



project  
**DEE****F****Y**  
Design Education For Yourself

## End of year Report 2020-21

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## CEO's Note:



2020 has been an intriguing year to say the least. While we had to pause many of our nooks and operational programs, we also had to respond to the challenges faced by families in various communities we work in. We took this as an opportunity to listen to the people again and ask them how best we can support the needs of their present and the near, uncertain future. The result? many new programs, a year full of design and trials and experiments. Reaching the end of this topsy-turvy year, DEFY has grown and developed holistically, able to bring the passion of the team to the most difficult challenges in the world, through reimagining learning in many different ways.

# Annual Report

December [2020]

### *Nooks in India*

**1** Nooks in India closed this year due to the pandemic. Remote learning program implemented to work with communities

### *International nooks*

**2** Rwanda nook were shut during pandemic but have been initiated since October. More nooks to be implemented in pipeline

### *Other Programs*

**3** New programs created and designed this year both in offline and online spaces. Multiple small projects adopted to provide quick support to communities



# 1 | International Nooks

The International Nooks are a part of the growth structure of Project DEFY and the Nook Concept. The expansion of the Nook concept was first realised in 2016 when the first Nook was set up in Uganda which led to the spread of the concept to different countries such as Rwanda, Zimbabwe and now soon to be in Bangladesh.

**The Nook Hub concept** - A Nook Hub is the growth point for the Nook concept in countries and will have an office to help with spreading the concept in the country and region.



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Rwanda Nook Hub video link - [https://youtu.be/1\\_-l6oZmDHI](https://youtu.be/1_-l6oZmDHI)

Due to Corona we had to close the place but however we were granted permission to open the space following the guidelines to protect the learners and the community of Gahanga. The team and volunteers worked hard to make sure the place was safe and that all the information was shared with learners.

The Nook Hub opened for the second goal cycle on 26 November 2020 and the learners are coming to the space on allocated timings and are following all the safety guidelines.

\*In this picture learners are putting down their goals for the cycle\*





# 1 Stories



## **Ananias and family**

Of course, different communities have different needs, and in Gahanga, the main motivating factor in many people's lives is earning. Ananias and his family were very insistent from the beginning of the FLITE program on pursuing income-generating activities, and after a few weeks of exploration, they decided to create a canteen together. They split up their roles by determining who would do accounting and budgeting, who would cook, etc. and set off to learn from existing local canteens. They even settled on a location that has a lot of footfall, and after many lengthy discussions on how to start a canteen, they made a detailed budget with one-time and recurring expenses. Now, they plan to begin making at least 50 samosas in the coming week and trying to sell them with their existing resources, so that they can start to earn slowly and build up to the larger canteen.

## **Samuel 19 years: Aspiring Musician and Comedian**

-A pandemic may not have seemed like an ideal time to pursue one's passion, especially in marginalized communities where income is a challenge. However, it has even surprised the facilitators how passionate the learners are about their projects. For example, Samuel, who occasionally has to miss the FLITE calls to work a part-time job, is determined to be a successful comedian. When he told us of his family's economic challenges, we suggested he perhaps explore a project that could generate some income for his family. He stuck to his original decision, saying that he will find a way to monetize his passion; otherwise, he replied, he would get stuck in just finding a job and never live his dream.





## 2 NOOKS in India



The Nooks, our self-designed learning spaces, alongside all other educational and public spaces had to be closed down this year since the end of Feb 2020 and for a yet to be known period of time. During this period, the team at Project DEFY stepped up to support the community around the Nooks with food grains, funds to pay their house rent or utilities, medicines etc. The members of these communities were struggling to make the ends meet with no income for a long period through the pandemic months.

Eventually, when the lockdown ended and the economy started opening up, we envisioned a new Program where the learning can continue from home for the community through a remote learning program to support the families for any learning or skill they wished to learn. The new normal had brought new challenges along with it and the community was expected to quickly step up with their skills and understanding. This program was piloted from Aug 2019 onwards with a small set of learners from 4 communities. It has now matured and is being implemented as a program to be introduced to more people in the community.

Once Nooks can safely re-open, learners will have already begun their projects, and will arrive with an understanding of their passion. The new routine for the Nook being planned for the next year will be a 90-10 model for the nook access. The learners will work on their projects 90% at home, and 10% at the Nook. They will come to the Nook on alternate days, so that there are never more than a few people at once. The nook will be made a safe place to work with the rules to ensure all of them coming into the nook are safe.

Proposed projects for next year:

2 new nooks are under discussion with prospective partners. The pandemic situation and the government guidelines to re-open community spaces may create a glitch. However, the team is working on research and documentation related tasks for the projects.

Some fund raising projects are also in pipeline for 2 of the existing nooks. The operations at these nooks are kept at minimum and will be stepped up on the onset of funds.



# 3 | FLITE

Families Learning Together - 'FLITE' - is a program born out of the need to ensure continuous learning for the marginalised communities Project DEFY works with. It is a low-tech low-cost phone learning programme that reimagines families as a basic unit of learning. Spread over 15-25 weeks, each family that is part of the programme engages with a facilitator over a weekly hour-long phone call.

The project has been implemented in two phases.

Phase 1, the Pilot began with 8 low-income families in May 2020 who belonged to locations of JP Nagar (Bangalore), Kaggalipura (Bangalore), Whitefield (Bangalore) and Gahanga (Rwanda).

From these families, 3 are scheduled to complete the programme by mid-December 2020. One family has rejoined as part of Phase 2 of the Programme. The rest have dropped out due to various unavoidable reasons including poor health and supervening school, job and family obligations.

MODULE 2: Refine - family members understand their own 'ikigai' or reason for being, ie. a combination of what each of them like, are good at, and can support themselves from. New skills are developed according to their interests, and the family learns to give and receive constructive feedback.

MODULE 3: Grow - the family develops and completes a 2-month long project to achieve a collective goal based on each of their interests. They are each given the opportunity to become a FLITE facilitator and spread self-learning to other members of their community.



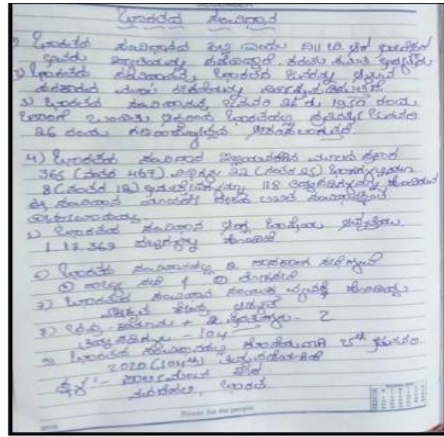
Phase 2 of the programme started in September 2020 with 16 low-income families joining the programme overall from Whitefield. Due to a number of human resource related issues, the start of the second phase has taken place in a staggered manner, with some families beginning in September, October, November and December respectively. At present there are 15 families participating in the programme, consisting of 34 people.

The programme is now split into three modules -

MODULE 1: Explore - family members together uncover their interests and passions, some of which might have been hidden or forgotten. This module lays the foundation for seeing families as units of learning, creating spaces for inclusive discussions among participants.



# 3 Stories from FLITE



## FLITE PROJECTS



Vanajakshi, 33 years old homemaker, had aspired to be an IAS Officer through her childhood due to her keen interest in government functions and her passion to help people in her community. Tragedy befell her family in her final year of college and she couldn't achieve her dreams. After marriage, Vanajakshi's husband was not very supportive of her ambitions.

During the pandemic lockdown, Vanajakshi re-discovered her passion and started working on some projects which involved a deeper understanding of the Indian Constitution. She also wants to find a way to earn an income from home to support her family during the difficult period. She is exploring options to start stitching clothes as a business and is learning to create new blouse designs.

Prajwal a 17 year old, from Whitefield, Bangalore was a regular at the Nook until the lockdown was imposed due to pandemic. He intended to continue his learning remotely and hence joined the Project DEFY FLITE programme. His thoughts were "I am interested in so many different things, but I don't like to work on it every day, all alone."

Through the calls, we learned about his interests in computers, technology, drawing and video games. He worked on projects to write HTML program to add numbers, created a website to display his own art work and developed a car-racing video game using 3D software. On deeper exploration, he realised his dream was to build beautiful homes for people. He then embarked on a 2-week long project to design an ideal home which he started by creating a 3D sketch on paper, and then used a 3D design software to create this model.

He's now experimenting his graphic design skills by creating a comic book autobiography. He feels that "talking to the FLITE facilitators is like speaking with a group of friends and believes that they help him to stay focused and are always encouraging him to do better.







# 4 Makerspaces

The Makerspaces project, which was implemented in 6 Indian Universities and was functional for the past 3 years, came to a closure in June. The purpose of this project was to support budding entrepreneurs to innovate and create solutions for enhanced social Impact at a commercial scale, by providing them with the necessary tools, materials, resources and training. In these years of the project, the following broad activities were envisaged under the program.

1. Seamless running of the 5 makerspaces set up in different Indian Universities.
2. Setting up a new makerspace at MNNIT Allahabad in 2019-20.
3. Nurture the spirit of entrepreneurship by identifying and handholding teams/ individuals / students in creating prototypes/ testing proof of concept (PoC) to go to market
4. Enable young people to gain technical and design thinking skills and provide them guidance to be able to create the job they want for themselves.

## Internship

In the beginning of 2020, with the Covid lockdown, and the Universities being shut down, we noticed that university students were struggling to find support to give shape to their ideas and interests. Hence, the Project DEFY team put together a quick program to catalyze their efforts and support them to complete their projects. This program was supported by our partners too and was called the Cisco thingQbator internship program. The thingQbator Internship Program(TIP) was a virtual creative learning program where university students engaged in building tech solutions for problems they identified and researched. Students from Universities across India like the IIT-BHU Varanasi, MNNIT-Allahabad, Indira Gandhi Delhi Technical University for Women, New Delhi, Trident Academy of Technology Bhubaneswar, Amrita School of Engineering Coimbatore and IIITMK, Kerala and several others, who aspired to become problem solvers joined this virtual internship to turn their brilliant ideas into working prototypes.

This project successfully met its objectives by achieving the below milestones.

- a) Complete the full execution of the program and the cohort by finishing all deliverables that were originally agreed upon by all partners and stakeholders.
- b) A thingQbator makerspace was set up and made operational at MNNIT, Allahabad. Students (Cohort and non-Cohort) utilized this space to work on their ideas relating to IoT and beyond.
  - c) One Cohort was run at each of the makerspaces, consisting of at least 60 students. Students being part of the cohorts availed access to technical mentors, maker space tools and equipment, course content and design thinking material to support them as they build their prototypes.
  - d) Numerous technical workshops and community events were organized for students' participation in IoT and beyond. Around 100 days of technical workshops were conducted by Li2 technologies, 50 community events encompassing a variety of topics, and several webinars and peer demo days were organized across all the thingQbators.



The program was divided into three tracks: The Learning track, The Project Track, and The Start-up Track.

The Learning track was for the students who were starting their journey in the creative problem solving. Here, the students didn't necessarily need a concrete idea or a team to become a part of the learning track.

The Project track was for the people who already had a basic prototype of the creative solution that they came up with and needed help in the actual building process to make their solution start-up ready.

The Start-up track was for the most advanced projects, where the students had created a minimum viable product and were on their way to founding start-ups.

## Impact Data

| Indicators           | # planned | # actual | Details or notes   |
|----------------------|-----------|----------|--|
| # workshops / events | 365       | 365      | This includes community events, Hacks, Demo days, Internships and Li2 workshops.                                     |
| # participants (M/F) | 3630+     | 3630+    | Participation for above events. Footfall data for few events like open houses and outreach stalls can't be recorded. |
| # speakers engaged   | 30        | 30       | Speakers/facilitators for the community events.  |





# 5 | DASH

Learning from the success of the Online Internship program that we executed at the Makerspaces project in the year 2020, our team at Project DEFY created a new program which we are extending to the student community worldwide. In this program, there will be two tracks; Track 1 which takes students from a passion to a paper prototype, and Track 2 which helps them to create a venture from the prototype.

The program is being designed by the very same design thinking method which will be implemented with the student community eventually when the program goes live in Feb 2021. At present, the program design is in the phase of finding potential partners, mentors, volunteers, and finalizing the workshops and activities. The current activity the team is working on in this project is to create the action plan for the track 1.

The team is now working on fine tuning the various features of the internship program and designing the flow of the program. Some of the tasks taken up under this are to review the previous tracks, assembling the team, defining the structure and flow along with the partnerships needed for it. The next steps would be to initiate the marketing activities by publicizing the applications and reaching out to mentors, volunteers for the program.





# 6 | New Programs-DISPECS

Various community spaces exist throughout the world, driving from cities to slums, villages to refugee camps, and even tribal settings. They are sometimes structured or unstructured; with an agenda or without. The purpose of this program is to enable such community spaces to be prepared for disasters in a way so that they themselves can become an organized first-response to various forms of disasters.

In this program, the team is creating a holistic package, complete with resources, training materials, volunteering structures and a communication network that can help the space become a hub for first responders, during Pandemics (Corona, Nipah, Ebola etc) (Phase I), Natural Disasters (Earthquakes, Floods, Famine etc) (Phase I) and Man-made disasters (Phase II) (Riots, Wars, Recessions). Various aspects of disaster management are also being considered like Volunteer Setup, Communication Mechanism, Food & Nutrition, and Supporting Animal life & Ecology and planning partnerships with other organizations or individual collaborators who can help with execution of the program.

Research:

The primary research to understand the existing problem is being conducted by interviewing with experts and NGOs working with affected communities especially in disaster management and speaking to affected people in different communities. Whereas Secondary Research is conducted by online Research and study of the global practices for volunteering during and post disasters. The team has now started working on the training program and is looking to design the program such that the community volunteers understand their roles and responsibilities before, during and after a disaster.

The program will be implemented in 4 phases:

- Entry into Community
- Deploying Trainings
- Segment Trainings
- Retraining

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**Food & Nutrition:** The problem statement that the team has come up with is:

The communities face shortages of food during and after disasters due to the unavailability of the alternative food supply chain and prolonged disasters like recurring drought.

The team conducted a Good/Bad/Crazy ideation and did the grouping of the ideas according to the short term and long term strategy.

Finally the idea statement that the team came up with is:

**Develop alternative food supply supply chains which are owned by the community. The community will grow food collectively even if it is small scale, and do preservation practices to deploy during disasters.**

With this statement in mind, the team designed a program to be implemented in 5 phases:

- Phase - 1: Understanding the Community's Challenges and Aspiration (Preparation Phase) - 1 Month
- Phase - 2: Training Program, Logistics and Work Plan for the Teams - 1 Month
- Phase - 3: Executing the Work Plan: Cultivation of Vegetables and Preservation of Foods - 4 Months
- Phase - 4: Marketing of the Preserved Foods to generate Income as a part of the Program - 2 Month
- Phase - 5: Iteration of the Program - 1 Month



The solution will have a community-led communication channel through phone devices which will be setup during peacetime. They will be trained for the usage and will start using radio devices through sustained channels (like local shops and community centres). This will form the basis for effective deployment when disaster strikes and hence will be in effect during and post the disaster.

In the next couple of months the plan is to complete the program design, finalize the training module and initiate testing the modules in a few communities.

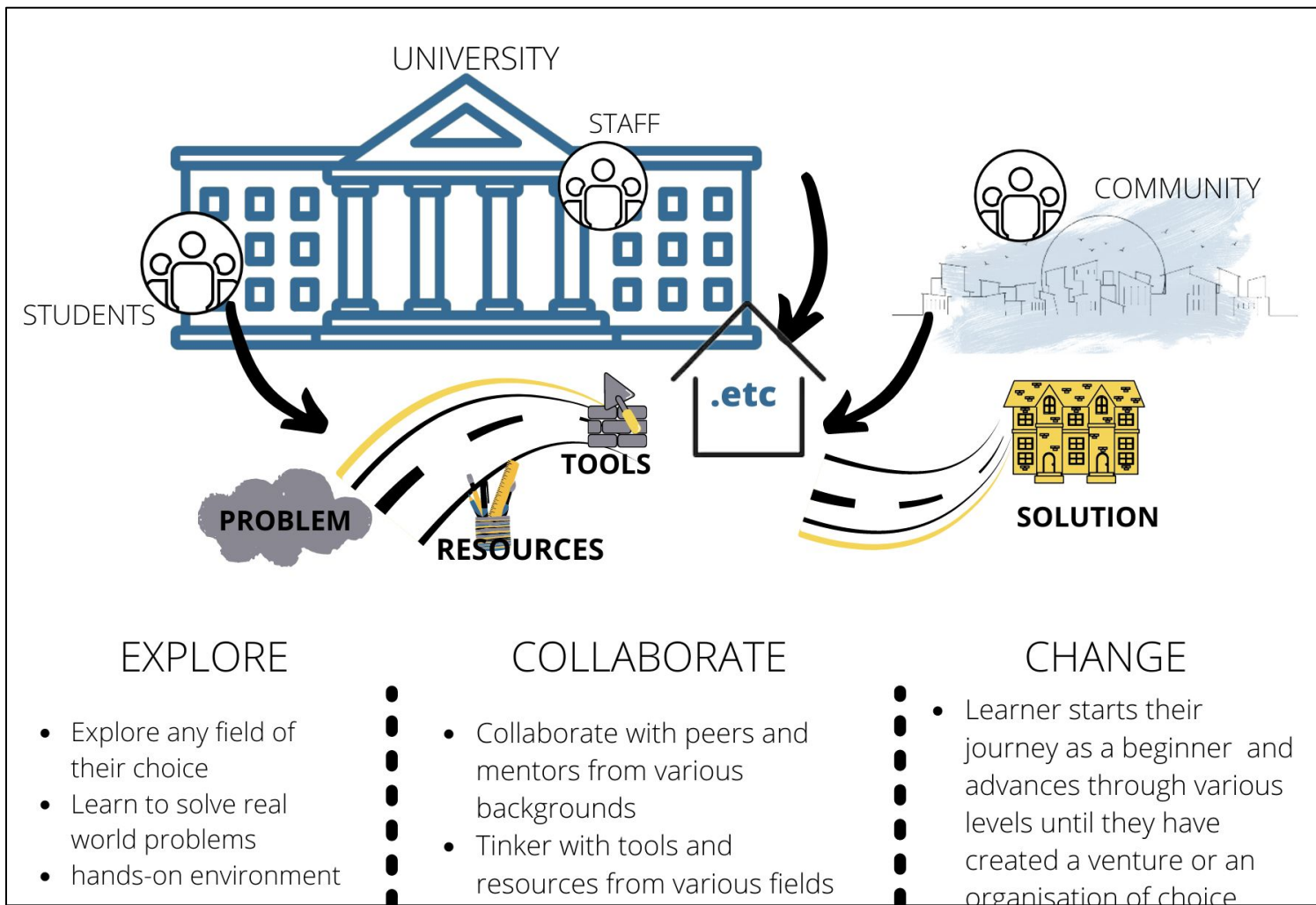
**Animal Welfare & Ecology:**

During the research and interviews with the disaster survivors, the team learnt that the people were not able to devote their care and attention to flora and fauna because they don't have the resources to protect them - most of the available resources were used to rescue humans. At a time when people were underprepared to save themselves too in the face of a disaster. On further research and discussions with experts, the team was able to arrive at a probable solution. First the team intends to create a dynamic database of animals and plants of the village on a map. This will be made by the community with initial help from outside. The map/sheet shall act like a guiding tool during a disaster for rescue – providing the details of which animal is where and when do they have to be evacuated based on real time metric of rain/soil quality etc. It will also have the real time information about plants that need to have the seeds preserved or others that need to be migrated.

In the coming month, the team will be working on training modules for the chosen volunteers with the help of experts in various fields.



# 7 | New Programs - .etc



The industrial revolution of the 1700s in Europe massively changed the meaning and structure of University. Previously, Universities existed, under the patronage of the monarch, as a workshop or laboratory for passionate experts in varied fields. With the Industrial revolution, University education changed to a mass-training methodology, where on the positive side it could accept a much larger number of students, even with lesser privileges or from lower social strata. On the negative however, university education turned into a mundane training program for the industry, turning it purely into a channel towards recruitment.

Indian higher education (and to a large extent even global higher education) faces now an identity crisis, pulled between a need for change and the habit of old. Universities now struggle to keep the confidence, curiosity, passion and humanity of the students alive and their skills relevant, driving them to become consumers and not creators. Hence, we believe that an Educational Reformation must begin somewhere within the University structure, such that we can create a real-world learning experience for students. This entails learning, and practically using this learning, in the context of their environment and community, while solving local problems that they are most passionate about. Such a learning experience will enable students to not only develop practical skills, but also enable them to positively build upon their empathy, confidence, curiosity and creativity - all attributes that are today considered most important in the modern human.

We, at Project DEFY, propose **.etc** - a unique learning space and experience, developed within the University, where students pursuing any degree collaborate with University staff and the community outside, to understand complex problems that face their reality and to attempt to solve them.

.etc is unique in its way since it is run and managed by its participants, i.e the students. This ensures that they learn about the responsibilities of the space while still in University and also grow the space to the limits of their own imagination.

This program has been designed and created for University students in India or around the world. The details of the program are mentioned below.



# 8 Training Program

Project DEFY has used the break that the Corona pandemic forced upon us as an opportunity to design an extensive in-house training program which enhances the capacity of existing and newly appointed Nook Fellows (NFs). The main objectives of the program was to enhance the skills of all Nook Fellows for becoming effective facilitators that can give the best support possible to our Nook Learners and help them to excel. The program also focussed on introducing the newly developed Fellowship model for all Nooks.

The training program covered an extensive array of topics like understanding the core ideas of self-designed learning, how to be an inclusive facilitator, facilitating various community-building activities, how to support self-designed learning in the Nook through different sources and approaches for learning, administrative tasks at nooks, data collection and getting familiar with tools, materials, software, etc. used at the Nook. The training was delivered through a very engaging program where the facilitators utilised a multitude of facilitation techniques including workshops, case study discussions, brainstorming and ideation sessions, peer-to-peer and collaborative learning, self-made videos, presentations, etc.

The 3-months training, which ended in December 2020, had eight Nook Fellows successfully completing the program. While a detailed evaluation will follow, preliminary findings show that both the capacity of the NFs as 'Nook facilitators', as well as their self-confidence have drastically increased through the programme.

Feedback from the Nook Fellows and new learnings were continuously incorporated in the programme, the format evolved from a once-a-week interactive call to a self-designed learning programme with daily tasks and meetings and culminated in a twice-a-week workshop format with a focus on interactive learning, engaging sessions and learning-by-doing. An outside exposure program was also provided where the participants got an opportunity to interact with a larger audience of educators and members of the alternative learning community through the 5-Day 'Alivelihoods' online summit organised by Indian Multiversities Alliance.

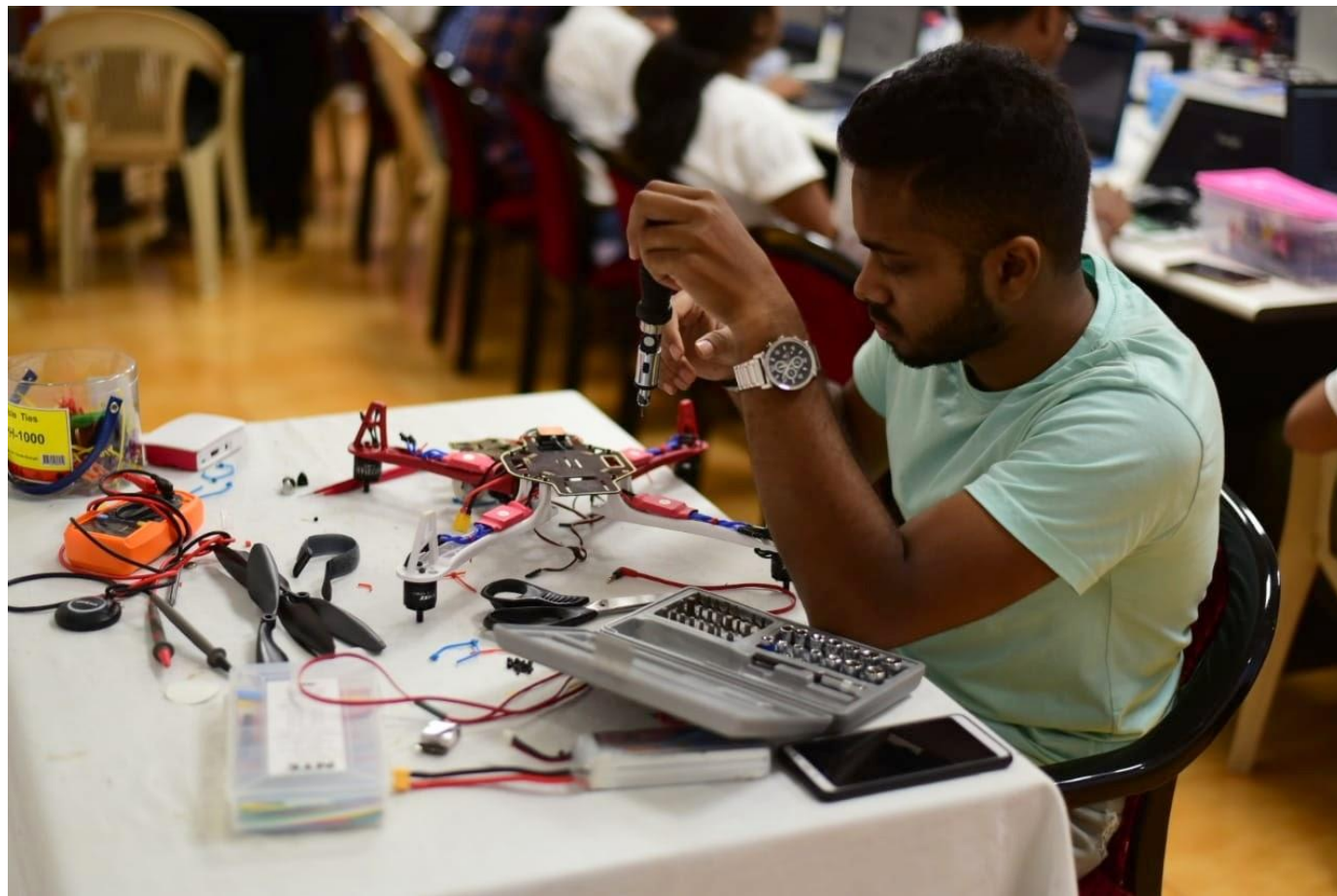
Overall, the training program covered the Core Concepts and Key Areas of the NFs' roles. Some of the topics touched upon are mentioned below:

1. Philosophy, Values, and Ideas Behind Nook
2. What is Self-Designed Learning?
3. Inclusiveness and Culture of the Nook
4. Different Sources of Learning
5. Learning Cycle in the Nook (Induction Program and Goal Setting)
6. Tools and Safety Protocols in the Nook
7. Communication, Social Media and Learner's Stories
8. Administrative Tasks (Data Collection, Making Budgets, Inventory List etc.)

The training program also involved presenting the concepts that were being learnt by the NMs/NFs, where they shared their experiences, learning and feedback with the training team on a regular basis. On the final day of the program (December 15, 2020), the participants presented their personal journey and learnings over the last three months. Apart from the inspiring presentations, it was wonderful to see how the NFs grew into a community who cared for each other and supported one other, which also was one of the important goals of the programme, beyond the learning itself.

The team is confident that this training program will help the NFs to run their Nook with the learners in the best way possible, with additional training and support provided on regular basis in the future.





The .etc space - consists of several tools and materials and resources that its participants will need to work on problems of their choosing, as well as the creative physical space needed to develop their solutions. We believe that problems can be solved by a variety of methods, ranging from social movements to technology products to artistic expressions to music. Participants will be able to develop their ideas choosing any method, and sometimes cross-pollinating between them to create interesting combinations, not limited to just a fixed set of tools, but being able to procure more based on need.

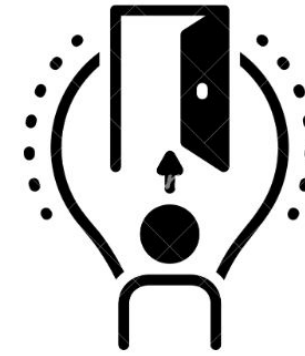
The .etc program, that runs throughout the year, on the other hand enables the participants to explore their interests and local/global problems and work on them deeply. It is made up of three simultaneously running levels - Beginner's, Builder's and Business, that participants can traverse through based on how where they are in their thought process.

# What .etc offers

1

## EXPLORATION

The .etc program is designed such that a learner can discover and follow her interest and passion. The .etc provides the opportunity for learners to explore any field of their choice, pick up a real-world problem and design creative solutions while learning in a hands-on environment. Effectively the learners choose how they want to learn, and empower themselves to become self-learners.



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## RESOURCE MOBILIZATION

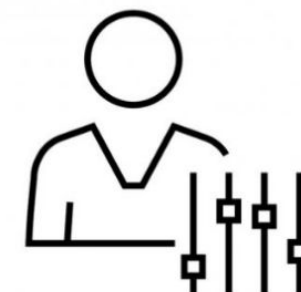
The .etc space is equipped with material, tools and other resources, in fields ranging from arts & music to electronics & sculpting for learners to tinker with them, and choose what they want to learn. The learners are always supported by the community of other learners and various resource persons throughout their problem-solving journey.



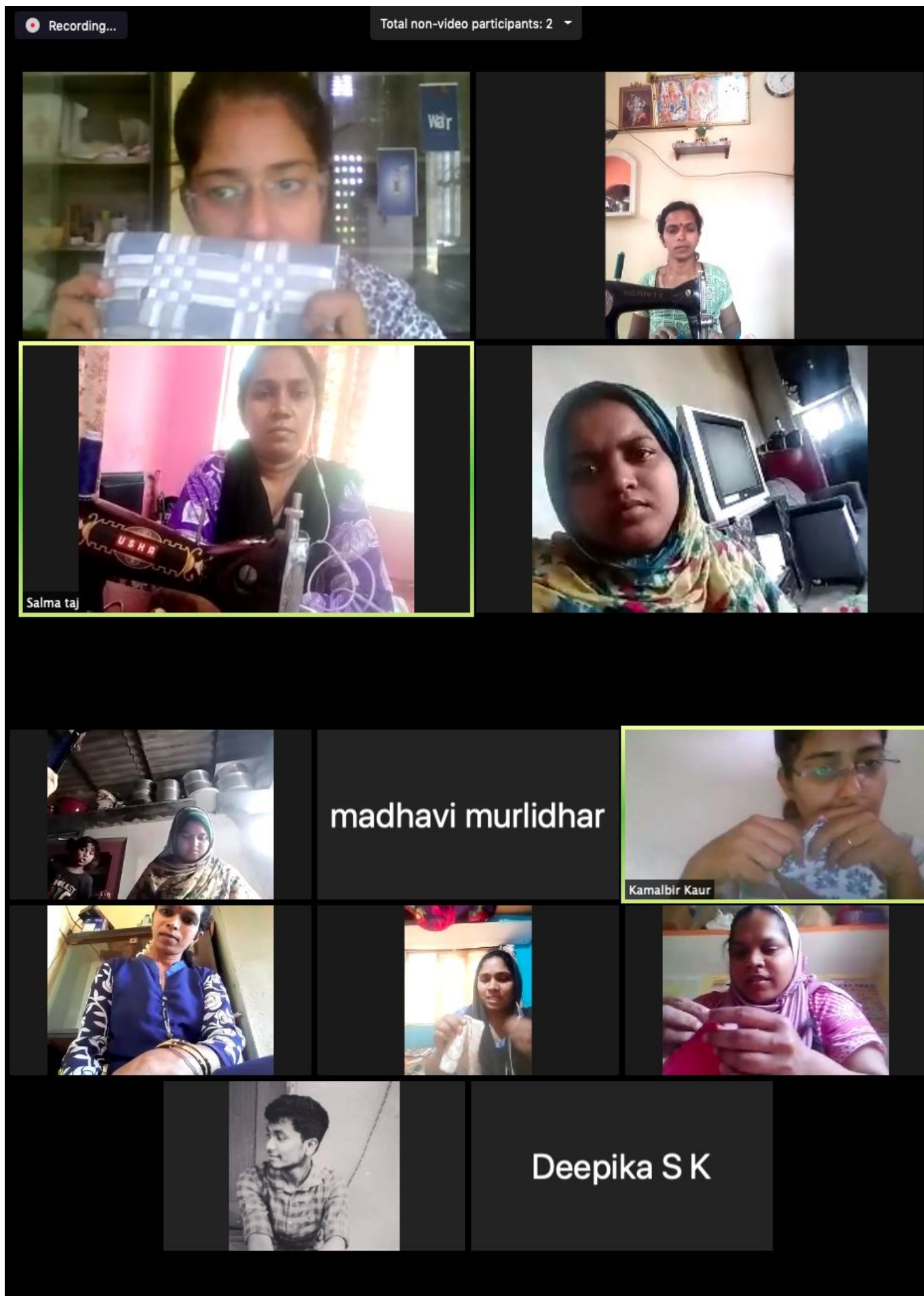
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## PERSONALIZATION

The .etc program is personalized to address the needs of the learners depending on where they are in their problem-solving journey. The program has three levels i.e. Beginner, Builder & Business. Every learner starts her journey from Beginner Level and chooses to graduate to advance levels to ultimately start a venture.







## Other Micro Experiments

The employees at ProjectDEFY stepped up to offer any help and services needed to the members of the communities we work with during this unprecedented year of pandemic emergency. During this period, we were involved in addressing immediate needs that were emerging in the communities which included raising funds for emergency relief for families affected by the Virus, maintaining nooks in dormant state by shutting down operations but paying salaries to the personnel involved in maintaining nooks and raising funds for local organisations that offered food and basic provisions to families that were unable to take care of themselves. Further, in response to the social isolation and anxiety that became significant issues as the pandemic blossomed, our employees innovated new programs to help the community with their problems as and when we discovered them like the Mental health support program, Awareness on domestic violence, quick skilling project etc.

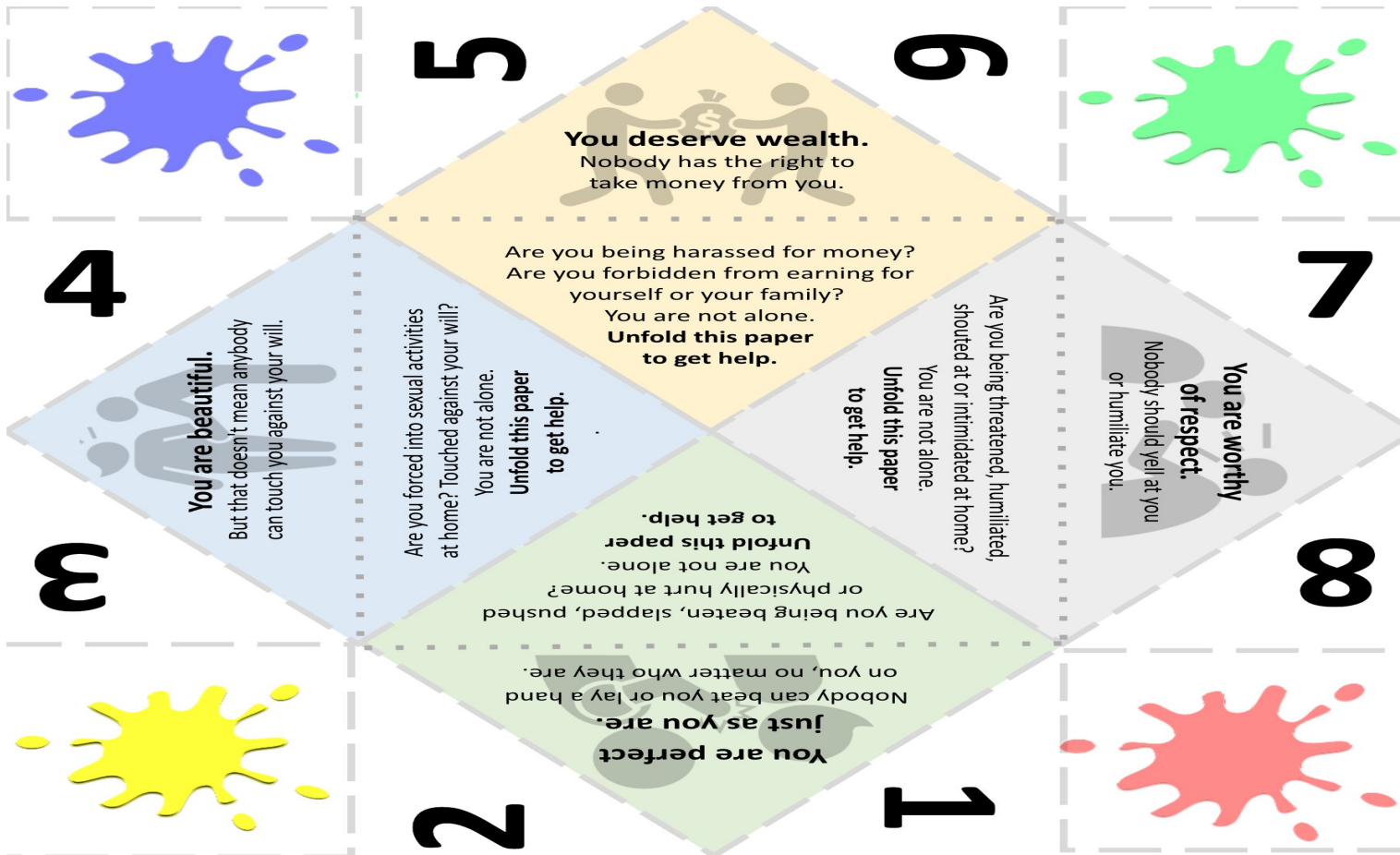
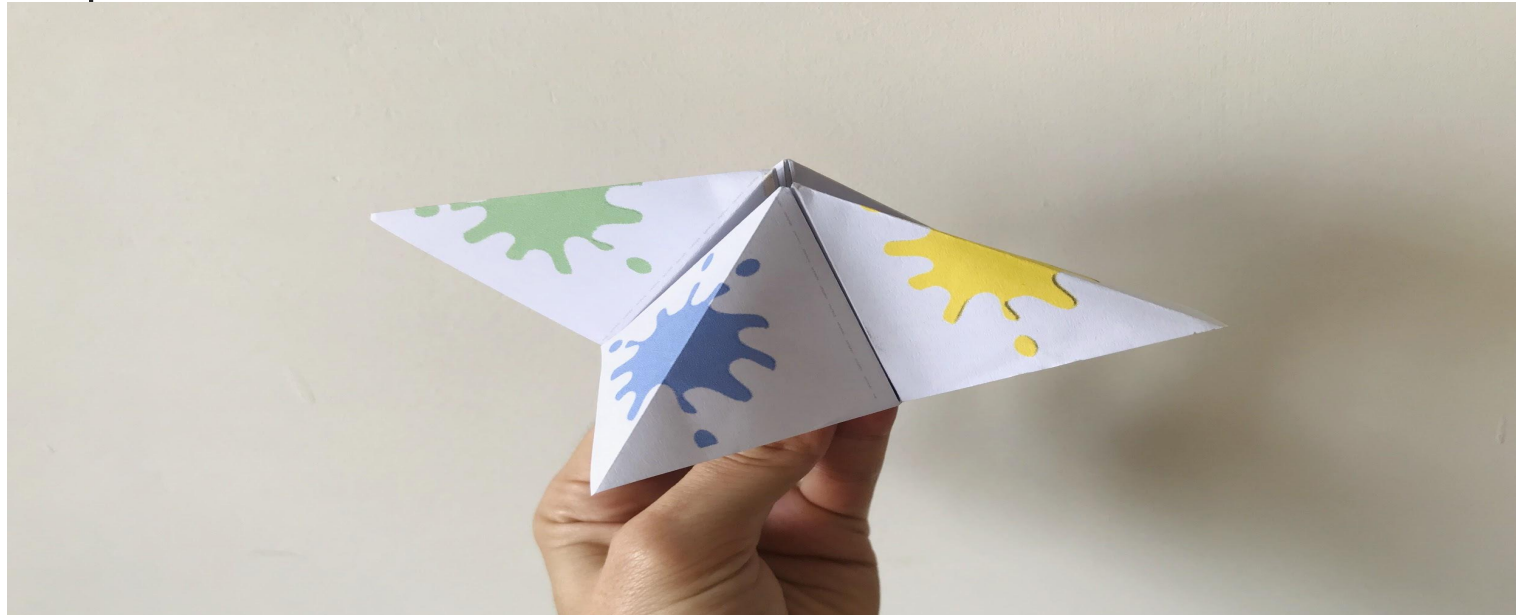
## Skill Development Program

Due to the Corona-Pandemic and the measures taken by the Government (lockdown, curfew etc.) marginalised people such as the ones in the communities we work with were severely affected. They all faced problems with loss of income and livelihoods and therefore needed some immediate assistance to support families. In response to this need, we created a skilling program with a focus to upgrade the basic skills that the individuals had and could enhance it to become entrepreneurs or be employable.

The program was piloted with 4 ladies from a community in Kaggalipura nook in Bangalore for a period of 1 month. They were provided with workshops, mentoring and materials as per their needs. Their goal was to earn an income by stitching products which they perfected during the program. They also innovated new designs and products with the help of mentors that they could sell and earn quick income. These ladies have started earning minimum wages which is funding their business. We are continuing to support them with skills in business, finance and marketing as per their needs with timely intervals through the program.



# Mental health and Domestic violence Program



As the Covid infection rates were on the rise, so were the needs for additional quarantine in some communities. Although stay-at-home orders protected individuals from the virus, home wasn't safe for everyone. As part of this initiative, a part of the team constituted itself into a Mental Health group, aiming to spread awareness about mental health related issues in the communities that we work with. This led to the creation of a flyer that has been translated and shared across communities in Karnataka and Gahanga. The flyer provided information about mental health issues like depression and anxiety, shared a hotline number that people could call in case they felt they needed some help and offered some suggestions on how people can better take care of themselves during the pandemic.

Noting that there was a global rise in the number of domestic violence cases, and recognising that this would surely be affecting people in the communities that we work with, the Mental Health Group also created a flyer to spread awareness about different forms of domestic violence that can occur and share some helplines that offer support to victims/survivors of domestic violence. Owing to the sensitivity of the issue of domestic violence, particularly in families that are locked down together, the team designed a discrete and approachable model to convey information to affected persons. The design is in the form of a paper fortune teller, a game that is commonly played among little children.

The flyer is now being translated into 7 different languages and shared across Karnataka, Gahanga and Tamil Nadu. Partnerships have also been created with local women's organisations based in Gahanga (called Young Women's Mentor) and in Bengaluru (called Vimochana) to offer their professional expertise in dealing with domestic violence



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## Closing notes

### Megha Bhagat, CGO

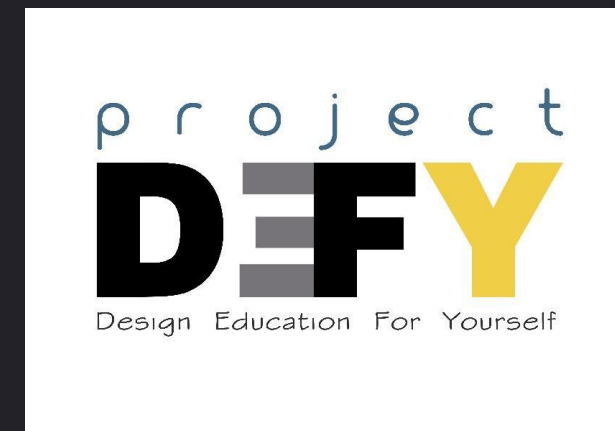
This year we saw the world display human resilience, solidarity and fortitude, slowly reverting to the community led mindset of thinking. Globally the conversation has started moving back to everyone coming together and taking care of each other, especially as we grapple with the more acute impact of climate change, global warming and man led disasters. While education and especially education of young children from marginalised communities got global attention the solutions seem to be still caught in the meanderings of the erstwhile models, with only cosmetic changes to its delivery.

With the world still finding its footing the coming year will be an interesting one to watch the evolution of discussions on solutions built with marginalised communities. DEFY will ~~continue to hold the space for marginalised communities across the world~~ to build and co build solutions that can serve long term for them. With several projects kicking off in different communities across the world we will continue to learn from the community knowledge on the ground and incorporate them into our expanding understanding of community led learning spaces.

With new programmatic interventions the coming year will be a testing ground for us to gather new knowledge and expertise in extending our scope of community impact beyond the self learning spaces. We will continue to build upon the foundations of community first and collaboration.

The coming year is an exciting time for us at DEFY as we look forward to building more partnerships, foster our continuing partnerships and continue on the path of building more connected communities. DEFY will continue to learn from communities to build resilience and solidarity incorporating it within its framework of democratising learning as a tool for community building. We will continue to reach out to all of you to continue to democratise education.





Project DEFY is a non-profit entity registered in Bangalore under DEFY EDUCATIONAL ORGANISATION (CIN: U80902KA2016NPL097014). It started with the vision to democratize education and bring the choice of learning back into the hands of people. Project DEFY, as the name suggests, is challenging the very design and imagination of education and education-spaces in India, Rwanda, Zimbabwe and many other countries of the world that continue to follow the 400-year old factory-model education.

Project DEFY is breaking the existing factory-model of learning by helping communities create their own schools, called NOOKs. The two tenets of its approach are - one- 'learning happens naturally' and two- 'information is available freely'. A quick snapshot here: <https://youtu.be/TjrKl4-5sBl>

Over the past 3 years we have created 16 self-learning spaces and 1 Nook Hub impacting over 10000 learners. We were also able to experiment in creating Nooks within institutional educational bodies such as schools and universities, in an attempt to change the system-design from within. Hear what some of the learners have to say here: [https://youtu.be/SNXTq\\_vdK2w](https://youtu.be/SNXTq_vdK2w)

More details and media highlights/publications are there on our website [projectdefy.org](http://projectdefy.org)