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Relaying the foundations of life.....

ANNUAL REPORT

2023–2024

Association for Development of Human and
Community Rebuilding (ADHAR)



adhar-kolkata.in

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Message from the President

The year 2023–2024 marked a significant phase of impact and learning for the Association for Development of Human and Community Rebuilding (ADHAR). As communities across West Bengal continue to navigate socio-economic vulnerabilities, gender disparities, and gaps in access to essential services, ADHAR reaffirmed its commitment to dignity-driven, inclusive, and sustainable development.



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I extend my heartfelt gratitude to Narayana Health, our governing body members, school authorities, community stakeholders, and the dedicated ADHAR team. Their trust, professionalism, and commitment made these outcomes possible.

As we move forward, ADHAR remains steadfast in strengthening gender-responsive programming, expanding youth employability initiatives, and aligning our work with the Sustainable Development Goals. Together, we continue rebuilding lives and communities with dignity.

Narayan Chandra Roy

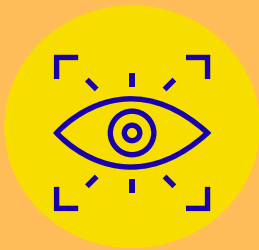
President

Association for Development of Human and Community Rebuilding (ADHAR)

About ADHAR

The Association for Development of Human and Community Rebuilding (ADHAR) is a voluntary, non-profit organization dedicated to humanitarian assistance, disaster preparedness, and inclusive community development. We work with marginalized and disaster-prone communities to address immediate needs while building long-term resilience.

ADHAR combines grassroots engagement with professional expertise, enabling communities—especially women and youth—to actively participate in shaping their own development pathways.



Vision: Resilient and self-reliant communities living with dignity, equality, and opportunity.



Mission: To reach the most vulnerable people living in disaster and crisis situations, promote women's leadership in decision-making, and enable sustainable community development through education, skill development, and capacity building.



Core Values:

- Human dignity and rights
- Gender equity and inclusion
- Community ownership
- Transparency and accountability
- Partnership and collaboration

Geographic Presence

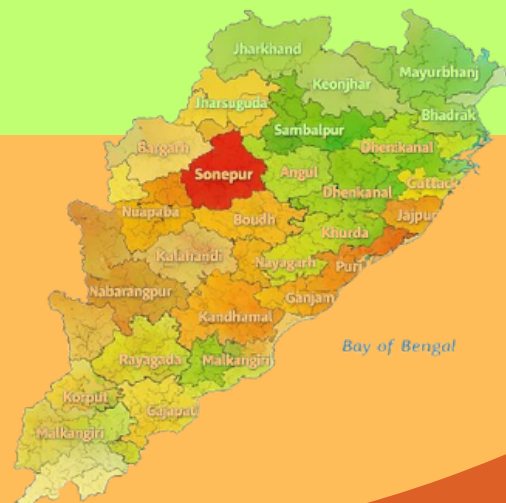
Operational States- West Bengal

Kolkata, North & South 24 Parganas, Howrah, Hooghly, Nadia.



Odisha:

Sonepur District (40 villages, 10 Gram Panchayats)



Programmatic Approach

ADHAR follows a structured, participatory methodology:

- **Community needs assessment and situation analysis**
- **Village-level consultations and stakeholder engagement**
- **Consensus-based project planning and proposal development**
- **Community-inclusive implementation using local resources**
- **Continuous monitoring with community representation**
- **Evaluation, learning, and community asset handover**



Livelihood and Skill Development



STEP – Skill Development on Employability Programme

Context: Despite increasing educational access, youth from marginalized backgrounds face high unemployment due to lack of market-aligned skills, limited exposure, and poor soft skills. This gap disproportionately affects rural and semi-urban youth.

Objectives:

- Enhance employability skills among underprivileged youth
- Improve access to dignified employment opportunities
- Promote financial independence and career preparedness



Target Group

The STEP Programme primarily focused on urban underprivileged youth aged 18–28 years, particularly:

- Early school dropouts and unemployed youth
- Youth from low-income, marginalized, and informal-sector households
- First-generation learners and job seekers with limited access to formal skill training

Training Components

The programme delivered a holistic and market-oriented curriculum designed to enhance employability and workplace readiness. Key training modules included:

- Spoken English and workplace communication
- Basic computer applications (MS Word, Excel, PowerPoint, internet usage)
- Personality development and soft skills
- Basic retail marketing concepts
- Introduction to management principles
- Financial literacy and money management
- Hospitality sector orientation

The curriculum emphasized practical learning, confidence building, and real-world application.



Training Modality and Coverage

- **Course Duration:** 4 months per batch
- **Batch Size:** 40 trainees
- **Number of Batches:** 3
- **Total Youth Trained:** 120

Training was delivered through interactive classroom sessions, hands-on computer practice, group activities, role plays, and continuous mentoring.



Learning and Exposure Activities

To strengthen industry readiness and career awareness, the programme integrated:

- **Career counselling sessions with industry professionals**
- **Resume writing and job orientation workshops**
- **Mock interviews and group discussions**
- **Exposure visits to retail outlets and service-sector establishments**
- **Campus interviews with prospective employers**
- **Mid-term and final assessments to track learning outcomes**



Beneficiary Profile (2023–2024)

- **Total Beneficiaries:** 120 youth
- **Gender Composition:** 58% women | 42% men

Educational Background:

- **Higher Secondary:** 46%
- **Graduate:** 38%
- **Graduate:** 38%

Socio-economic Profile:

Majority from low-income households engaged in informal or daily-wage occupations



Outcomes and Achievements

- 85% of participants demonstrated significant improvement in communication and digital skills
- 72% secured wage employment or internship opportunities within 3–4 months of course completion
- 18% explored self-employment and entrepreneurship pathways
- Marked improvement observed in confidence, punctuality, teamwork, and workplace discipline



Job Linkage and Placement Support

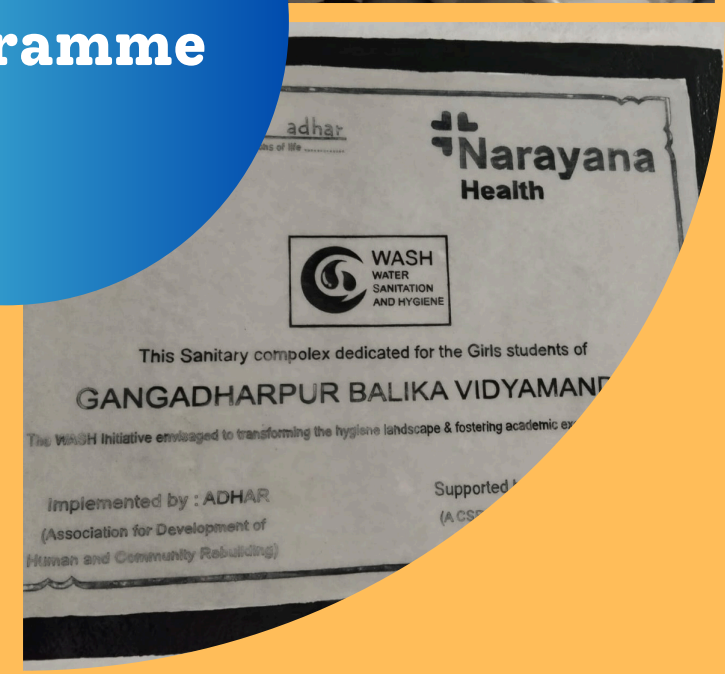
ADHAR provided structured placement support through:

- Individual interest mapping and career guidance
- Employer networking with retail, hospitality, and service-sector organizations
- Facilitation of campus interviews and employer interactions
- Financial literacy and institutional linkage support for entrepreneurship-oriented youth





WASH Programme



Project Aim

To improve school WASH infrastructure for adolescent girls by ensuring access to dignified sanitation facilities, sanitary products, water, and safe menstrual waste disposal, thereby improving menstrual hygiene practices and school attendance.



Objectives

- Create menstrual hygiene-friendly school environments
- Improve knowledge, attitudes, and practices related to MHM
- Reduce absenteeism among adolescent girls
- Foster gender-sensitive school ecosystems



Project Implementation (Phase - I)

- **Project Period:** 8 August 2023 – 30 November 2023
- **Geographical Coverage:** North 24 Parganas, South 24 Parganas, and Howrah districts, West Bengal
- **Schools Covered:** 6 High Schools
- **Total Student Coverage:** Over 10,800 students
- **Girls Benefited Directly:** Over 6,400

- **Construction of sanitary complexes with RCC roofing**
- **Separate changing rooms for girls**
- **Installation of running water facilities**
- **Napkin vending machines and incinerators**
- **Tiled floors and walls for hygiene maintenance**
- **Electrification and ventilation**
- **Safe menstrual waste disposal systems**



Awareness and Behaviour Change Programme

Recognizing that infrastructure alone cannot bring sustained change, ADHAR implemented a structured Awareness and Behaviour Change Communication (BCC) programme alongside School WASH infrastructure development. The initiative aimed to address knowledge gaps, break social taboos, and promote healthy practices among adolescents and the wider school community.

Key Awareness Interventions

School-based menstrual hygiene education sessions for adolescent girls, focusing on menstrual biology, hygienic practices, safe use and disposal of sanitary products, and debunking myths associated with



Safe drinking water awareness programmes highlighting the risks of arsenic contamination, prevention measures, and the importance of consuming safe and treated water.



Health education sessions on prevention and early detection of cervical, breast, and oral cancers, with age-appropriate information to build long-term health awareness.



Engagement of teachers and male students through sensitization workshops to foster supportive school environments and reduce stigma, discrimination, and silence around menstrual health and adolescent wellbeing.



Participatory tools such as interactive discussions, visual aids, short films, quizzes, and question-and-answer sessions were used to encourage open dialogue and active participation.

Key Outcomes and Impact

- Noticeable improvement in menstrual hygiene practices among adolescent girls
- Reduction in school absenteeism during menstruation
- Enhanced confidence, comfort, and classroom participation of girls
- Increased teacher involvement in adolescent health and hygiene issues
- Overall improvement in school sanitation standards and hygiene behavior



Challenges and Learnings

- Deep-rooted social stigma and cultural taboos continue to hinder open discussion, highlighting the need for continuous engagement.
- WASH infrastructure must be supported by regular awareness and reinforcement to ensure sustained usage.
- Teacher sensitization emerged as a critical factor for long-term sustainability and institutional ownership.



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“Earlier, I used to miss school during my periods because there was no place to change or dispose of napkins. Now we have clean toilets, water, and machines. I feel safe and confident coming to school every day.”

— Soham Mondal, STEP Trainee,

Way Forward

- Expansion of School WASH and MHM awareness interventions to additional schools
- Integration of menstrual health education into regular school health programmes
- Strengthening linkages between skill development (STEP) and health awareness
- Establishment of robust monitoring, follow-up, and community ownership mechanisms



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