everyone is equal. I look forward to playing a part, however small it may be, through my work in DF.

Come, be part of us.....

We at Development Focus believe that every human being, including women and children, have the right to a decent life; education, health, livelihood, joy of childhood, and freedom to choose, especially on matters like marriage etc. In all our programmes we sensitize children, youth, and adult community members on their rights and entitlements.

You can be a part of this initiative by:

- **Volunteering your services on a short-term or long-term basis**
- **Contributing to enable us to reach out to more needy people**

Development Focus is registered under the Indian Trusts Act-1882, vide No: BNG (U)-JNR IV/667/2005-2006; under Foreign Contribution (Regulation) Act of 1976 –vide reg. 094421359 and exempted from paying Income Tax under Section 12A of the IT Act. Your contributions are eligible for IT deduction under section 80G. Please provide your PAN number for this.

You may make your contributions through:

- **Direct Bank Transfer to:**

Indian Contributions: Development Focus, a/c no. 909010037997565, IFSC: UTIB0000734

Foreign Contributions: Development Focus, a/c no. 009010100703864, SWIFT Code AXISINBB009

- **Online payment on our website:** www.devfocus.in

- **By cheque:** drawn in favour of "Development Focus" and mailed to our address

You will certainly be enriched when you lift a fellow citizen!!



“For to be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others.”

- *Nelson Mandela*

Women going for their Adult Literacy Class



DEVELOPMENT FOCUS

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