



SOCIAL IMPACT ASSESSMENT REPORT 2022

Hexaware Technologies CSR Activities
- January to December 2021

Table of Contents

- 1 **Executive Summary**

- 3 **Introduction: Why Social Impact Assessment?**

- 6 **Research Objectives**

- 7 **Research Design & Methodology**

- 11 **Overview of CSR activities**

- 14 **Analysis of each project**
 - a. Background of the study, Research objectives

 - b. Theory of change

 - b. Key Findings and Recommendations

- 147 **Grievances Redressal**

- 148 **Conclusions**

- 150 **References**



EXECUTIVE SUMMARY

Hexaware has a particular approach to CSR as the company has formulated a comprehensive vision of its social activities and an engaging environment for voluntary employee engagement. The primary intention of Hexaware is to contribute to the surrounding community in ethical ways. This aims to impact all stakeholders, with a particular focus on the less privileged. The projects are developed thoughtfully, without excessive spread or overclaiming, but by building long and meaningful relationships with well-chosen partners.

Hexaware supported more than eighteen social impact organisations in the financial year of 2021. These organisations were chosen through a rigorous process. As a signatory to the UN Global Compact, Hexaware is committed to incorporating its principles into the company's strategy, culture, and day-to-day operations. They will participate in collaborative projects that advance the United Nations' broader development goals, particularly the Sustainable Development Goals.

This report summarises the Social Impact Study of Hexaware CSR activities conducted by Impact Dash between December 2022 and January 2023. The overall **research objectives** were to understand the context of the stakeholders and assess the relevance of the project objectives against the local needs, to understand the effectiveness of the activities and the impact generated in the lives of the beneficiaries. The specific objectives are outlined below in the dedicated chapters for each project.

The **research design** availed mixed methods, with a parallel convergent design. Most of the projects received a field visit, during which qualitative interviews and FGDs were conducted. In many cases, a digital quantitative survey brought further insights with a broader base of beneficiaries. Phone and zoom interviews were also conducted in some cases, both with key informants, programme managers and ultimately, with the beneficiaries.

According to key findings, Hexaware supported 13,336 beneficiaries in the year 2021. Education has been the primary focus with quality education receiving 39.2% of the budget and 49.7% of the direct beneficiaries. Secondly, good health and well-being were also a priority, where 28.1% of the budget was received and 18.6% of the beneficiaries. The average **cost per beneficiary** across all the projects was ₹7,660 for direct beneficiaries and ₹1,098 considering the total number of beneficiaries (direct and indirect).

The importance of these numerical averages should not be extrapolated. It is in the analysis of each project, with its strengths, constraints and idiosyncrasies, that the real impact can be understood. These dimensions emerge by listening to the stakeholders of each project, and the methodology in each point tried to be as **people-centric** as possible. Therefore, stories of success and testimonials will populate this report, giving flesh to the abstract data. Thus, it is in the **chapter for each project**, that the real impact can be seen. These chapters present a brief introduction, a literature review (majority), the Theory of Change for each project, the specific objectives, key findings and recommendations.

Nevertheless, some common aspects emerge. First of all, it has been observed that most organisations are performing extremely well, creating significant impact and in some cases, transforming the beneficiaries' lives. Some organisations work on a larger scale and create an impact in multiple localities through different CSR partners. The majority of the organisations, however, are **small and locally rooted**, and for these, the support of Hexaware has been a game-changer. The CSR portfolio might not be so vast in scale, but through its prioritisation of long-duration partnerships and **great depth of impact**, it has been transforming beneficiaries and organisations. In these localities, the impact of the organisations along with Hexaware has been crucial.

INTRODUCTION:

Why social impact assessment?

1

Relevance

- To assess the relevance of strategies – are current strategies contributing to the overall goal?
- To evaluate the effectiveness of organisational structures and if the proposed goals are being reached.

2

Value creation

- To understand the changes in the life of the stakeholders of each project.
- To evaluate the intended and unintended consequences, both positive and negative of the projects.

3

Communication

- To communicate the social impact created in a credible and scientific manner
- To stimulate other funding agencies and implementation partners to collaborate with the projects

4

Improvement

- To highlight the strengths, weaknesses, opportunities and threats of each project, comparing to sector benchmarks, if any
- Make recommendations for improvement at the project level.

ABOUT HEXAWARE CSR

Hexaware's CSR promotes a purposeful and rigorous method to address global challenges. The company's CSR program demonstrates constant reflexivity, resulting in a legacy of corporate citizenship and social responsibility. Some of the thrust areas of CSR include education, skill development, women empowerment, healthcare, environment, and sports.

RESEARCH OBJECTIVES:

To carry out the Social Impact Assessment (SIA), these specific objectives were chosen for Hexaware's CSR project in a scientific manner that ensures the validity and reliability of the results.



To consider the extent to which the project objectives and strategies are suited to the needs of the targeted KPIs and to the CSR plan
(Relevance)



To evaluate the outcome indicators in terms of strategic and immediate the outcome as per CSR objectives set while initiating the projects
(Effectiveness)



To measure the effectiveness of project support structures and evaluate the stakeholders' engagement and experience of the primary stakeholder with the various stakeholders providing services.
(Effectiveness)



To consider the extent to which the strategies used are suited to reach the desired outcomes and the measure in which these outcomes are suited to local needs.
(Adequacy)



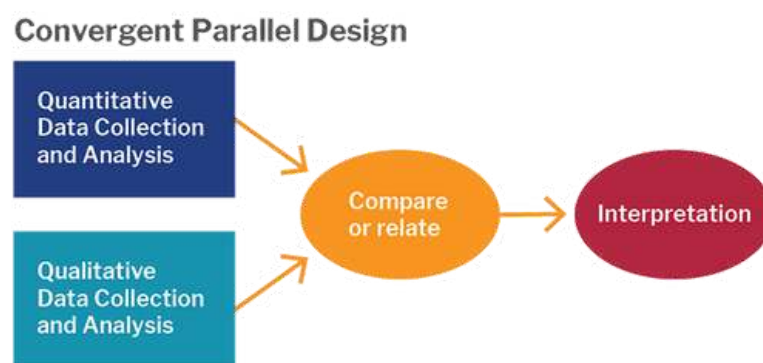
To understand the impact of the projects on the stakeholders as mentioned in terms of improvement in well being and quality of life.
(Impact)

RESEARCH DESIGN:

For the present study, the approach chosen was **mixed methods**, to avail the advantages of both methods. A survey was used to generate quantitative primary data on the situation of the ITI students and alumni. This will allow a broader view and scalable conclusions. Nevertheless, the survey could become detached from reality or ineffective if it was not supported by a previous engagement with the students via in-depth interviews, to obtain insights into their drivers and challenges. Thus, the questionnaire used in the survey was elaborated and refined to reach subtleties of the social impact.

The qualitative approach has been also helpful for generating an **actor's perspective** (current batch, passed-out batch, family members of the research participants, trainers, and management of the institute).

The mixed-methods avails a **convergent parallel design** to draw overall conclusions. In this procedure, the study weighs the methods equally, analysing the two components independently, and interpreting the results together (Creswell & Pablo-Clark, 2011).

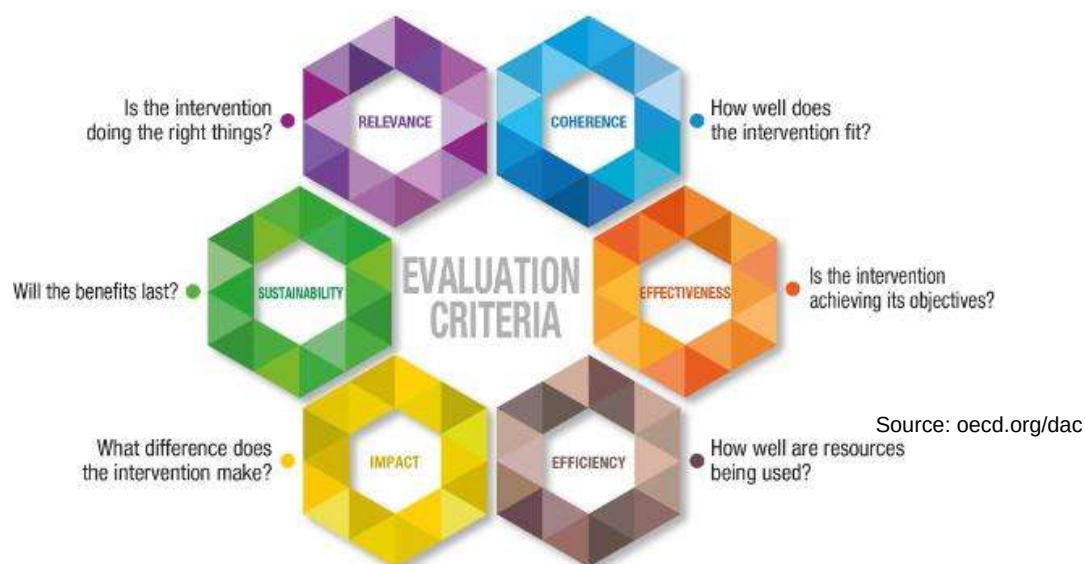


The interaction happened with a diverse group of stakeholders to collect information on the key indicators to assess the impact of the project. The data received from both qualitative and quantitative approaches was **triangulated** to address to enhance the credibility of our findings (Carvalho & White, 1997)

Frameworks for the study:

1. OECD DAC

At a project level, the OECD DAC was used as a framework to guide the evaluation. The OECD Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact, and sustainability – and two principles for their use. These criteria provide a normative framework used to determine the merit or worth of an intervention (policy, strategy, program, project, or activity).



2. Gender analysis: Intersectionality

The Gender and Development (GAD) is a conceptual framework that recognizes that development policies and programs can have **differential impacts** on women and men and aims to promote gender equality in development outcomes. According to the United Nations Development Programme (UNDP), the GAD framework "places the analysis of gender and power at the center of development policies and interventions, with the aim of ensuring that both women and men have equal opportunities to benefit from development interventions" (UNDP, 2019).

The GAD framework emphasizes the importance of analyzing the gendered dimensions of development and identifying strategies to **address gender inequalities**. It acknowledges that development policies and programs can have differential impacts on women and men and aims to promote gender equality in development outcomes. The framework is grounded in the principles of social justice, human rights, and gender equality.

One of the key features of the GAD framework is the focus on addressing gender inequality as a root cause of poverty and underdevelopment. According to Kabeer (2017), "Gender inequality is not only a violation of human rights but is also a constraint on poverty reduction and economic growth" (p. 1). The GAD framework recognizes that gender inequalities can limit women's access to resources, education, health care, and economic opportunities, which in turn can undermine their well-being and that of their families and communities

3. Intersectionality

Intersectionality is a framework that recognizes that individuals have **multiple social identities** that intersect and shape their experiences and opportunities. These social identities include race, ethnicity, class, gender, sexuality, religion, and disability, among others. The intersectionality framework helps to analyze how these different social identities interact and influence experiences and opportunities.

The intersectionality framework was developed by black feminist scholars who recognized that the experiences of black women were different from those of white women and black men and that these differences were not adequately addressed by mainstream feminist and anti-racist theories. The framework emphasizes the importance of considering the **multiple and intersecting forms of oppression** and privilege that individuals face.

The intersectionality framework has several key features. Firstly, it recognizes that individuals have multiple social identities that intersect and interact with each other. For example, a black woman may experience discrimination not only because of her gender but also because of her race. Secondly, it acknowledges that these social identities are not additive but rather interact with each other in complex ways to shape experiences and opportunities. Thirdly, it emphasizes the importance of analyzing power relations and social structures that shape these experiences and opportunities.

2. Action Learning Cycle

Since this study involves several projects where experiential learning (and action learning are concerned, this framework is adequate for several analyses.

There are several experiential learning theories to date, however, Kolb's experiential learning model has been tried out in several studies. This model provides holistic development of the learner, by taking the learner through the four stages of the learning process. The first stage begins with the concrete experience of the learner where they are made aware of the existing strategies from their previous experiences. Following this, a review is taken place, conceptualising what they have reviewed and trying to analyze ways to put into practice what they have learnt. (J Rubin et al., 2007) As stated by (Andrew D. Cohen) if learners are equipped with tools to explore their preferences for learning styles and strategies, they would consciously select methods suitable for specific tasks. Kolb's learning cycle encourages the application of various learning strategies at every stage of the learning process. As a learner moves from one stage to another, along with enhancing their learning strategies, they tend to take responsibility for their learning, thus leading towards autonomy.



METHODOLOGY

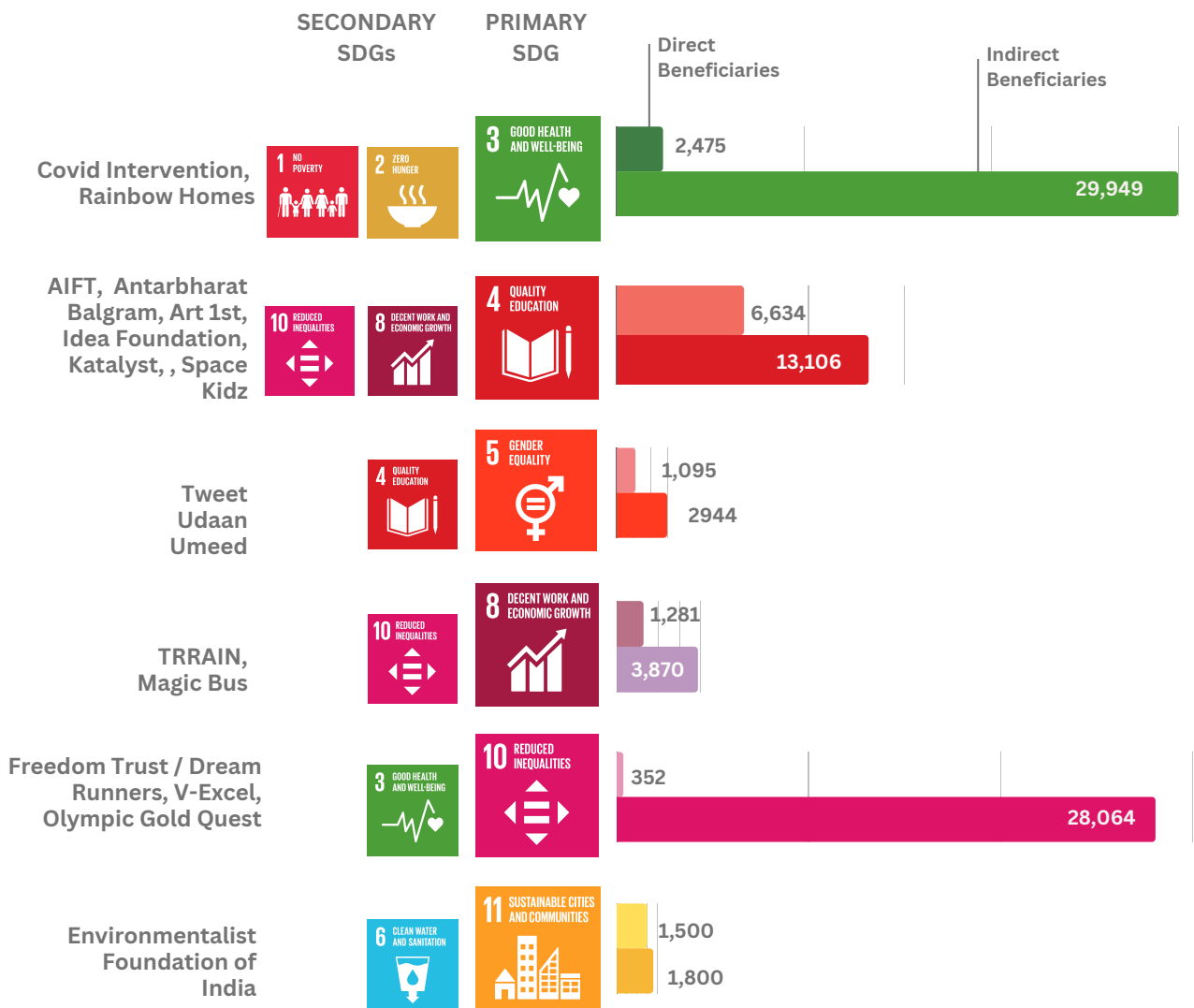
| s.n. | Name of the organisation | Research Design | Sample Size | Field visit | Highlights from key findings |
|------|--|----------------------------------|---|-------------|---|
| 1 | Pankh (TRRAIN) | FGDs and In-depth interviews | 5 FGDs** 4 IDIs* | Yes | With 480+ trainees and 60% placed, TRRAIN is a leading player in PwD skill training. 96% of the students were very satisfied with the pedagogy of the course. The placement is still a challenge: 73% said they felt they could have been in a better job. |
| 2 | Youth Skilling Program (Magic Bus) | Survey and structured interviews | 24 surveys; 16 IDI (telephonic); 5 IDIs; 1 FGD | Yes | 654 youth from low-income families undergone skill training. Their satisfaction with the course is evident: overall average rate is 4.5/5 . 72% were placed in jobs earning RS\$10,000 to RS\$12,000 . Of these, 82% mentioned that they have learn to keep savings from their salaries. |
| 3 | Vocational training (V-Excel Trust) | FGDs and In-depth interviews | 2 FGDs+ 3 IDI | Yes | 28 PwDs underwent training. Placement is difficult due to the level of disability, but the project is especially important to support the parents. 100% of parents were confident with the project and realize their children are learning new skills. |
| 4 | Yuva Unstoppable - School infrastructure | In-depth interviews / FGDs | 5 IDI, 4 FGDs | Yes | 7 Schools benefited from infrastructure development, impacting approx. 2,475 students . The provision of sports equipment and digital classrooms received the highest appraisal from the students, being rated 4/5 and 5/5 in satisfaction rate. |
| 5 | Early Intervention (V-Excel Trust) | FGDs and In-depth interviews | 3 FGDs+ 3 IDI* | Yes | 62 Special children were enrolled at the centre. They picked up 2+ activities of daily life, becoming more autonomous. Children spend on average 3-4 years at the centre. Parents were highly satisfied, calling it the best centre for the purpose. 82% of them are below the poverty line, and 60% availed of counselling at the centre. |
| 6 | Rainbow Home Program | FGDs and In-depth interviews | 3 FGDs+ 3 IDIs | Yes | Of 275 children, there was an overall improvement in educational status (learning, assimilation, and good academic performance). 80% availed of Bridge Courses. For 70% of them, their parents expressed that it would not be possible to keep their education without the NGO. |
| 7 | Antar Bharati Balgram Yojana | FGDs and In-depth interviews | 3 FGDs+ 6 IDI | Yes | 100 Children are supported in the shelter, and other 350 are reached by a library programme. All of the student are receiving nutritious food, medical facilities., and support for classes. All female students demonstrated being conscious of sexual offences and reporting mechanism. |
| 8 | Udaan (Apne Aap Women's Collective) | FGDs and In-depth Interviews | 2 FGD + 2 IDI | Yes | Presently, there are 25 young girls in the shelter and 1000 + were reached in the outreach programme. 180+ girls benefitted directly in FY 21. They receive nurturing life skills and after-school educational support. Furthermore, experts from all around the world have given them a glimpse into the outside world and encouraged them to grow in various aspects of their lives. |
| 9 | Umeed (Apne Aap Women's Collective) | FGDs and In-depth Interviews | 1 FGD +3 IDI | Yes | During the COVID-19 epidemic, 3200 women were reached directly and indirectly, and 400 women sex workers were provided with dry supplies, prepared meals, and toiletries. 402 were vaccinated, 175 opened savings accounts; 48 left the red light area for a better job. |

*FGD - Focused Group Discussion; IDI - In-depth interview (in person, if not specified otherwise)

| s.n. | Name of the organisation | Research Design | Sample Size | Field visit | Highlights from key findings |
|------|--|---|-------------------------|-------------|--|
| 10 | Tweet Foundation | In-depth interviews | 10 IDI | Yes | Garima Greh provided shelter for 35 transpersons, and 50+ were trained in the vocational course. 70% found a placement, earning INR 12,000 on average. |
| 11 | Katalyst (Human Capital for Third Sector) | Telephonic Interviews + Digital Survey | 17 Survey +8 IDI | No | According to the findings of the study, 40 young girls got both mentorship and employable skills. 60% of them belong to SC/ST/OBC and come from poor socio-economic backgrounds. Almost half of their alumni are in management positions across the country. |
| 12 | Scholarship for School and College students (Idea) | Digital Survey+ Telephonic Interviews | 146 Survey + 6 IDI | No | 469 students received a scholarship, being very satisfied (95%). Furthermore, student enrollment has increased in FY21. 61% joined extra activities like digital literacy courses. 80% are pursuing superior education. |
| 13 | Digital and Financial Education Programme (AIF) | FGDs and In-depth interviews | 5 FGDs+ 16 IDIs | Yes | 4059 students are reached by AIF for STEM, financial literacy and soft skill courses. There was an increase of 47% in students' participating in science class, and they rate the material 4/5 on average. |
| 14 | Young Scientist Program (Space Kidz) | In-depth interviews | 5 IDI | No | 1000+ participated in the competition. 25% are girls. Winners of the 2021 Young Scientist India competition became core team members of AzaadiSat- Space Kidz, a pet satellite mission. |
| 15 | Pond Restoration (Environmental Foundation of India) | Survey and structured interviews | 24 surveys+6 interviews | Yes | in 2021, 2 lakes were restored, affecting directly 1500+ people. 90% of them appreciated the cleanliness and 42% use the pond water in their daily lives. Safety for the lack of lights and lack of awareness about keeping the cleanliness is still an issue. |
| 17 | Magic of You! Curriculum Program (Art1st) | FGDs and In-depth interviews | 2 FGDs+ 4 IDIs | Yes | 161 children were reached with a quality Art curriculum. This spurred children's holistic development through mindfulness, emotional well-being, and enhancing body positivity and self-esteem. |
| 16 | Support to Athletes (Olympic Gold Quest) | Telephonic/Virtual interviews+ Content Analysis | 2 IDI | No | The organisation's specialised attention, sporting equipment, and financial assistance have helped 56 athletes perform at their best. Via social media, the organisation has reached 2,5+ lakh people, and the comments show that the Paralympic athletes inspire their audience to overcome their barriers. |
| 18 | Dream Runners | FGDs | 1 FGD | Yes | 110 beneficiaries received artificial limbs from Freedom Trust, reporting a steep change in their lives and autonomy. The drive is supported by Dream Runners Half Marathon, which gathered 6000+ people. |
| 19 | Covid PAN India Intervention | In-depth interviews | 12 IDI, 8 FGD | No | 35,000+ individuals from vulnerable and marginalised population groups like migrant workers, daily wage earners and homeless persons were supported with dry ration. 150+ specialised curative and preventive equipment were provided to hospitals. |

Overview of CSR

NUMBER OF BENEFICIARIES PER SECTOR OF ACTIVITY

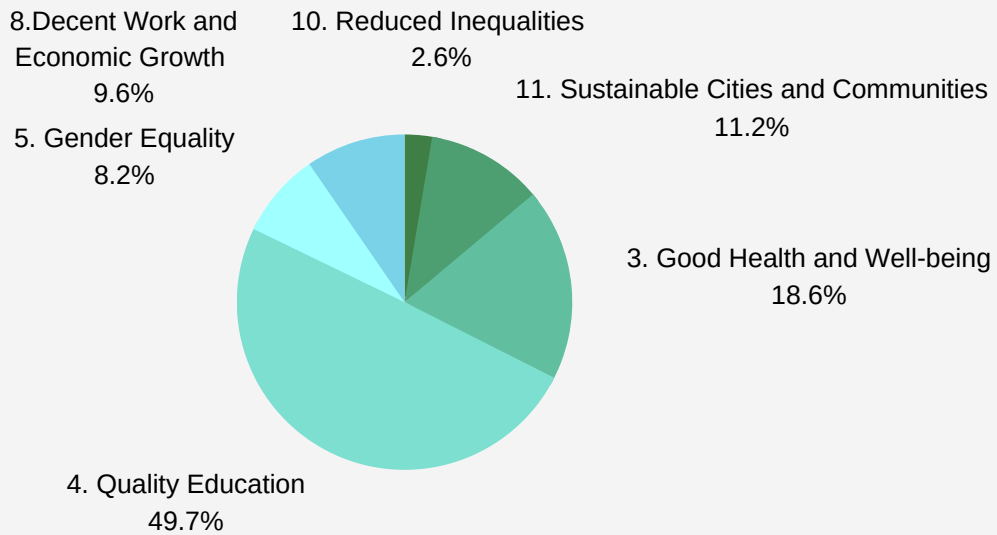


TOTAL
13,336
DIRECT BENEFICIARIES

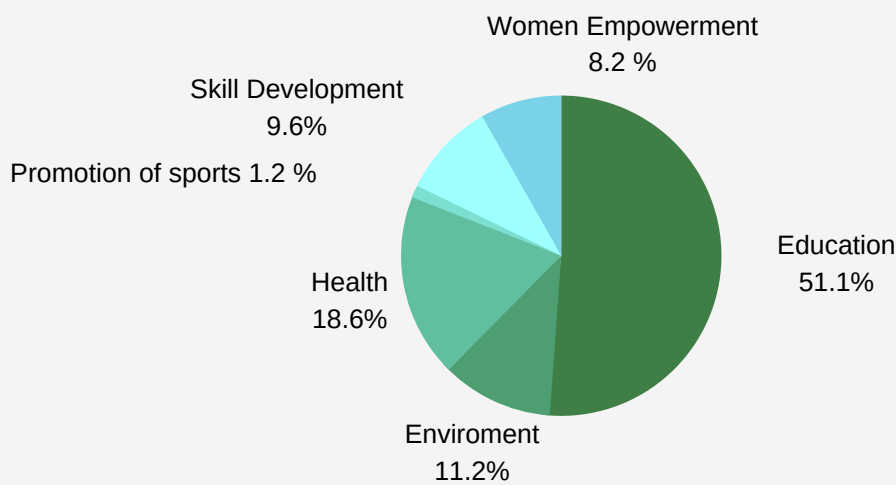
TOTAL
79,733
INDIRECT BENEFICIARIES

Overview of CSR

PERCENTAGE OF BENEFICIARIES PER MAIN SDG

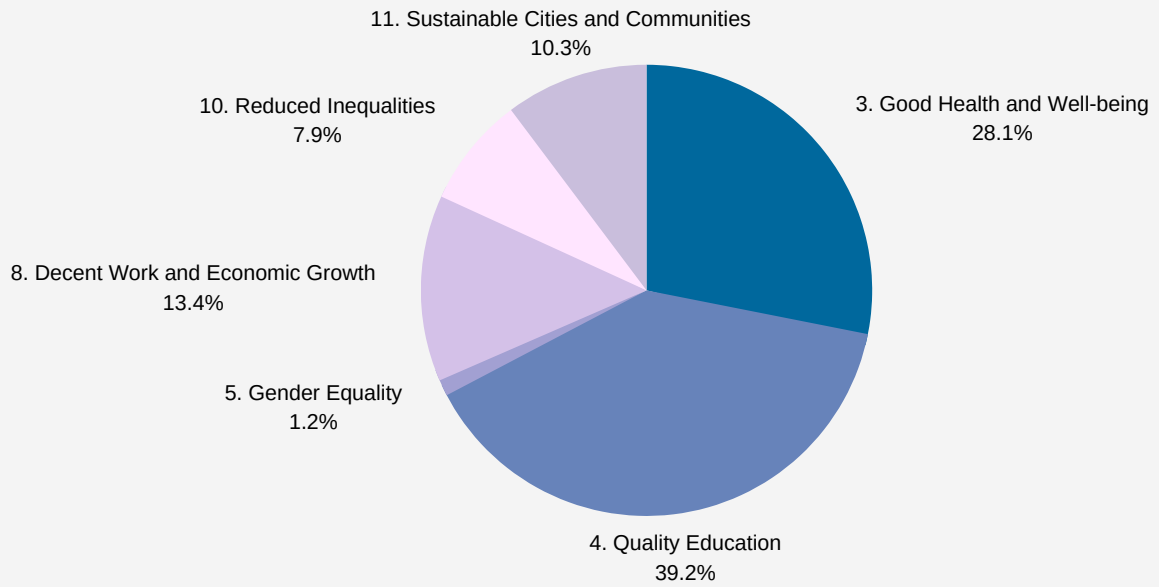


PERCENTAGE OF BENEFICIARIES PER AREA

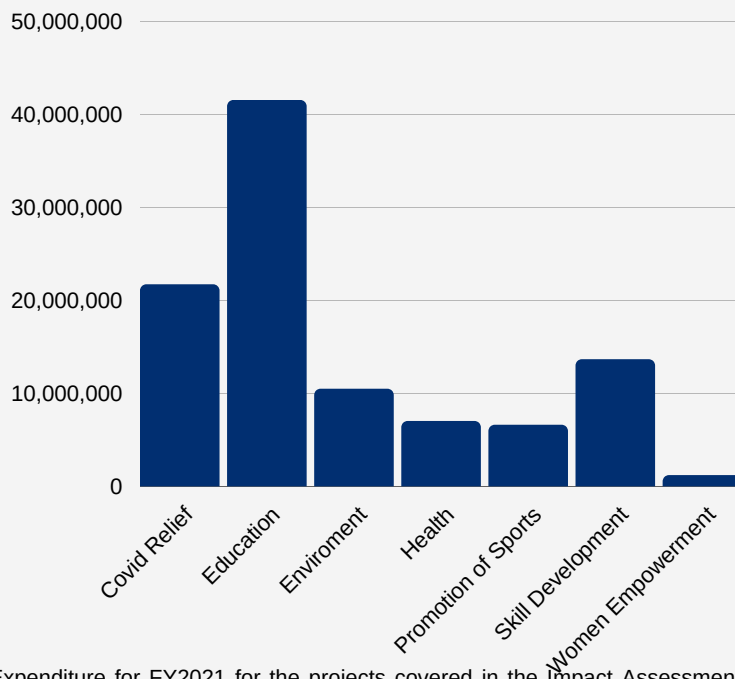


Overview of CSR

BUDGET ALLOCATION PER MAIN SDG



BUDGET ALLOCATION PER AREA



*Expenditure for FY2021 for the projects covered in the Impact Assessment (not including Flood relief, Curdles, SOS Homes and Admin cost)

| Area of activity | Cost per direct beneficiary | Cost per total n. of beneficiaries |
|----------------------|-----------------------------|------------------------------------|
| Covid Relief | - | ₹868 |
| Education | ₹6,090 | ₹2,071 |
| Environment | ₹6,983 | ₹3,174 |
| Health | ₹2,831 | ₹944 |
| Promotion of Sports | ₹39,759 | ₹235 |
| Skill Development | ₹10,655 | ₹2,650 |
| Women Empowerment | ₹1,082 | ₹293 |
| TOTAL AVERAGE | ₹7,660 | ₹1,098 |



INDIVIDUAL ANALYSIS OF THE PROJECTS

LIST OF PROJECTS

- 1 Pankh - TRRAIN
- 2 Youth Skilling Program - Magic Bus
- 3 Vocational training - V-Excel Trust
- 4 Yuva Unstoppable - School infrastructure
- 5 Early Intervention - V-Excel Trust
- 6 Rainbow Home - Rainbow Foundation India
- 7 Antar Bharati Balgram Yojana - India Sponsorship Committee (ISC)
- 8 Udaan- Apne Aap Women's Collective
- 9 Umeed - Apne Aap Women's Collective
- 10 Tweet Foundation
- 11 Katalyst -Human Capital for Third Sector
- 12 Scholarship for School and College students - Idea Foundation
- 13 Digital and Financial Education Programme - American Indian Foundation (AIFT)
- 14 Young Scientist Program - Space Kidz
- 15 Pond Restoration - Environmental Foundation of India
- 17 Magic of You! Curriculum Programme - Art1st Education
- 16 Support to Athletes - Olympic Gold Quest
- 18 Dream Runners Half Marathon - Dream Runners Foundation
- 19 Covid PAN India Intervention



TRRAIN- Trust for Retailers and Retail Associates of India

PANKH

BACKGROUND

In India, there are 2.68 crores (2.21% of the population) with disabilities, with only 26% working (Census of India, 2011). This proportion of workforce participation is skewed further by gender, owing to a policy gap that fails to recognise special needs at functional levels. The state has taken affirmative action in the form of the Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act of 1995. The legislation reserves 3% of all government and public sector employment for people with disabilities and has relaxed employment selection criteria, with the majority of them working in back-office jobs that require only basic skills.

The list of identified jobs is very limited, frequently arbitrary, and based on the assumption that impairment characteristics are the sole determinants of an individual's ability to hold a position at a specific skill level (Dawn, 2012). Unlike in the public sector, the PWD Act does not require private employers to make a 3% employment reservation for people with disabilities. The private sector remains characterised by a lack of adequate regulation and a reliance on incentives provided by the central government (Mishra, 2006).

The oft-cited NCPEDP (1999) survey of the country's top 100 multinational companies discovered that the employment rate of people with disabilities in the private sector was 0.28%, 0.05% in multinational companies, and only 0.58% in the top 100 IT companies (cited in DEOC, 2009). These low rates of employment can be explained by looking at the factors that limit employment opportunities for people with disabilities in India. These interconnected and complex forces have served to exclude people with disabilities not only socially and culturally, but also from the labour force, resulting in their economic and political exclusion (World Bank, 2007; Thomas, 2005). While certain reports indicate that affirmative policies in the private sector are increasing employment opportunities for people with disabilities, employee retention rates are either unavailable or not mentioned.

Persons with disabilities continue to face rampant discrimination; offices and public places remain inaccessible, and many face harassment in their day-to-day functioning and during promotions (DEOC report, 2015). A person with a disability's socially constructed identity hinders their ability to participate in the labour force. Concerns about their business and the cost of employing workers with disabilities were the most frequently expressed concerns in research, followed by a potential lack of experience and skills to get the job done. (Houtenville, 2012)

However, a good fit between the applicant and the job can make a significant difference in an employer's decision to hire a person with a disability (Fraser, 2011; Smith, 2004). In the global arena, the issue of disability and employment has taken centre stage. The inclusion of people with disabilities in the labour force has the potential to transform their economic and social lives. Employment is especially important for people with disabilities because being disabled often means being socially isolated (WHO,2011). Working is one way to reduce isolation and an important tool for poverty reduction.

ABOUT TRRAIN

Trust for Retailers & Retail Associates of India (TRRAI) founded in 2011, Since then they have been dedicated to the cause of social inclusion of people with disabilities in the retail workforce. The organisation envisions putting value in brand names by assisting them to ace the social cause of inclusion of members of the diversity spectrum through their association with multiple retail chain brands. TRRAIN, which is dedicated to instilling pride in retail workers, focuses on adding value to an individual's self through tangible efforts such as upskilling, certification, and recognition of its trainees and partners.

PANKH PROJECT

Recognising the importance of diversifying employment in the ever-expanding retail industry, the project aims to create long-term livelihoods for people with disabilities. TRRAIN collaborates with other NGOs that work with people with disabilities to announce skilling and employment opportunities. Those who are skilling receive a certification at the end that certifies their competence for inclusion in the workforce. To bridge the gap between the employee and the employer, the programme also ensures that trainees develop workplace-related life skills and that employers are regularly sensitised to make workplaces more inclusive and accessible.



Skilling opportunities



Job readiness and certification



Residential training support

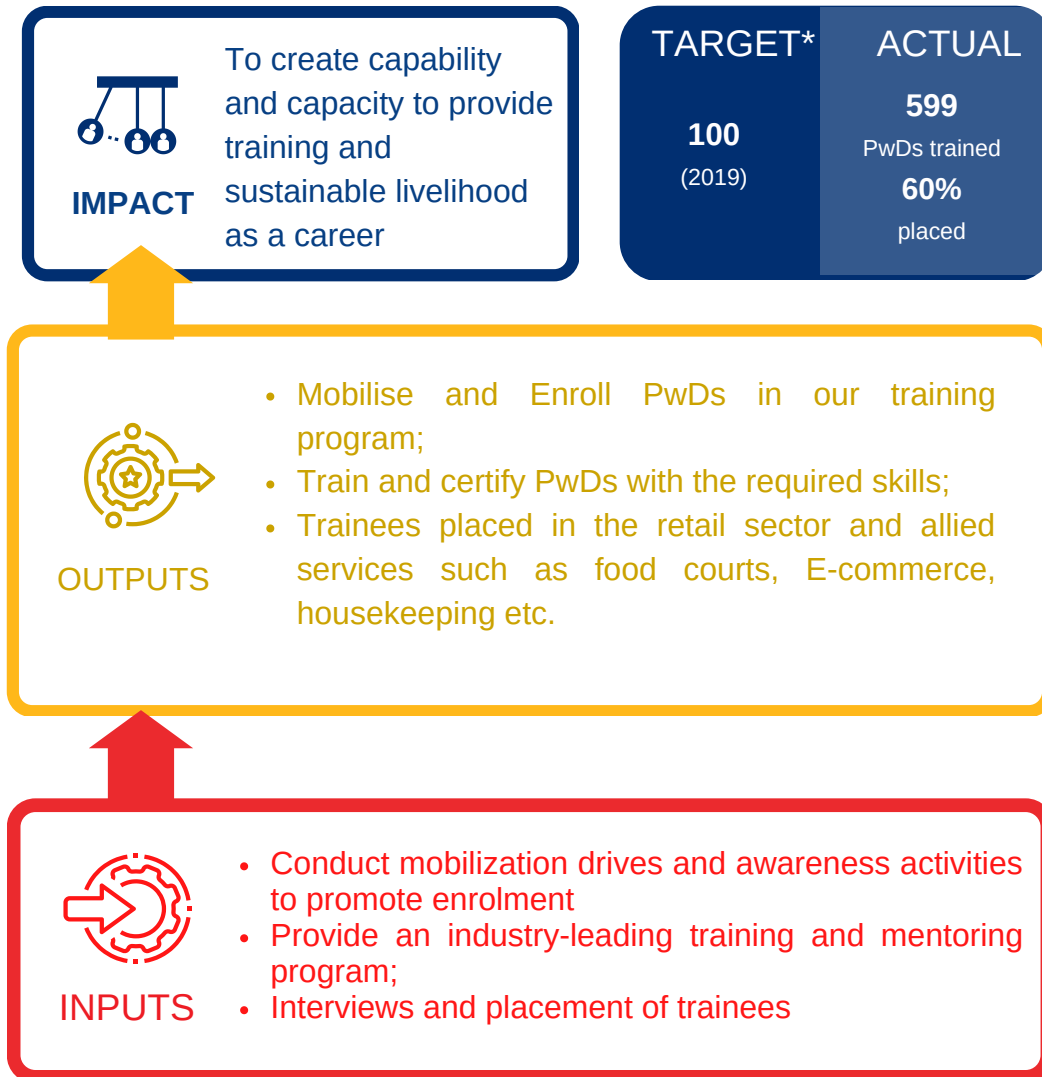


Placement support

OBJECTIVES OF THE STUDY

1. To learn about stakeholders' (employers') experiences with the employee exchange programme.
2. To assess trainees' shifts in self-perception in the workplace, social participation, and financial capacities.
3. To comprehend the effect of programme outcomes on the lives of parents.
4. Understanding how parents perceive trainees' potential as a result of the programme.

THEORY OF CHANGE



METHODOLOGY

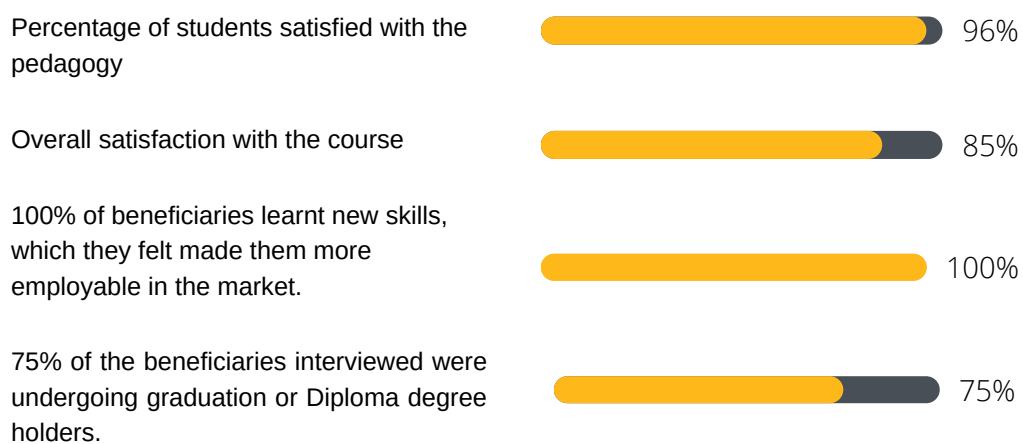
This study used qualitative tools such as focus group discussions and in-depth interviews with Pankh programme stakeholders. On a random basis, focus group discussions with trainees and their parents were held, as well as in-depth interviews with caretakers, employers, and programme staff at the Chennai TRRAIN centre. An interviewer who was familiar with sign language conducted two focus group discussions (FGDs) at the Mumbai Centre: with the current batch of students and with alumni who are currently working.

LIMITATIONS OF THE STUDY

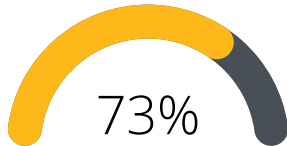
The study's duration was set at two months, with a one-week data collection period. This restricts the scope of the analysis. The organisation could only contact a small number of alumni and placement partners (only 1 in Chennai, non in Mumbai). As a result, the perspectives of other placement partners had to be captured in a telephone interview.

KEY FINDINGS:

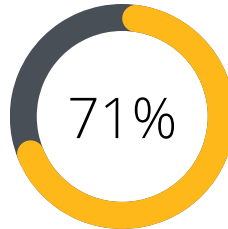
1. About the Course:



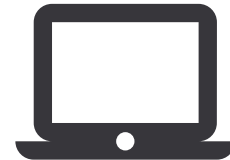
2. About the placement process:



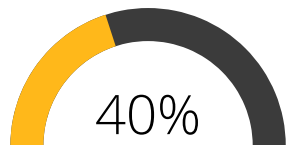
73% of the students felt, after the placement, that they could achieve better jobs with the skills acquired



71% of beneficiaries enrolled in the programme in order to find work. The remaining 29% said they wanted to learn new skills.



Beneficiaries in the preceding category expressed a desire for computer-based jobs that required skills learned during the course.



At the end of the programme, 40% of the beneficiaries said they were satisfied with the job they were assigned.



Chai Kings, a regular employer from the Chennai centre, has expressed complete satisfaction.

While the course is effective at teaching new skills and student satisfaction with the pedagogy is high, the placement process has some issues. TRRAIN only prepares students for the retail industry, whereas trainees with access to higher education have higher expectations. The retention rate and job satisfaction with placement jobs are both low.

TESTIMONIALS

“ I feel glad in this journey and I like the trainers also, I got confidence from this program
- Kaviarasan, 27 years

“ Yes, I got employed in the Telemarketing company through this institute but left because it was calling work with huge pressure to sell. There were targets and continuous calling. I couldn't cope.
- Govindan, 25 years

“ After joining the training program, I learned computer skills and before the training, I had no computer knowledge.
-Pasiliiga, 24r

“ Yes, I was previously employed in the Amazon parcel service. This job was provided by this institute, but I left it because they used to give me very heavy-weight things to carry.
-Hari, 25 years

“ I have come here to recruit more people if they are available. We are already running a branch exclusively for people with disability in ECR, we aim to hire more people.
-Chai Kings

TRRAIN's PANKH programme is capable of providing beneficiaries with technically relevant skills for the retail sector. However, as discovered during the study, there is a mismatch between the actual placement being offered and the beneficiaries' expectations. Beneficiaries are more likely to leave the jobs they are assigned to due to a mismatch in expectations.

This gap can be closed by sharing success stories, providing effective counselling, and sharing information about the placement charter with both the trainee and their parents during the mobilisation process. This will result in improved word-of-mouth referencing as well as developed alumni networks for increased programme placement rates.

RECOMMENDATIONS

Bridging the gap between candidate expectations and programme outcomes.

Visits to the workplaces of the placed candidates and improved follow-up after placement.

Establishment of an alumni network for job postings and updates.

Extending the scope of placement to include industries other than retail



Magic Bus

YOUTH SKILLING PROGRAM

BACKGROUND

The situation of economically marginalised youth in India in terms of livelihood and workforce is a major source of concern. In India, youth skilling programmes are critical for reducing unemployment, increasing employability, and promoting economic growth and social inclusion.

According to an International Labour Organisation (ILO) study, a sizable proportion of economically marginalised youth in India are unemployed or underemployed (ILO, 2020). These young people frequently lack access to quality education and skill development opportunities, making it difficult for them to find decent employment. Furthermore, the informal sector, which employs a large proportion of marginalised youth, is distinguished by low wages, poor working conditions, and limited social protection (World Bank, 2019). As a result, these young people are trapped in a vicious cycle of poverty and vulnerability, making it difficult for them to escape poverty and improve their lives.

India has a large youth population, and providing them with opportunities for skill development can help address the issue of unemployment (Government of India, 2021). Skill-development programmes can provide young people with practical and marketable skills, increasing their employability and earning potential (World Bank, 2020). Furthermore, these programmes can aid in the bridge between the skills required by industry and the skills possessed by the workforce (ILO, 2022). This can result in a more efficient and productive workforce, as well as help the country's economic growth. Furthermore, skill development programmes can contribute to the creation of a more inclusive society by giving marginalised communities access to job opportunities and improving their socioeconomic status (UNDP, 2021).

The Magic Bus Youth Skilling programme is aimed at young people aged 18 to 25 who have completed either 10th or 12th grade and come from families with an annual income of less than Rs. 120,000. These participants are not pursuing education, employment, or training at the moment. The programme lasts two months, after which Magic Bus assists in connecting the trained youth with job opportunities.

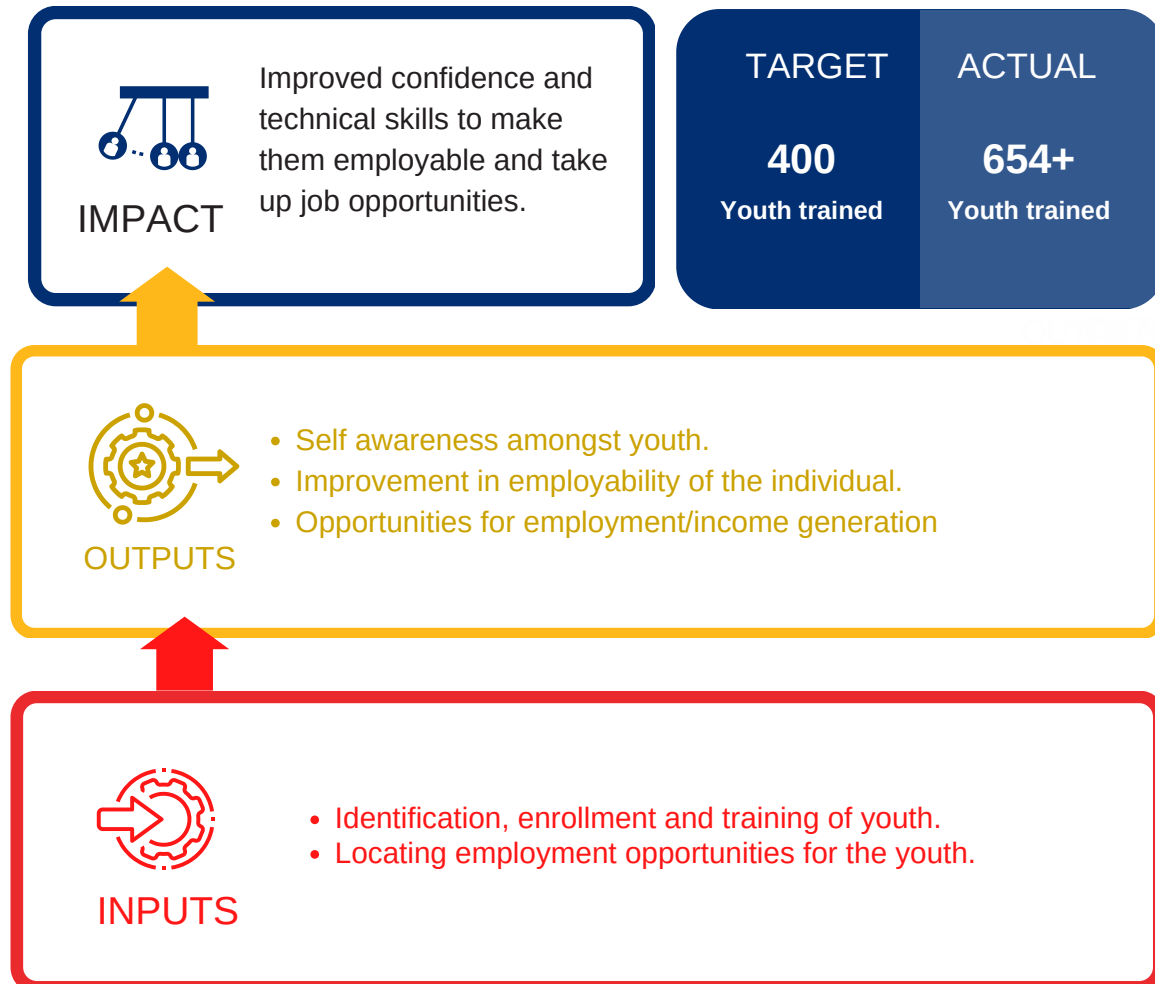
OBJECTIVES

1. Understanding the socioeconomic profile of the beneficiaries and the project's relevance in meeting their needs
2. To comprehend the stakeholders' experience with the projects, as well as their motivations and challenges.
3. To assess the beneficiaries' employability situation before and after intervention.
4. To evaluate the beneficiaries' social standing in terms of financial, human, and social capital.

METHODOLOGY

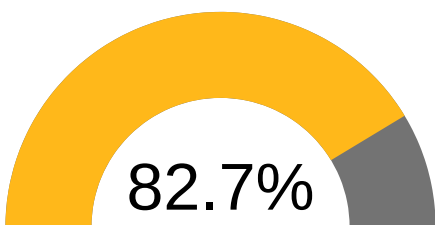
The study employed a mixed-method approach that included quantitative and qualitative data gathered from primary and secondary sources in order to collect insightful information about the impact from a holistic perspective across the involved stakeholders and to offer long-term suggestions for improving the model and scaling up. Purposive and random sampling were used to select the sample. This research relied on secondary data of 453 beneficiaries shared by the organisation, 24 detailed digital surveys and 16 in-depth telephonic interviews with beneficiaries. 4 in-person in-depth interviews and one focused group discussion with beneficiaries. The information was then analysed inductively and presented in the form of charts and narratives whenever possible. To ensure confidentiality and research ethics, the names of the respondents are kept anonymous.

THEORY OF CHANGE:



KEY FINDINGS

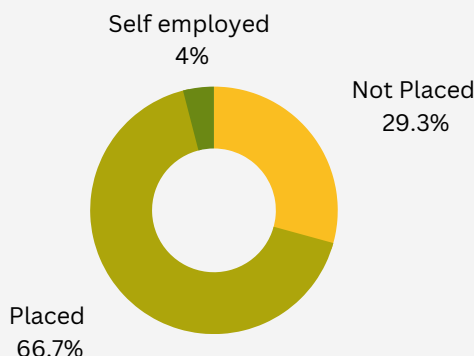
All recipients are from low-income families with a total annual family income being less than 2 lac INR. The organisation maps beneficiaries by conducting door-to-door survey on field. Female beneficiaries out number male beneficiaries by 57.7% to 42.5%. The majority of trainees (91.7%) are between the ages of 18 and 23. 8% are between the ages of 24 and 26, and 0.2% are under the age of 18. Majority of them were either studying or unemployed before starting the course. 100% of the respondents claimed that magic bus's training programme have had a significant impact on their overall livelihood.



82.7% of beneficiaries are **saving/saved** their earnings and are **supporting their families**.

Some have **paid off debts**, others are **paying the fees of younger siblings**, and some are **saving for their sister's wedding**.

Placement status of individuals who completed a training program



The majority of participants, 66.7%, were successfully placed in employment after the training program. Nearly a third, 29.7%, were not yet placed in employment. A smaller proportion of participants, 4%, opted to become self-employed after completing the training program.

The beneficiaries have rated **4.5 out of 5 stars** for overall satisfaction, on average.

4.5



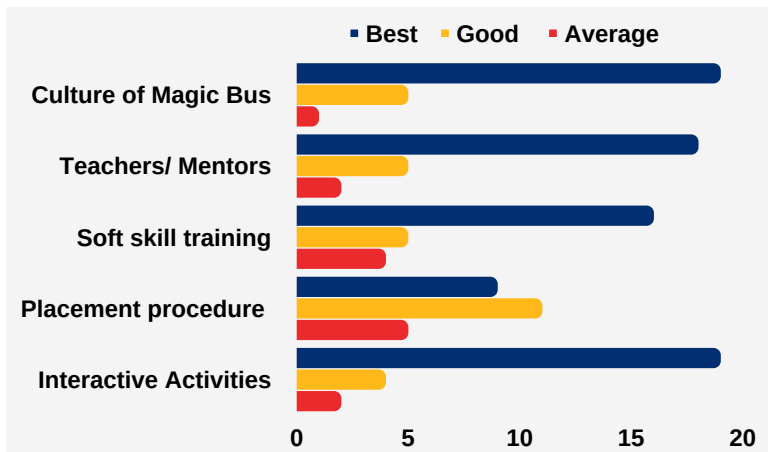
Beneficiaries rated **4 out of 5 stars** for satisfaction with placements, on average.

4



Overview of training program aspects

Graph: Likert evaluation of aspects of youth skilling program

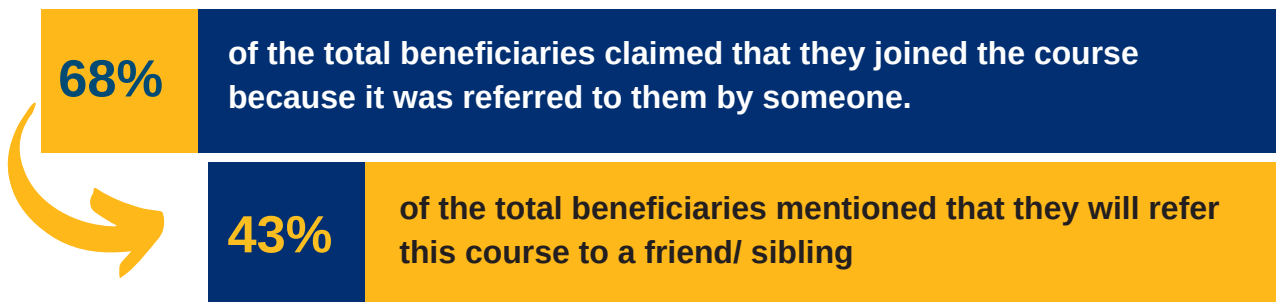


The Likert bar graph illustrates the ratings given by the participants of the Magic Bus youth skilling program across five different aspects of the program. The culture of Magic Bus was rated the highest, with 76% of participants rating it as the best, 20% as good, and only 4% as average.

On interaction with participants during focused group discussion, the majority of the participants mentioned that *"they were able to make good friends during training and it feels like a family"*. They *"find safe space at Magic bus where they can share and express freely to mentors and peers"*. The teachers and mentors of the training program were also highly rated, with 72% of participants rating them as the best, 20% as good, and 8% as average. The participants shared that teachers give them space to ask a lot of questions. They are available if beneficiaries need their guidance. They also lend support during stressful times like placements. The soft skills training component of the program received slightly lower ratings, with 64% of participants rating it as the best, 20% as good, and 16% as average. The participants shared that they have groomed and observed change in themselves at a great scale. They feel more mock interviews should happen as it was one of the most beneficial things of all. The placement procedure was rated the lowest among the five aspects, with only 36% of participants rating it as the best, 44% as good, and 24% as average. This can be attributed to the expectations of the candidates, which might be higher than the possibilities at the moment. Nevertheless, evidence was found of a solid and well-conducted placement process.

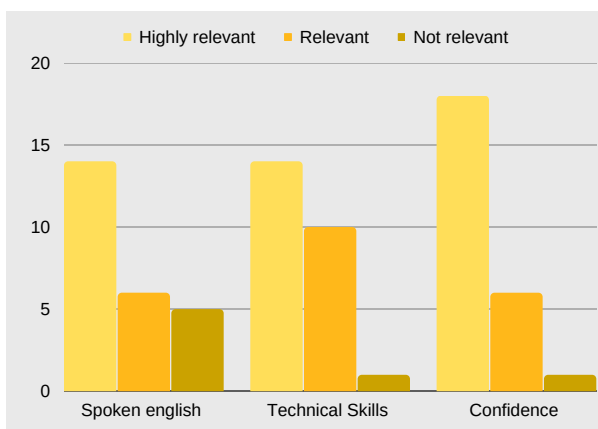
Finally, the interactive activities provided in the program were highly rated, with 76% of participants rating them as the best, 16% as good, and 8% as average. The participants claimed that they like participatory activities like the five why's, goal setting, thinking out of the box etc. more than college lectures. Overall, the Likert bar graph indicates that the Magic Bus youth skilling program was perceived very positively by the participants, with high ratings for the program culture,

teachers/mentors, and interactive activities. It was noted that participants were highly enthusiastic about the program and claimed that they will refer the training to their friends and family. It was also observed that most of the participants were referred by a friend to enrol in the Magic Bus training program. This indicates the relevance and usefulness of the intervention for the beneficiaries.



Impact of training observed by the beneficiaries

Graph: Likert evaluation of relevance of improvement due to skilling program



The Magic Bus Youth Skilling Program was evaluated by its participants in terms of its relevance in improving three different areas: Spoken English, Technical/Soft Skills, and Confidence Building. The results of the evaluation were presented in a Likert bar graph, with the three different levels of relevance (highly relevant, relevant, and not relevant) represented on the y-axis and

the percentage of participants falling into each category on the x-axis.

In terms of Spoken English, the majority of participants found the program highly relevant, with 56% of respondents indicating as such. Another 24% rated the program as simply relevant, while the remaining 20% felt that it was not relevant.

Regarding Technical/Soft Skills, 56% of participants found the program highly relevant in this area, with an additional 40% rating it as relevant. Only 4% of respondents felt that this aspect of the program was not relevant.

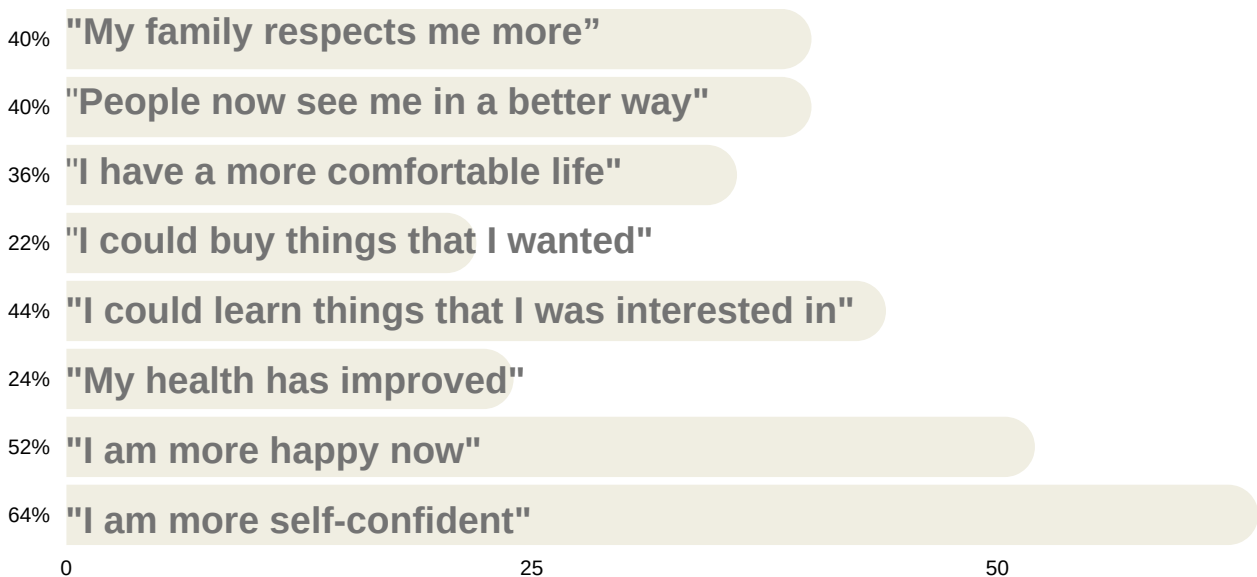
Finally, the program's Confidence Building component was highly regarded, with 72% of participants rating it as highly relevant. Another 24% found it to be relevant, while only 4% did not consider it relevant.

Overall, the Magic Bus Youth Skilling Program received high marks from its participants in terms of its relevance in improving these three key areas, with the majority of respondents finding improved confidence to be the most relevant for majority of the participants.

“ I was bullied ever since childhood because of my dark skin and heavy body. My dream is to become a wrestler but I was afraid to share this with anyone. As i knew people will make fun of me. But **today I am courageously sharing this in a room full of people.** I don't care what people think. I will earn money from the job I have got and will pursue my dream. My friends here motivates me to go for it. I got safe space to express and confidence to speak from Magic Bus. ”

- Kashaf (name changed)

Beneficiaries mentioned the following changes in their life after training



The Magic Bus Youth Skilling Program was evaluated by its beneficiaries to assess the impact of the program on their lives. The results of the evaluation were presented in a bar graph, with the different changes experienced by beneficiaries represented on the y-axis and the percentage of beneficiaries experiencing each change on the x-axis.

The Magic Bus Youth Skilling Program was evaluated by its beneficiaries to assess the impact of the program on their lives. The results of the evaluation were presented in a bar graph, with the different changes experienced by beneficiaries represented on the y-axis and the percentage of beneficiaries experiencing each change on the x-axis.

The results show that the Magic Bus Youth Skilling Program had a positive impact on the lives of its beneficiaries. The change reported most frequently was an increase in self-confidence, with 64% of respondents indicating that they had gained self-confidence as a result of the program.

Another significant change reported was an increase in happiness, with 52% of beneficiaries stating that they felt happier after completing the program. A significant proportion of respondents (44%) also reported that they were able to learn things that they were interested in through the program.

The program also had a positive impact on how beneficiaries were perceived by others, with 40% of respondents indicating that their family respects them more and people now see them in a better way. A smaller proportion of respondents (35%) reported feeling that they had a more comfortable life after participating in the program.

In terms of physical health, 24% of respondents believed that their health had improved as a result of the program. Finally, 22% of beneficiaries reported that they were now able to buy things that they wanted.

Overall, the Magic Bus Youth Skilling Program had a significant positive impact on the lives of its beneficiaries, with many reporting increased self-confidence, happiness, and the ability to learn new things. The program also had a positive impact on how beneficiaries were perceived by others and their overall quality of life.

RECOMMENDATIONS

An alumni network could be built to extend the follow-up that is already happening.

Mindfulness activities could be planned during the placement sessions as it was reported as a highly stressful time by the beneficiaries.

A dedicated follow-up and counselling mechanism can be established for female beneficiaries. This would be to retain them for a longer duration in the workforce, as a higher female dropout rate was observed, due to marriage.

An extension of the duration of the programme could be considered. Many beneficiaries expressed that the course duration is short for the curriculum, suggesting 60 days or more.



V-Excel

VOCATIONAL TRAINING UNIT

BACKGROUND

People with disabilities in India face numerous challenges in developing employable skills and obtaining meaningful employment. People with disabilities are further marginalised while seeking employment opportunities due to a lack of basic services such as education and necessary care services. Despite the fact that the state has a policy mandating the employment of people with disabilities, as well as benefits for employers, the rates of formal employment of people with disabilities remain low.

Policy's lack of understanding of disability points to a lack of skilling and certification programmes for people with disabilities. According to a 1999 survey of the top 100 companies conducted by the National Centre for Promotion of Employment for Disabled People (NCPEDP), the rate of disabled employment in the private sector was a dismal 0.28% and 0.05% in multinational corporations. According to research, the causes of active exclusion of PwD from general economic activities include a variety of factors such as a lack of awareness, access to education and employment opportunities, prejudices, weak policies, a lack of funds and monitoring authority, and so on (Singh, 2014). Working is one of the most common ways for people to participate in their communities. It's a effective way to meet new people, get a valuable role, and, especially when it's related to our interests, it helps us grow, develop, and gain independence and confidence.



Vocational training



Employment support



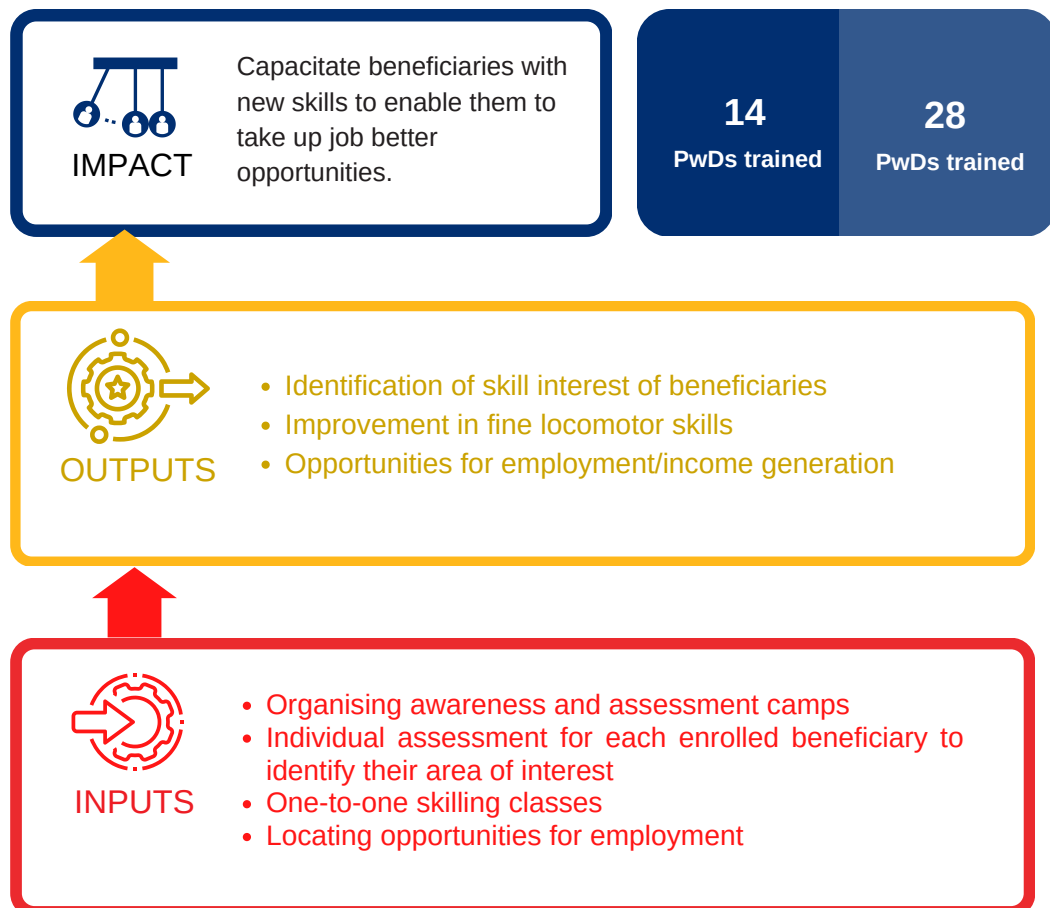
Counselling and therapy support



Life skill development

Recognizing the gap between potential beneficiaries, skilling opportunities, and meeting the right set of employers, V-Excel established its Vocational Training Unit (VTU) for differently-abled young adults aged 16 to 22 years. This unit's goal is to help these young adults achieve a good standard of living. VTU's programmes include a variety of activities designed to help improve gross and fine motor abilities as well as an understanding of life skills. Computers, screen printing, front-office training, tailoring, baking, cooking, photocopying, and craft work are currently among these vocational skill areas. The printing and documentation unit at the VTU is being supported by Hexaware's CSR initiative.

THEORY OF CHANGE



OBJECTIVES

1. To understand the shift in social identity/identity assigned to the beneficiary from their parents.
2. To explore if participation in the workforce has affected the beneficiary's agency and control over their decision-making.
3. To understand the impact of the program on the lives of beneficiaries with respect to daily life.

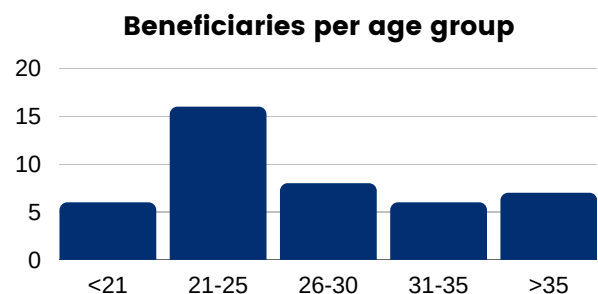
METHODOLOGY

The research followed a qualitative approach, with focus groups with beneficiaries and their parents. Parents of beneficiaries, both employed and unemployed, were interviewed in two groups. An in-depth interview with one placed beneficiary and the employer was conducted to gain a thorough understanding of post-employment development. Interviews were also conducted with three programme staff members in order to better understand their motivations and challenges with the programme.

KEY FINDINGS



The beneficiaries enrolled in the programme range in age from 16 to 36 years, indicating a high reliance on the programme by both parents and beneficiaries.

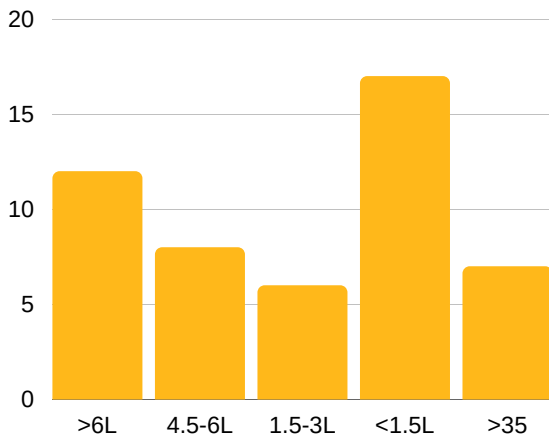


Beneficiaries are taken out on exposure visits and trips to inculcate life skills, which parents found very helpful.

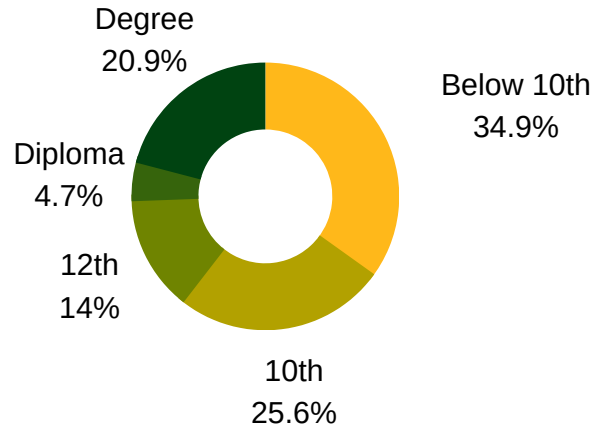


100% of the beneficiaries said they felt happier being in the center than their homes, as they could make friends

Average annual income of families



Educational background of beneficiaries



The printing and documentation unit, supported by Hexaware, is the training unit with the highest number of candidates placed



Low placement rates due to limitation of opportunities in finding jobs for the beneficiaries and their high level of disability.



2 parents whose children had found jobs said their wards felt more confident with own source of livelihood.

Average Annual Income
of beneficiaries post-training

₹ 1,27,800



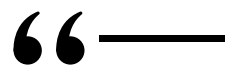
Parents said they felt hopeful that their child is learning a new skill

TESTIMONIALS



"I feel proud that my son has a job without any struggles. He feels good after earning his own money.

- Seema Thakur,
mother of Sreemanth Thakur



"I learn the skills like DTP work, How to handle Xerox machine, Computer Skills and computer related works"

- Ramnathan, 36

“

I feel really good about coming to the centre daily, here I made more friends. I feel so happy with my friends.

-Arpith, 18

“

Yes, I feel more independent after getting the job through V-Excel. I also donated a part of my first salary to V-Excel.

-Ismail,42

“

My daughter was interested in learning, we wanted to keep her occupied. We don't have any other options, the institute is excellent we trust them. Our children like coming here.

-Ramesh, father of Shruti

V-Vocational Excel's Training Unit is a programme with the noble goal of providing opportunities for skill development and livelihood for people with cognitive and locomotor disabilities. Beneficiaries' and parents' satisfaction with the programme in terms of learning new skills is commendable.

However, the parents were found to be extremely reliant on the programme. Parents expressed concern about "what will happen when we are not here" because the programme has no clear exit strategy for its beneficiaries.

Though it is difficult to find employment opportunities for each beneficiary, the programme can help plan the beneficiary's exit along with counselling for parents and seek opportunities to raise revenue for the work done by the beneficiaries as long as they remain enrolled in the programme for an extended period of time.

RECOMMENDATIONS

Enrollment in government disability schemes could result in additional benefits.

Counseling services and special sessions for parents could be held to help them to: a) reduce their reliance on the programme; and b) gain a better understanding of their child's abilities.

Financial literacy assistance for beneficiaries who have been placed

Tuck shops and/or stipends for beneficiaries who contribute to the work of V-Excel



YUVA Unstoppable

SCHOOL INFRASTRUCTURE PROJECT

BACKGROUND

A major issue affecting India's education system is the lack of infrastructure facilities in government-aided schools. According to the National Institute of Education Planning and Administration (NIEPA), "a large percentage of government-aided schools in India lack basic infrastructure facilities such as clean drinking water, proper sanitation, and digital classrooms" (NIEPA, 2016). This lack of facilities creates a poor learning environment, which can have a negative impact on student performance and overall growth.

Inadequate access to basic facilities, such as a lack of clean drinking water, can result in a variety of health problems for students. Furthermore, many schools lack proper sanitation facilities, resulting in poor hygiene and the spread of diseases. Students' growth and ability to participate in the digital world are also hampered by a lack of digital classrooms and limited access to technology. Despite the government's efforts to address these issues, implementation is slow, and many schools continue to suffer from basic infrastructure issues.

According to a study by the Environmental Design Research Association (EDRA, 2013), "a dull and uninspiring classroom

the environment can negatively impact the learning experience and limit a student's growth." Research has shown that the design of a classroom, including factors such as lighting, colors, and seating arrangements, can influence student motivation, engagement, and academic performance (Feng & Liang, 2017). To promote positive student outcomes, it is important for schools to ensure that their classrooms are designed with the students in mind and provide a positive and engaging learning environment.

Access to sports equipment and a good sports field is critical for students' overall development in government schools. "Physical activity and sport have been shown to have a positive impact on student's physical, cognitive, and social development," (JPERD, 2012). A lack of sports equipment and a poor quality sports field can restrict a student's physical activity and limit their opportunities for growth in this area. As a result, it is critical to ensure the availability of sports equipment and to provide a safe and high-quality sports ground to support their students' physical and overall development.

The Yuva Unstoppable School Transformation programme aims to improve the educational environment by improving sanitation, drinking water, and hand washing facilities, as well as other critical infrastructure. The initiative aims to create a cheerful and motivating learning environment, as well as to establish digital classrooms equipped with cutting-edge technology to improve students' learning experiences.

Key components of the program are:



Sanitation & Hygiene

Toilet & drinking area construction



Digital Support

Smart classrooms & tablets



Infrastructure

Colour work & educational painting



Sports

Sports equipment & ground

Yuva Unstoppable's goal is to improve the educational environment in government or government-aided/municipal schools by transforming infrastructure and creating a child-friendly learning environment. The goal is to make schools more conducive to learning and growth for students.

OBJECTIVES

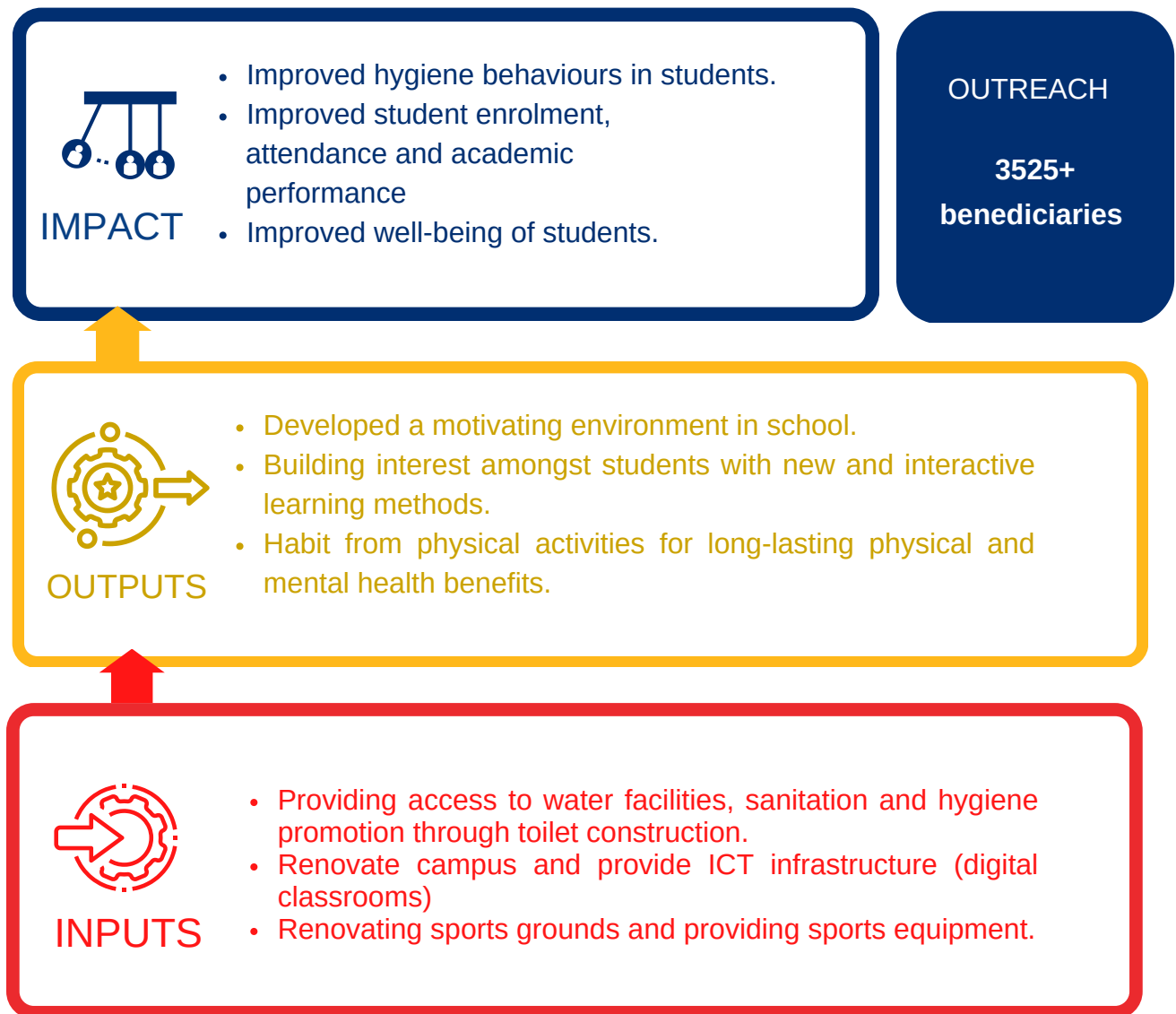
1. To understand the influence of the intervention on the student's attendance and learning outcomes.
2. To assess the relevance and effect of interventions on students
3. To understand the impact of intervention on school environment at large.

METHODOLOGY

The study used a mixed-method approach that included quantitative and qualitative data gathered from primary and secondary sources in order to collect insightful information about the impact from a holistic perspective across the involved stakeholders and to offer suggestions for improving the model and scaling up in the long run. This study employed four focus group discussions, supported by a post-FGD questionnaire and five in-depth interviews. A group of 7-8 teachers of a school was conducted on a voluntary basis. They were also asked to fill out a questionnaire post-FGD. An FGD with 7-8 boys and girls was also conducted separately. The data was then analyzed using an inductive method and presented in the form of charts and narratives wherever possible. The names of the respondents are kept anonymous to guarantee confidentiality and ensure research ethics

THEORY OF CHANGE:

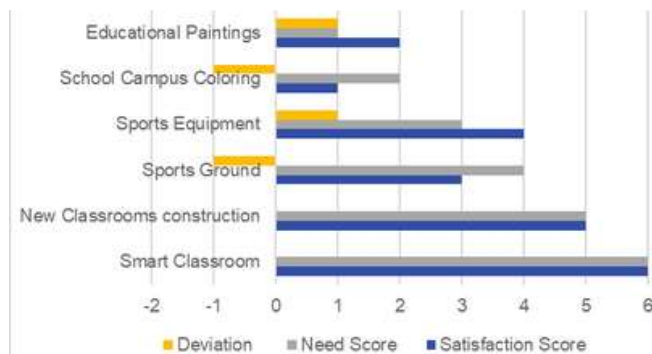
YUVA Unstoppable's School Transformation project is dedicated to assisting government-aided schools with infrastructural needs. The project aims to improve students' overall physical and mental well-being by providing access to WASH facilities, digital classrooms, and sports facilities.



KEY FINDINGS

Overview of Interventions

Chart 3: Need and Satisfaction score for each Intervention out of 6



The YUVA unstoppable implemented several interventions in schools. The graph shows comparison between average perception of need score and satisfaction score obtained from teachers, head masters or other stakeholders. Participants were asked to rank the interventions on the scale of 1 to 6 for perception of need as

well as for satisfaction. The graph also indicates scope of improvement by calculating positive or negative floating number. The graph showed that the educational painting intervention had the lowest perception of need score 1 and a satisfaction score of 2, resulting in a positive deviation of +1. This indicates that the participants felt much more satisfied with the intervention than their need.

On the other hand, the school campus coloring intervention had a perception of need score of 2 and a satisfaction score of 1, resulting in a negative deviation of -1. This suggests that there is a scope of improvement in the implementation of this intervention as the need/ requirement was much higher than the satisfaction.

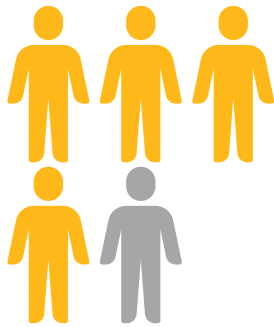
The sports equipment intervention had a perception of need score of 3 and a satisfaction score of 4, resulting in a positive deviation of +1. The participants felt greater satisfaction with the intervention than their required need.

The sports ground intervention had a perception of need score of 4 and a satisfaction score of 3, resulting in a negative deviation of -1. This indicates that there is a scope of improvement in the implementation of this intervention as the perception of need was much higher than the satisfaction.

The new classroom construction and smart classroom interventions both had the highest perception of need score of 5 and 6 respectively, and a satisfaction score of 5 and 6 respectively. Both interventions had a floating number 0, indicating that the participants' requirements of the interventions were met/fulfilled as per their needs.

Overall, the graph highlights the efficacy of some of the interventions in meeting the needs of stakeholders, as well as areas where there is a scope for improvement.

Impact observed after upgrading sports ground/equipment



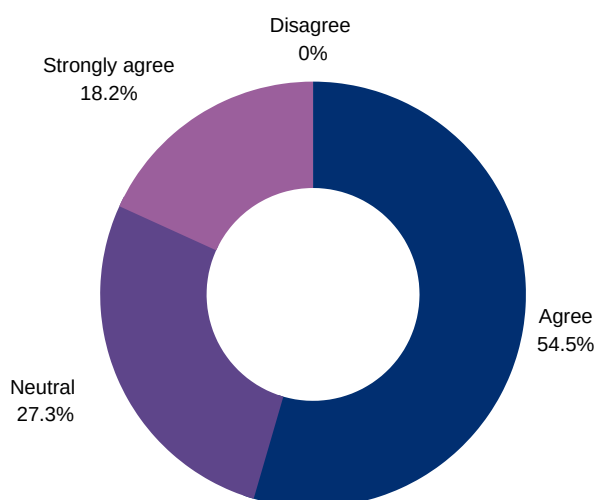
4 out of every 5 teachers **agree** that

Students' participation

has increased in sports after upgrading sports grounds/ equipment

Overall physical/ mental health

Chart 2: Likert evaluation of overall physical/ mental health of students



18.2% of school teachers **strongly agree** that overall physical and mental health has improved.

While 54.5% of participant **agrees** and 27.3% shared **neutral responses**.

Impact observed in **enrollment** and **attendance** rate


After Campus Restoration



was rated by 100% of respondents

100% of participants (teacher respondents) rated 4 out of 5 to the extent of the impact on attendance and enrollment rate after campus restoration.

Digital Classroom Setup



was rated by 100% of respondents

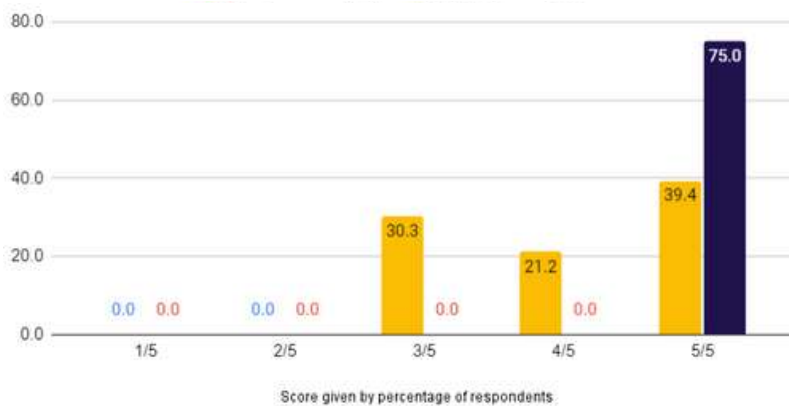
100% of participants (teacher respondents) rated 5 out of 5 to the extent of the impact on attendance and enrollment rate after digital classroom set up.

Impact observed in **Academic Performance**

39.4% of School teachers rated a score of 5 out of 5. While 21.2% of School teachers rated a score of 4 out of 5 and 30.3% of them rated a score of 3 out of 5 for Academic Improvement observed in Students after Campus restoration was done in the School. (refer to chart 1)



Chart 1: Score given by teachers for Improved academic performance out of 5



75% of them rated a score of 5 out of 5 for Academic Improvement observed in Students after Digital Classrooms were introduced in the School (Refer to chart 1).

RECOMMENDATIONS

Maintenance of the toilets should be kept in check. Water should be made available. Rainwater harvesting could be considered with appropriate filters so that water can be stored in the sump. Hygiene should be ensured.

A negative deviation is observed in the need and satisfaction score for sports ground renovation and colouring work. The urgent requirements can be fulfilled by revisiting the schools and addressing the needs.

There is a need to continuously monitor the regular usage of sports material provided, digital classroom and maintenance of toilets.

Sanitary pad vending machines and dustbins (or incinerators) can be included in the girl's washroom. Most of the girls reported that they struggle in disposing of the used napkins.



V-Excel

EARLY
INTERVENTION UNIT

BACKGROUND

It is well known that education is the path to empowerment, and in India, elementary education has been declared a right. Despite these policies, children with disabilities are among the most disadvantaged in terms of access to and completion of elementary education, as their needs are not adequately met (Limaye, 2000).

When compared to other children, children with disabilities have a very high out-of-school rate. While illiteracy is common among children with all disabilities, it is especially prevalent among children with visual, multiple, and mental disabilities. Even when overall enrollment rates remain high, children with disabilities continue to be the most difficult group to enrol in school (SRI survey, MHRD, 2005)

Data show that literacy rates for disabled children and adults remain low, even in states with high enrollment rates and literacy rates. An inclusive education system model for children with disabilities must take into account systemic and social exclusion while focusing on developing inclusive infrastructure, pedagogy, instructional and assessment measures, and egalitarian attitudes among stakeholders across the education system.

The Early Intervention Unit is dedicated to children aged 0 to 7 years who have developmental challenges and provides them with evidence-based developmental and rehabilitation services to enable early life mainstreaming. The unit is staffed with trained professionals to cater to a wide range of developmental disabilities, including sensory integration therapists, occupational therapists, speech and communication facilitators, counsellors, and special educators.

Services provided through the Early Intervention Unit



Awareness building activities



Developmental therapy and sessions for children



School enrolment support



Case based assessment and target setting



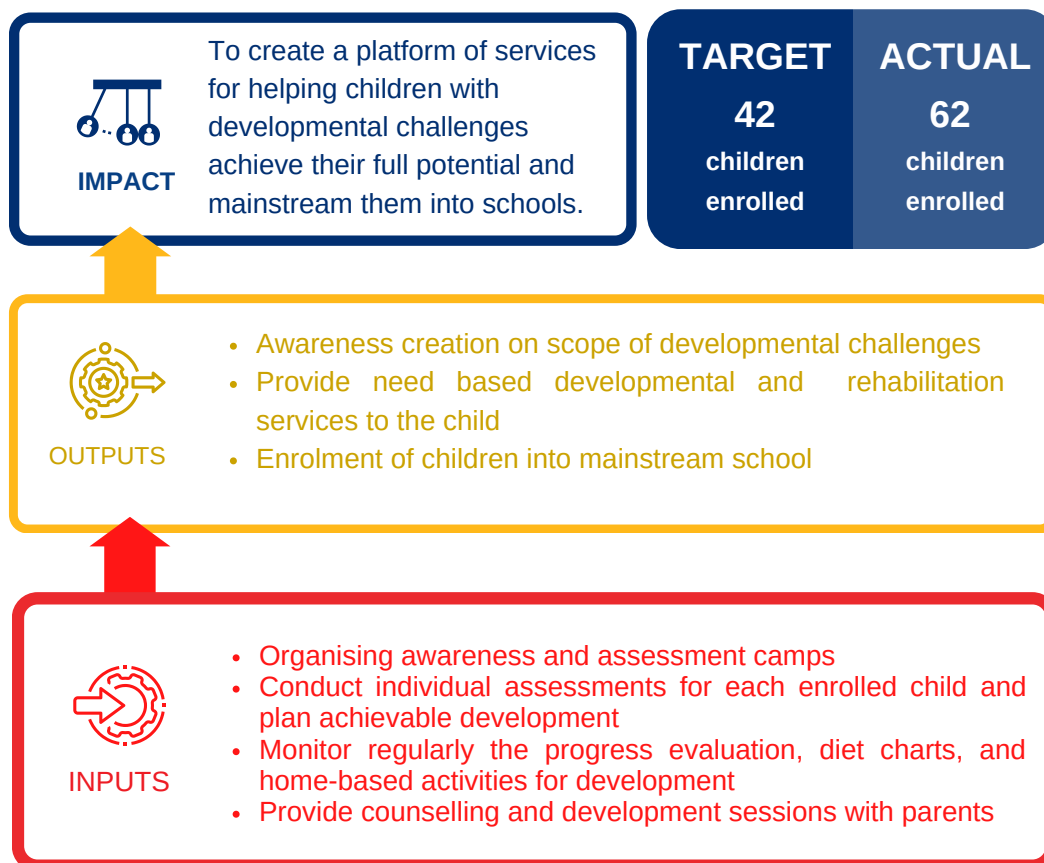
Counselling services for parents



Customised diet chart

THEORY OF CHANGE

The Early Intervention Unit, is dedicated to children suffering from developmental challenges in the age group of 0-7 years. The program with a case-focused approach intends at mainstreaming children by helping them overcome these challenges, through counseling and developmental services.



OBJECTIVES

1. To study the challenges of the inclusion of children in mainstream education
2. To understand the parents' experiences and the impact of V-Excel's intervention on their perspective
3. To understand the impact of the intervention on the children's psychosocial development.

METHODOLOGY

This study used a qualitative approach, with in-depth interviews and Focus Group Discussions with the beneficiaries' parents. The interviews and discussions were conducted with a sample size of 20 parents and three Early Intervention programme staff members. The data was then analysed inductively and presented in narrative form whenever possible.

KEY FINDINGS

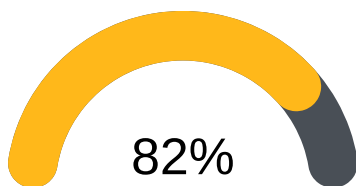
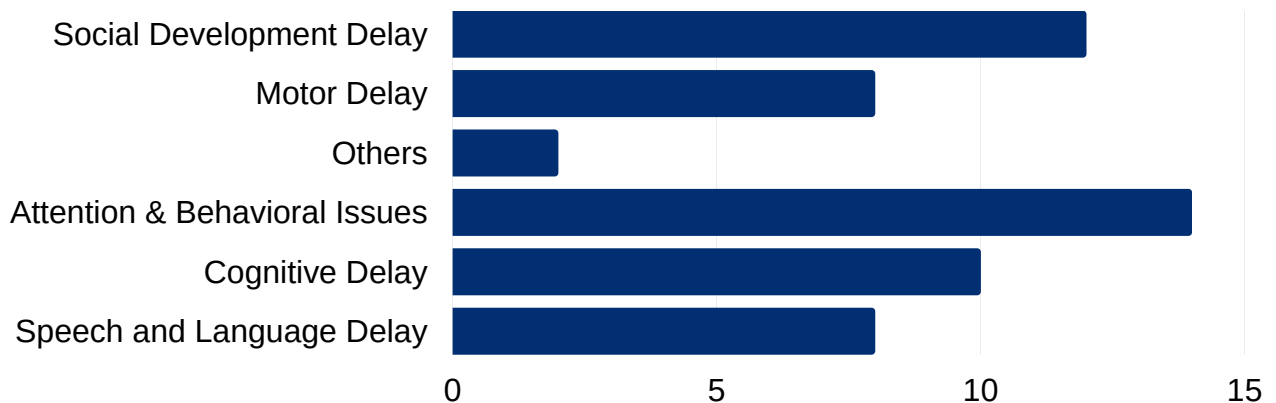


The major challenge faced by the program is the identification of children at the right age so that interventions begin early.



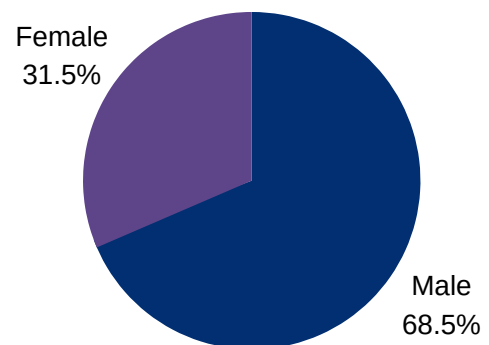
On average, each child spends 3-4 years in the program.

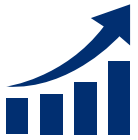
Development issues faced by the beneficiaries



82% of beneficiaries belong to families with low or medium income families, where both the parents go out to earn money.

Gender wise distribution of beneficiaries





100 % of parents said V-Excel has played a significant role in overcoming their child's developmental challenges.



100% of the parents said their children have picked up at least 2 skills of active daily life



60% parents said counselling services have helped them become calmer and participate in their child's journey.



Parents said V-Excel is the best centre with integrated services for their child's needs.



70% of parents said that the diet child has helped their child's gut health and improved their overall health.



The irregular practice of home-based activities by parents tends to disrupt the process of a child's development.

WHAT WE HEARD

“

I, along with my 4-year-old son moved to Chennai from Tirupur, because of the program. The services here are the best.

- Agastya's mother

“

Earlier my husband did not use to participate in my child's daily activities. After bringing home activities from the program and observing the development of my child's behaviour, my husband has become more inclined to interact and helps me with the homework.

- Nimalan Arun's mother

“

2 years back, my child would wake up at 1-2 AM and used to cry throughout the night. It was difficult to put him back to sleep. Now with the program and change in diet, he sleeps really well.

-Shaktivel's mother

“

When eating rice, the rice used to spill and scatter everywhere. He has learnt how to eat rice without spilling it and also puts his plate back in the kitchen

-Jairam's mother

Conclusion

The Early Intervention Unit has a distinct approach towards locomotor and developmental delays in children. The program has a highly motivated staff team which is the most essential factor for the program being successful. All the participants talked to expressed high level of satisfaction from the program, primarily due to a case based focus on each child and also because there is no other facility in Chennai that provides tailored services as the EIU.

The program staff is very sensitive to the needs of the children, which can be evidenced in the School Readiness Program which has been launched recently to focus on developing school going behavioral aspects in children.

RECOMMENDATIONS

Parents suggested the introduction of speech development therapy services.

Follow up on the progress of the children after school enrolment is complete.



Parents suggested more frequent meetings, giving need-based progress and development updates to parents.

A few parents also suggested the opening of a new center as they had to travel long distances (over 20+ km) because no other center with services such as those provided by V- Excel, exists. Space as a constraint was also expressed by the Early Intervention Unit staff.



RAINBOW HOMES

BACKGROUND

Childhood is the most precious time of life, a time of formative development when our experiences shape the adults we become. A child's healthy growth and development are dependent on many factors, including the quality and standard of housing they are in. Research on the impact of homelessness on children indicates that homeless children confront serious threats to their well-being. Children affected by broken homes particularly exhibit concern around health problems, hunger and poor nutrition, developmental delays, psychological problems, and educational underachievement (Rafferty Y). With the economic conditions changing at a rapid pace, India has the largest number of children in difficult circumstances in the world. The major influences on a child's life such as family income, effective parenting, and a safe and secure environment are all directly or indirectly influenced by a family's housing conditions. Despite this, housing for street children has not been featured as a policy in the country.

With nearly no or no access to care from family and fair housing conditions, children without homes are at an increased risk of denial of basic rights such as education, food, and health which are being guaranteed by the state. These children from stranded homes who end up being on roads are at severe risk of being abused in all ways. (Meena Mathur, 2009) .Psychologists specializing in the field of child study emphasize the tremendous importance of home as the medium for proper growth and development of the personality and character in a child. These consequences of homelessness often compound one another as well. Denial of basic rights amongst children from battered families often leads them into the vicious cycle of poverty, addiction, poor health, and behavioral issues.

Having found its roots in the year 1998, Rainbow Homes tries to address the issue of homelessness amongst the most marginalized and vulnerable children of society, to save them from falling into poverty and poor living conditions. Based on the idea of equality of opportunity, the Rainbow Home Foundation focuses on shelter as a catalyst to ensure the opportunity for education, good health, and well-being for children. With a child-centric approach, the program runs a community care program, where under the supervision of caretakers, the organisation ensures the development of a right-based learning perspective in children. Motivated to inculcate social values amongst children coming from broken homes, Rainbow Homes' vision is to ensure every child has rights to a safe home, food, development, education, care, and affection.



Medical check up camps



School enrolment and after school study support

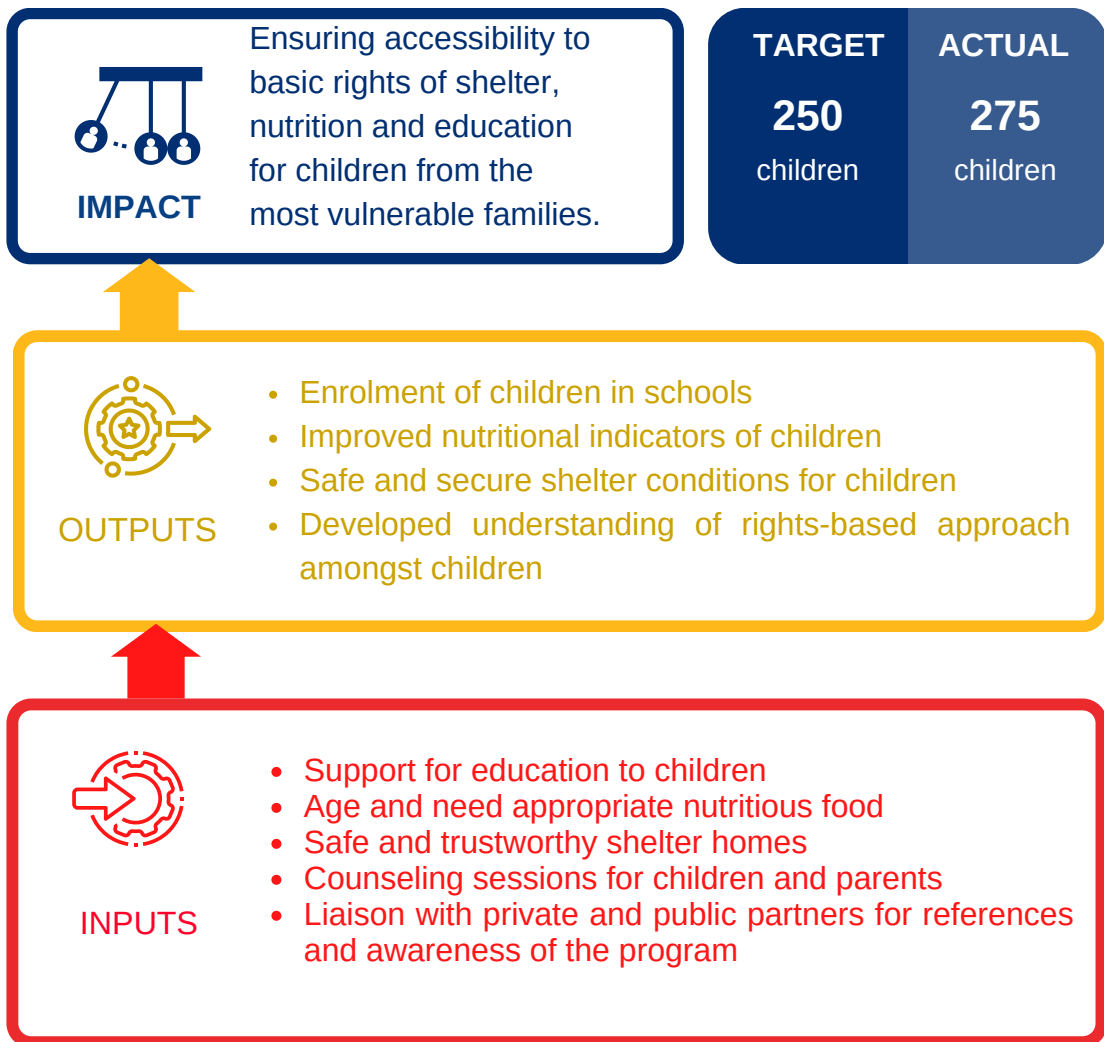


Shelter home facilities



Nutritive food and diet

THEORY OF CHANGE:



OBJECTIVES

- To determine the quality of services for the children in shelter homes.
- To understand children's perception of the self as they grow in the shelter homes.
- To understand the experience of parents with the services being offered by Rainbow Homes.

METHODOLOGY

The study followed a qualitative approach, where 3 FGDs were conducted along with interviews. 2 FGDs were conducted with boys and girls groups each and 1 with the parents of the children to achieve a wholistic perception of the program. 2 program staff were also interviewed to explore the program design. The data was then analyzed using an inductive method and presented in the form of narratives wherever possible

KEY FINDINGS:

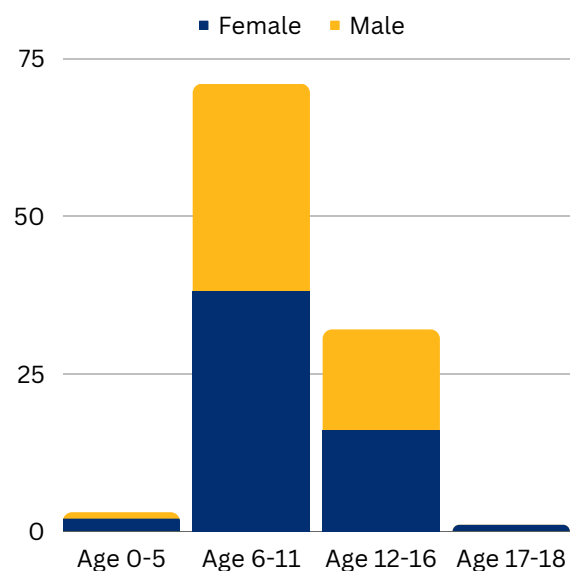


Each child spends between 8-12 years in the program



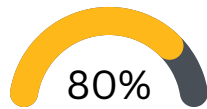
All staff members demonstrated exceptional understanding and dedication to the cause of the program.

Number of children per age group





Regular health check-up camps is organised for children.



80% children said they represented their opinions during Balsabhas.



All children said their demands are heard and resolved during Balsabhas.



Abides by committees to be formed under JJ Act.

The parents play an important role in the life of the children, being an important stakeholder for the project. During the FGD with them, the following perceptions emerged



10 out of 10 parents said their child's health improved after enrolling the child in the program



7 out of 10 parents said they would not expect their children to continue with education without the program.



The parents of all beneficiaries belong to low-income groups.

Parents said they had enrolled their child in the program either due to financial constraints or issues with their spouse.

“

I enrolled my child here because my husband does not go to work, he always consumes alcohol, and he bothers the family members. At Rainbow Home, her future will be safe.

-Mother, 8th standard student

“

In Bala sabha, if we argue with another student means, we resolve the conflict by speaking to them there.

- Sadana, 7th standard,

KEY FINDINGS:

The program takes a child-centric rights-based approach by ensuring activities like Balsabhas where children voice their opinions and necessities.



Safety

- 8 out of 10 girls could articulate what safety means
- Sessions on bad touch and good touch are delivered by external organisations.
- 100% children said they felt safe in the shelter homes.



Academics

- Better retention rate(attendance) and improved grades at school
- All children found teaching support available after school very helpful.
- 8 out of 10 children (85%) benefitted from the Bridge Course



Wellbeing and aspirations

- Students said the food they received at Rainbow Homes is better than their own homes.
- All the children interviewed could articulate their future ambitions
- Children said they felt more attached to their co- children and care takers at Rainbow Homes than their families.

“

“Being safe means, living without fear. We must obtain authorization to leave the campus since it is a safety zone.

-Rosy, 8th standard

“

Yes, our diet has changed and compared to our home, it is far better here.

-Karthik,8th standard

Conclusion

The Rainbow Homes program is a one of its kind program that has been able to escalate the provisions of government institutions with private partnerships in the country. With a life cycle approach, the program can meet a holistic child-centric approach, where the emotional, nutritional and developmental needs of children are being met under one roof. The identity being asserted by the children during the assessment exhibited the children's ownership towards the institution.

The parents of the children expressed Rainbow Homes played an essential role in bridging the education gap, which the parents were unable to do. Interventions for increased communication and meet-ups between the children and parents can be introduced, to reduce the dependency of parents on the program and increased ownership of parents towards their children's tomorrow.

RECOMMENDATIONS:

Enrolment of children with special needs in special schools.

Counselling services for parents, for improved repatriation rates.

English and computer classes can be introduced for children, as suggested by parents

As the classrooms act as shelters for children, there can be more cleanliness and hygiene.

Mandatory sessions for children and parents together, to bridge the distance gap and onboard parents with child's progress.

Share

Your Ideas...



India Sponsorship Committee
(ISC)

Antar Bharati
Balgram Yojana

BACKGROUND

According to the 2011 census of India, there were approximately 4 million orphans in the country (Census of India, 2011). However, it is estimated that the actual number of orphans is much higher, as many children who have lost one or both parents are not officially classified as such.

Supporting the holistic development of orphans and destitute children is crucial for their overall well-being and success in life (UNICEF, 2021). According to UNICEF, "these children, without the support of family, need access to education, health care, and other essential resources to develop their physical, emotional, and cognitive abilities" (UNICEF, 2021). By providing this support, we can help these children overcome the challenges they face and build a brighter future for themselves (Human Rights Watch, 2020).

The living conditions of these children are often dire, with much lacking access to basic necessities such as food, shelter, and healthcare (UNICEF, 2021). Additionally, they face discrimination and are vulnerable to exploitation and abuse (Human Rights Watch, 2020). These children are in urgent need of support and assistance to help them overcome the challenges they face and to secure a better future for themselves.

Destitute children in India face numerous challenges including poverty, hunger, lack of access to education, and poor health. In many cases, these children are forced to work to support their families, leading to a cycle of poverty and a lack of opportunities for a better future.

The Antar Bharati Balgram Yojana is focused on supporting underprivileged and destitute children referred by the CWC (Child Welfare Committee). The program aims to provide these disadvantaged children with comprehensive care, development, and education in a residential setting. The program prioritizes education, health, hygiene, skill development, confidence building, emotional stability, and settlement to help these children achieve success as adults.

Key components of the program are:



Secure shelter home



Physical wellbeing



Education



Social skills



Emotional wellbeing



Family based care

OBJECTIVES

1. To assess the organisation's intervention in the field of health and nutrition and the children's experience with it.
2. To understand the experience of students enrolled in Balgram in gaining academics
3. To understand the perception of skill training/ events on the children.

METHODOLOGY

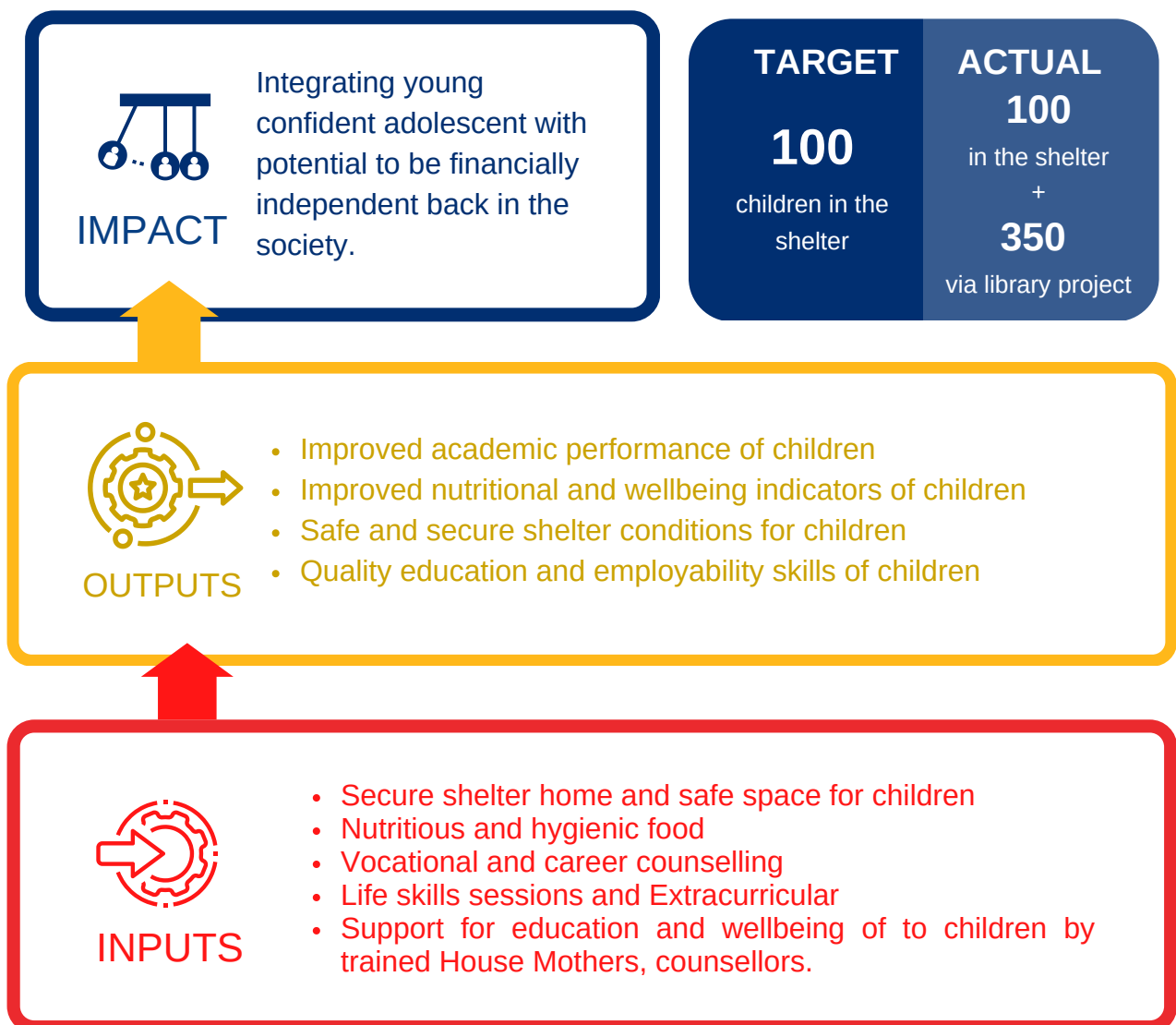
The study used a mixed-method approach that included qualitative data gathered from primary and secondary sources in order to collect insightful information about the impact from a holistic perspective across the involved stakeholders. The sample was chosen using purposive sampling. This study employed five in-depth interviews with the key stakeholders like the school principal, director of the Bagram counselor, and caretakers (sadan maata). Four focus group discussions with counselors, caretakers (sadan maata) and students. The FGD was conducted separately with girls and boys. FGD was supported with a post-FGD questionnaire with the participants. The data was then analyzed using an inductive method and presented in the form of narratives wherever possible. The names of the respondents are kept anonymous to guarantee confidentiality and ensure research ethics



Children playing during data collection visit

THEORY OF CHANGE:

The Antar Bharati Balgram Yojana is dedicated to supporting destitute and underprivileged children referred by CWC (Child welfare committee). The program intends to protect and provide these deprived children with holistic care, development, and education. Under the flagship residential setting, education, health, hygiene, skill development, confidence building, emotional stability, and settlement of children are ensured to inculcate their success as adults.



FINDINGS

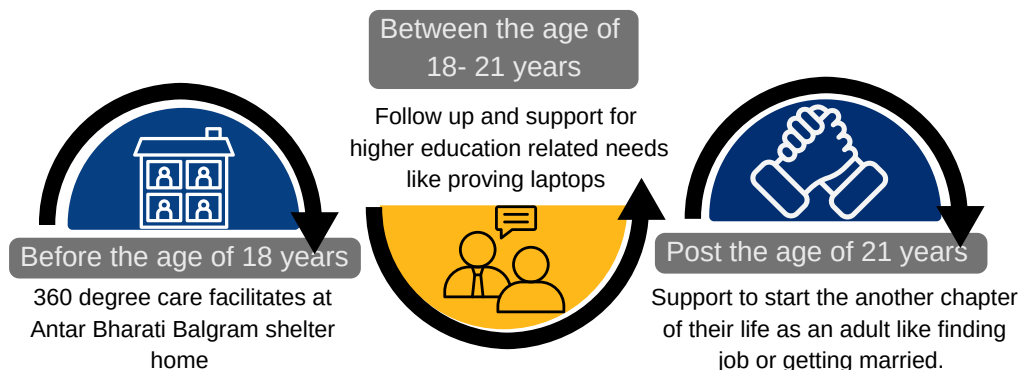
The beneficiaries are orphans/ disadvantaged children in the age group of 6 to 18. They are children in need of a care protection system and are referred by CWC (child welfare committee). These kids have a tough backgrounds. An individual care plan is developed and regularly followed for each child beneficiary. Sadan homes are designated according to the age of the child. One of the counselors at Balgram stated that, *"We thrive to provide quality education to each child. If the child is not good at academics then we identify child's talent and motivates them towards their individual interest through vocational skill programs."*

Ram (name changed) a 9th standard student was sitting on terrace alone. I asked him to get down but he did not agree for long. After some time he shared that I am not good at art. Recently an art auction was organized at school where a student's painting was sold at a good price. This created a hype in school environment for artists.

I realized that maybe Ram is feeling inferior. Knowing that Ram is good in sports we have deliberately made him sports captain. We have observed a positive change in his behaviour and self confidence since then.

-Counselor at Balgram

English speaking, soft skills and vocation training sessions are regularly organized for the Balgram students. Along with program Aarambh which intends to prepare Balgram student for outside world. Aptitude test is conducted for students of 9th and 10th standard. Followed by program Prerana where ABB follow up with students when they complete 18 years of age. Supports them by providing laptops and lastly program Aatma nirbhar post 21 years of age, they help student to find job and supports for marriage.





*I am working here for 20 years. I learn new things from each child. They stay in touch and bring sarees and gifts after they pass out. Some have become **IT professionals**, and **professors** and some are running their **businesses**. Recently we one girl from our previous batch got married and went there in her support. We performed all rituals to be executed form bridal's side.*

-A Sadan Mata
Caretaker of one Sadan at Balgram



"We want each child to stand at their own feet," said one of the sadan maata during FGD with them in the school premises. During an FGD with counselors and other Antar Bharati staff it was reported that "quality education is ensured along with supplementary support/ mentorship to bridge gap in education level for the age-appropriate class and streamline them in larger society later"



At times when I get stuck in academics I reach out to teachers multiple times and even principal sir. He explains me concepts in interesting ways.

-Shree (name changed)
A 12 year old girl at Balgram



"We want each child to stand at their own feet," said one of the sadan maata during FGD with them in the school premises. During an FGD with counselors and other Antar Bharati staff it was reported that "quality education is ensured along with supplementary support/ mentorship to bridge gap in education level for the age-appropriate class and streamline them in larger society later"

A focussed group discussion was executed with children living in Balgrams and followings were the key results:



100% participants receive **nutritious meals 4 times a day**. None of the children is malnourished



100% of participants receive due **individual attention for psychosocial-emotional and medical needs**



Majority of participants take part in **skill development workshops and extra co-curriculum activities** on regular basis.



Female participants reported that girls are praised like a Devi on Menarche (the first occurrence of menstruation), reinforcing **positive body image and acceptance**.



A vast of range of events, festivals and birth anniversaries, children's and staff's birthdays are celebrated at ABB. Majority of participants expressed that they **eagerly wait for the events and enjoy them most**.



100% participants said that they as well as Sadan Maata's are **well aware of the Good touch/ Bad touch**, Sexual abuse and the Protection of Children from Sexual Offences act (POSCO).



I love mummy (Sadan Maata). First thing I want to see in the morning is my mothers' smiling face. Whenever I wake up I run straight to her. SHE makes the best food in the world. I love whatever she cooks.

-- Priya (name changed)
A 14 year old girl at Balgram



In conclusion, Antar Bharati Balgram is providing continuous 360 degree support for the overall development of the children. Special hand holding is provided to the children whenever needed. A family based care, bond of love and affection is reflected amongst children, sadan maata's and counsellors.

RECOMMENDATIONS

At times they have children with special needs and Lonavala does not have many experts or access to facilities in terms of Mental health. 10 out of 2 cases need special mental health care. Each special case requires assessment first and this takes a lot of time. Therefore, A Mental Health experts can be appointed in a full time role for the Balgram to redress special cases.

Organize sessions on understanding and managing emotions like anger, attraction, sadness etc for different age groups by an expert.

Building an alumni network of the pass-out students.

Recreational activities for the well-being of Sadan Matas. It becomes overwhelming for them as they take care of 10 kids at once.



AAWC

अपने आप
वूमैन्स कलेक्टिव्ह

Apne Aap Women Collective

UDAAN AND UMEED
PROGRAMMES

BACKGROUND

The sex industry in India represents a segment of society that is marginalized and vulnerable in several ways. The vast majority of women working in brothels are trafficked, forced to work due to socioeconomic circumstances, or manipulated under the guise of providing a secure domestic job. They are liberated from patriarchal values in society, but they are also trapped in a never-ending cycle of exploitation from clients, pimps, or female madams. According to the National Crime Record Bureau (NCRB) in 2020, over 4,709 people were trafficked, with 1,377 of them being minor boys and 845 being minor girls.

A client-centric study by Karandikar and Lindsay (2012) shows that they justify abuse, violence and extreme behaviour through traditional social and religious value systems. Another study (2013) shows that sex workers at Kamathipura don't make enough to cover their everyday expenses. Due to the COVID-19 pandemic, their situation has worsened. A study by Kaur (2022) states that the pandemic has 'tested an individual's ability to manage an adverse situation'.

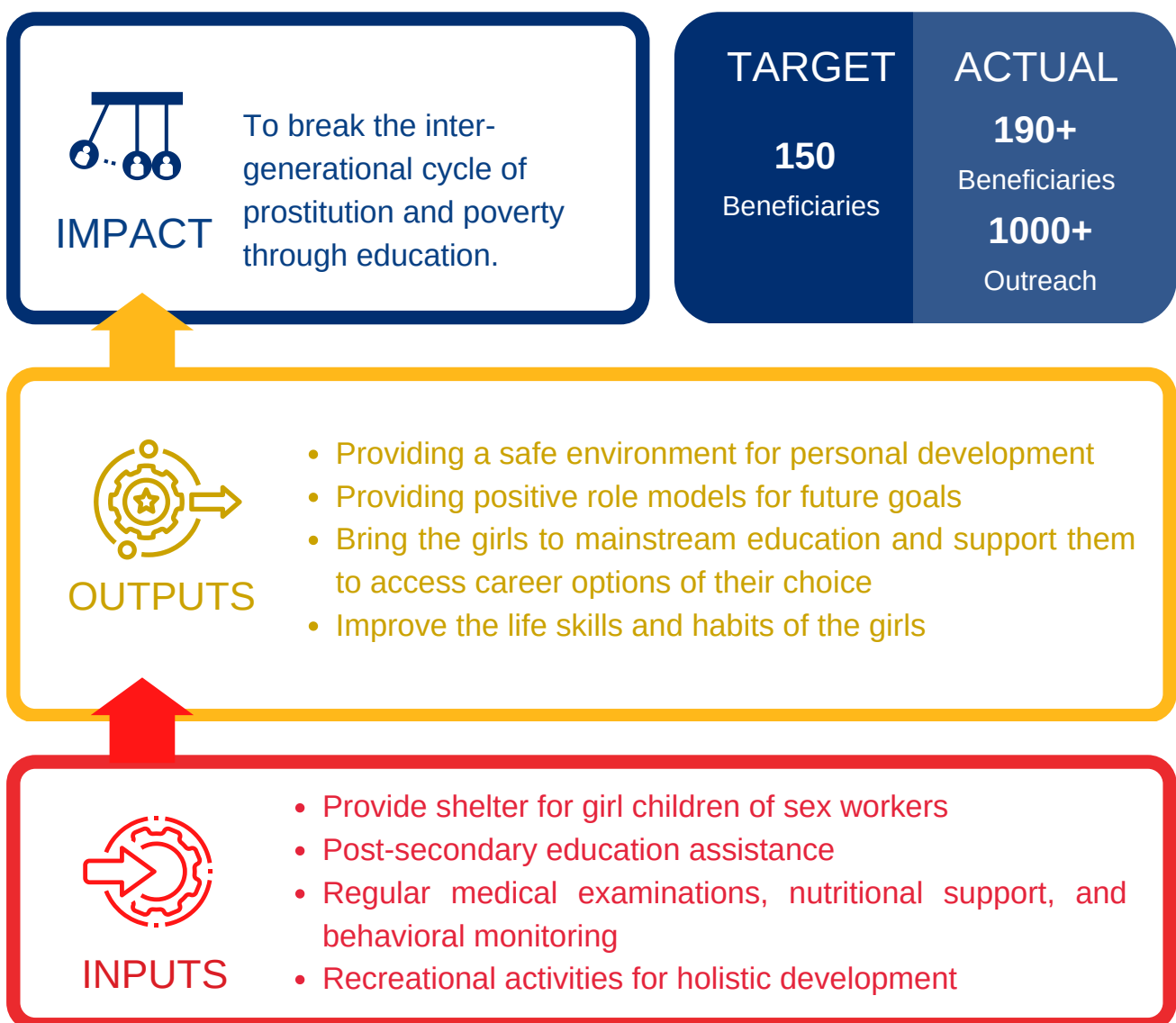
To protect women and young girls who are impacted directly or indirectly by sex work in Kamathipura, Hexaware has partnered with Apne Aap Women Collective. For a seventh consecutive year, support is being provided to their two projects — 'Udaan' and 'Umeed'. The organisation has helped over 190+ girls and 400 women to improve their socioeconomic status (direct beneficiaries).

UDAAN program focuses on the girl children of sex workers in Kamathipura, Mumbai. This initiative has started considering the direct and indirect chronic impact of the sex trade

'UMEED' program is specifically developed for women engaged in sex work in Mumbai's Kamathipura and Falkland Road.

Theory of Change

UDAAN is a girl-centered (age 5-18 years) initiative in Kamathipura, Mumbai, for the overall/holistic development of young girls who are directly or indirectly affected by the sex trade. Their shelter offers after-school assistance, awareness and skill seminars, and empowerment programs.



Udaan Program

The principal aim of this program is to break the inter-generational cycle of prostitution and poverty through education.



More than 180 girls directly benefited from Hexaware's support. Further, over 1000 girls were reached for in integration and mainstreaming through shelter.

OBJECTIVES

1. To understand the literacy level of girls and its impact on their choices
2. To comprehend their idea of upward mobility
3. To examine the impact of NGO intervention



METHODOLOGY

This study employed a qualitative methodology with 2 focus group discussions and key informant interviews. The groups were divided by age (8-11 years and 12-18 years old). The data was then analyzed using an inductive method and presented in the form of narratives, wherever possible. With the girls aged between 8-11 years, the art-based method was adopted to comprehend their idea of improvement. Two in-depth interviews were also conducted with girls.

SUPPORT SERVICES



Provide shelter for girl children of sex workers



Improve life skills and habits of the girls



Post-secondary education assistance



Recreational activities for holistic development



Regular medical examinations, nutritional support and behavioural monitoring

KEY FINDINGS

- 100%

Of girls successfully cleared their school examination

✓
- 100%

Of girls received a nutritional meal overcoming vitamin deficit.

✓
- 100%

Of teenage girls were educated on child marriage, superstition, and other social evils.

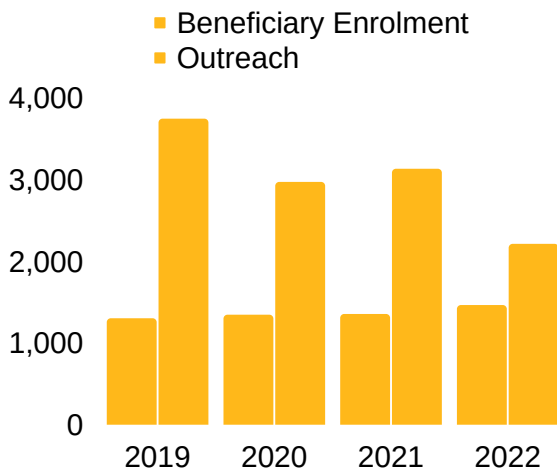
✓



Image representing outdoor activities



Image representing socialisation and bond between girls as well as story telling.



“ We are providing holistic development to these girls here. ”
 - Manju Vyas, CEO of AAWC

TESTIMONIALS

“

We are instructed to shower and clean our teeth first thing in the morning. Following that, we clean our rooms. We leave after 1 p.m. for school and return here for tuition.

- Manisha (alias), 8-year-old

“

I am in the sixth grade at Kamathipura Hindi School. After school, I visit the shelter and do a wide-range of activities. Here, we celebrate birthdays, festivals, and other national holidays. I recently learned to sing Vande Mataram with the help of teachers.

- Meenakshi (alias), 12-year-old

“

After the 12th, I was very concerned about my future prospects. Last year, I took the Common entrance test (CET) exam but did not receive the expected results. So I took CET again this year and received the expected results. I was guided by various teachers at AAWC. My admission and fees were taken care of by them.

“

I enjoy language classes, sports activities, and study sessions at the shelter. After classes, we carry out our responsibilities as allocated in our committees. In case we need something, we write a letter and drop it in a suggestion box.

-Rita (alias), 11-year-old

Recommendations

Visits to other states for industrial and non-industrial exposure

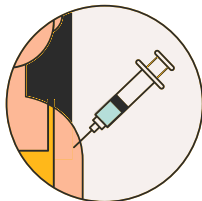
A child-centered library within the organisation to support the community literacy movement

Recruiting and retaining a gender-sensitive mental health counsellor

Conduct outdoor activities and build staff capacity on emerging challenges

Umeed Program

The principal aim is to induce and catalyze the socio-economic mobility of women involved in sex work. For FY 21, Hexaware supported these women through dry rations, cooked meals, and toiletries. During the COVID-19 epidemic, 3200 women were reached directly and indirectly, and 400 women sex workers were provided with dry supplies, prepared meals, and toiletries. 402 were vaccinated, 175 opened savings accounts; 48 left the red light area for a better job.



OBJECTIVES

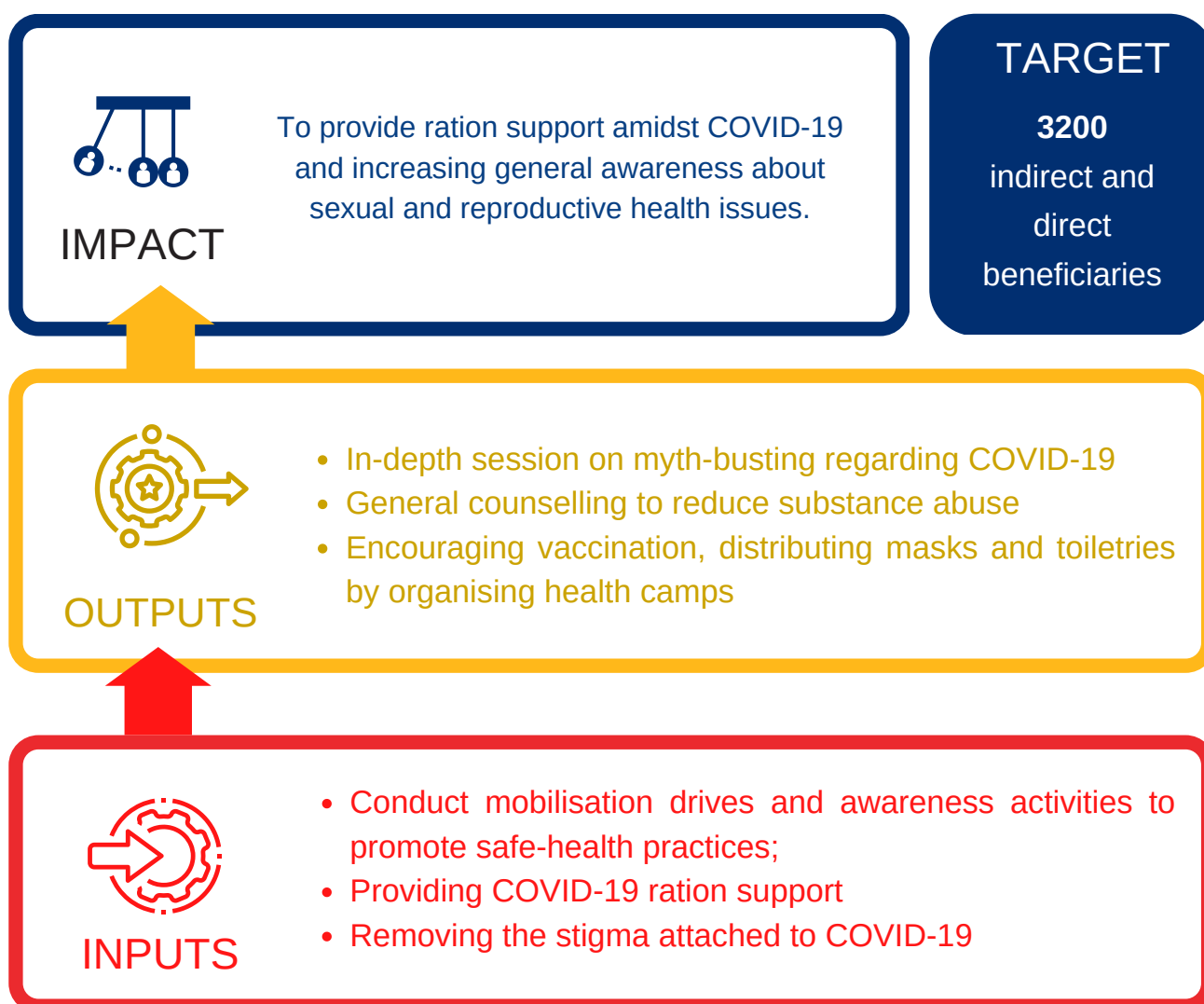
1. To comprehend the concept of 'survival' as it pertains to sex workers
2. To find out the impact of COVID-19 on their livelihood situation
3. To determine the impact of NGO intervention on their lives

METHODOLOGY

This study employed a qualitative methodology. One focus group discussion was conducted and three in-depth interviews were conducted with women.

Theory of Change

'Umeed' aims to improve the overall development of women involved in sex work in Mumbai's Kamathipura and Falkland Road. From identifying beneficiaries, assisting with obtaining legal identity and promoting socioeconomic mobility, this program ensures that women live dignified lives and break the vicious cycle of poverty and inter generational forced occupation.




KEY FINDINGS

48 Women completely left the profession and Red light Area



- 5 Health camps organised
- One in two women served in health camps
- 3351 women were supported through medical referrals
- 5000+ benefitted from nutritional support in three centres



Cancer
Eye Check-Up
Diabetes Detection
Immunization
Tuberculosis etc.

- Vocational Training skills were given to women and a total of 233 benefitted from it.
- 175 women opened new savings accounts to get benefits of govt. schemes.
- 270 women were helped to get wide range of documents.

TESTIMONIALS

“

Rent and rationing were serious issues during the COVID-19 outbreak for us. But, thankfully, we had the assistance of AAWC. No other organisation provided us with the level of support we received from them. Even toiletries were provided to us. What else do we demand?

- Meher Bibi (alias), 33-year-old

“

I used to beg and make money. However, the funds were insufficient to sustain my grandchildren back home. So I moved to Kamathipura and began doing this business for a living. Then I met Poonam madam, who informed me of AAWC. During the COVID-19 pandemic, they gave us both cooked and dry rations. I volunteered with them to serve cooked meals to the less fortunate. Poonam mam recently assisted me in finding a part-time domestic helper job nearby.

- Fatima Bibi (alias), 45-year-old

Hexaware CSR 2021

STORY OF CHANGE

I have been in Kamathipura for more than a decade. I didn't choose to come here from Bengal, but I now live here by choice. My father died when I was very young, so it was my responsibility as the elder to look after the household. I currently have two children who live in the village with my mother. They are both attending school. When I first moved here, I didn't even know Hindi. Poonam madam is helping me in this matter. Madam is a great source of inspiration for all of us. Madam is very encouraging. Particularly during the COVID-19 pandemic and lockdown, I was told we needed to get vaccinated. I didn't even cook or eat anything because of my fear of vaccination-related death. I cried for two days straight. On madam's repeated requests, I went to the AAWC-organised health camp to get vaccinated.

मुझे ऐसा लगा के अगर मुझे कुछ होगा तो ये जाने।

Thanks to her after two doses, I have received a booster dose now. Poonam Madam and her team have been extremely helpful, especially in terms of toiletries and rations. We didn't have anything to eat for the first two months of the lockdown. We couldn't even leave the house. Police would patrol communities and never let us out. Some people were even beaten for breaking the law. But we had no choice but to go out and seek ration assistance from AAWC employees. Then Madam spoke with the police, and we were allowed to receive ration support without any difficulty.

-Pavitra (alias)
40-year-old woman

Recommendations

Conduct an in-depth investigation of the economic forces that drive women in sex work

Men and boys must be included in efforts to inform and engage them in the prevention of gender-based violence.

Hire trauma-informed gender-sensitive mental health counsellor



TWEET FOUNDATION

BACKGROUND

In India, transgender people have a specific position in culture, documented in Vedic scriptures, Buddhist and Jain canonical literature, epics, and the Mughal period. However, the prosecution of transgender people under the Criminal Tribes Act of 1871 in the 18th century changed their place in Indian society considerably. The act was repealed in post-independence India in 1952, but the history of biases continued. Consequently, they were forced to live in ghettos known as "Deras", (or "culture" as referred to by the transgender community) and they have been ascribed a wide range of labels like Hijra, Kinnar, and Chakka. A study by Verma et al (2018) and Goel (2016) exhibits that they live in extreme poverty as a result of their marginalization. To remove the socio-legal biases, several grass-root organisations came together and the infamous Section 377 of the Indian Penal Code was decriminalized in the landmark judgment Navtej Singh Johar & Ors. V. Union of India in 2018. Since then, LGBTQ+ citizens have begun to shape their lives on their own terms.

Transgender Welfare Equity and Empowerment Trust (TWEET) began operations in 2017 with seven trans-activists to assist them. It was established to meet the diverse demands of our society's very visible transmen and transwomen groups. Their operation began by addressing concerns that were less well-known.



Helpline: General and Crisis Support



Art, sports, and culture



Policy changes and advocacy



Linkages between education and employment



Community leadership and Capacity building



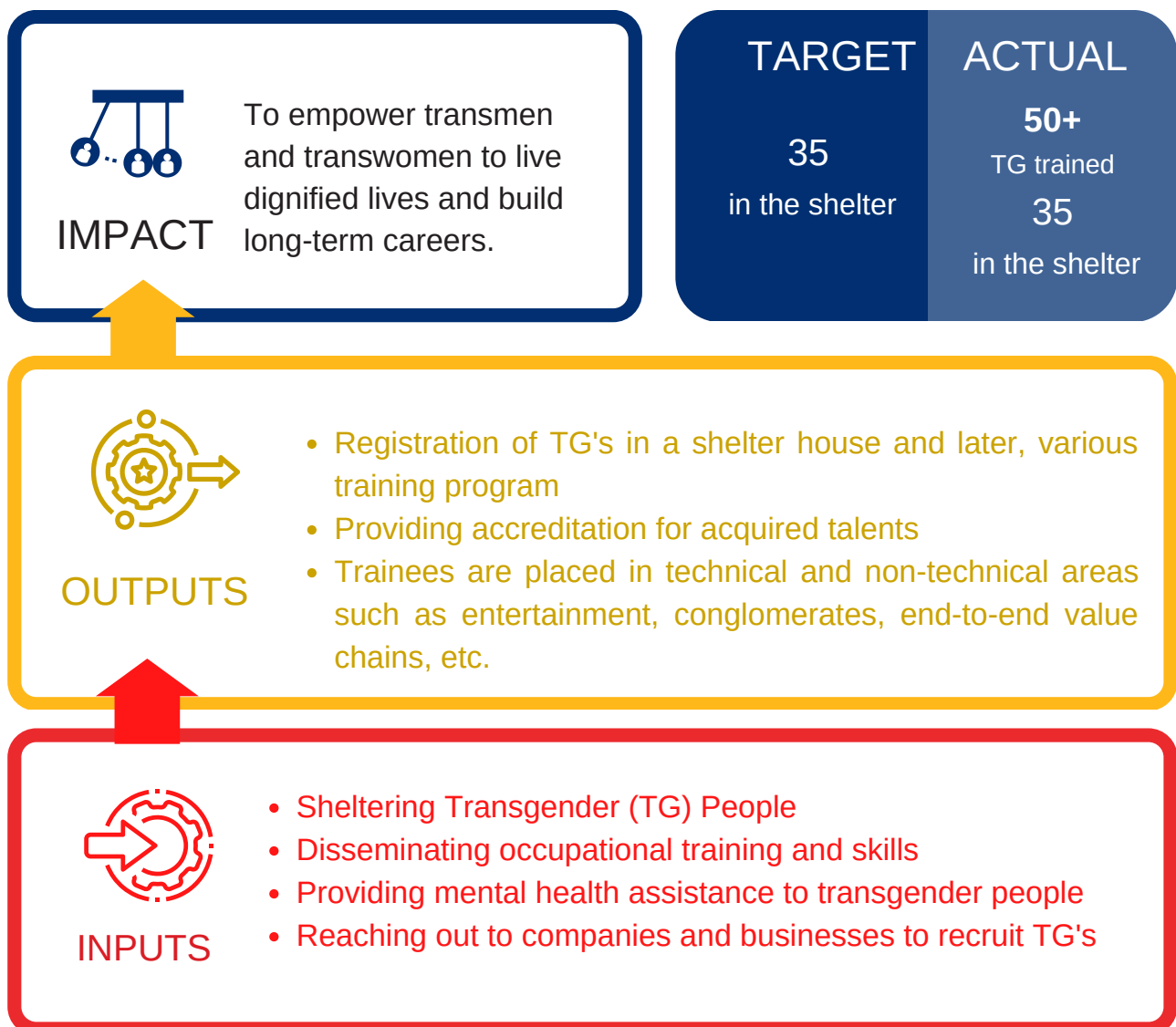
Scientific Research



Short-stay shelter in Delhi and Long-stay shelter home in Mumbai

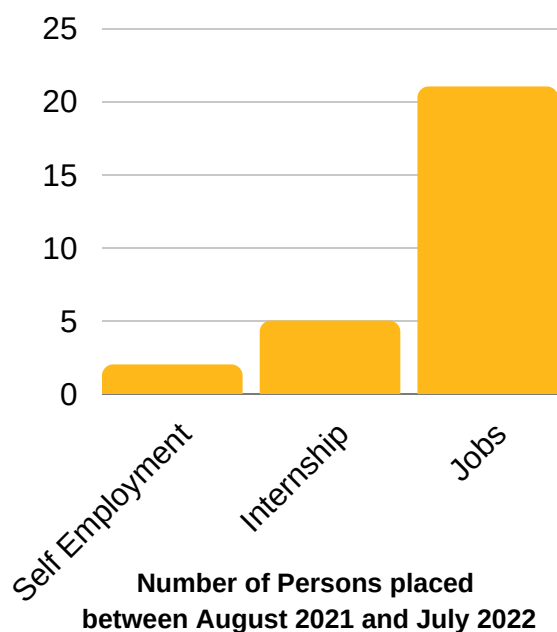
THEORY OF CHANGE

TWEET foundation is a non-governmental organisation run by and for transgender. The aim of the foundation is to empower India's dynamic trans-movement by making them self-sufficient by offering education and health services, legal aid, and safeguarding their cultural and social well-being.



The aim of the foundation is to empower India's dynamic trans-movement by making them self-sufficient by offering education and health services, legal aid, and safeguarding their cultural and social well-being.

Garima Greh and Aasra empower trans-individuals and make them self-sufficient. Similarly, Hexaware has been supporting their opportunities since 2021, with a particular emphasis on skill development. Since then, they have assisted over 50 transsexual people in moving up the socioeconomic ladder. One of the critical programs supported is the 'Gurukul for Trans-excellence' program, which includes career talkies, a career readiness program, skilling, as well as placement chances for trans-individuals.



The foundation has provided training to care professionals, students, and others to promote inclusive health care and a non-judgmental approach. Further, they assisted with the changeover of legal identity cards for transgender people. By employing diverse strategies for career advancement, the foundation has been able to give 'pre-employment' conditioning to transgender people.

OBJECTIVES

1. To understand their socioeconomic reality, the challenges, and motives for living a dignified life.
2. To comprehend the experience of the people involved in the Garima Greh shelter, their drivers, and challenges.
3. To evaluate the effectiveness of skill-development initiatives.

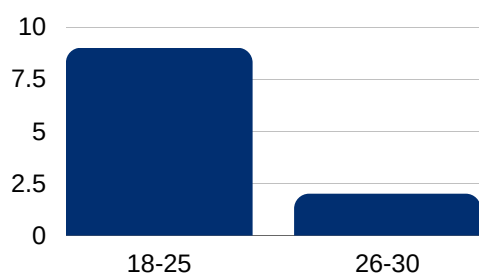
METHODOLOGY

This study employed qualitative research methodology. The data was gathered through in-depth qualitative interviews with ten transmen and transwomen beneficiaries and two members of management (one transman and one transwoman) in Garima Greh, Mumbai. In the field, the sample was chosen using simple random sampling. In addition, telephone interviews were undertaken to collect data from workers. Later, the data analysis was done using the inductive method. The names of the respondents are kept anonymous to guarantee confidentiality and ensure research ethics.

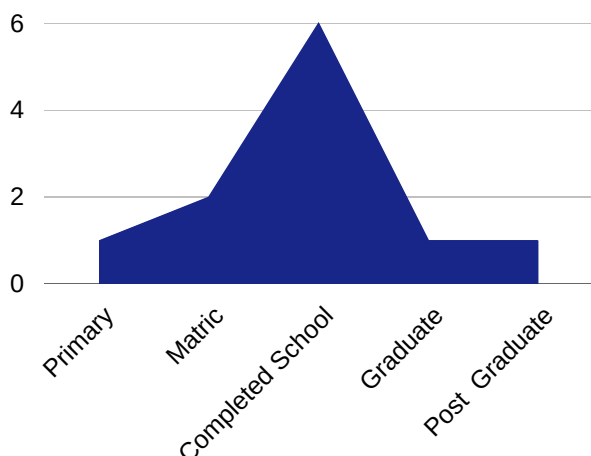
KEY FINDINGS

All respondents were below the age of 30. The tables below exhibit that 90% of participants came from a rural background and had a low level of education. Only a few of them could pursue higher education.

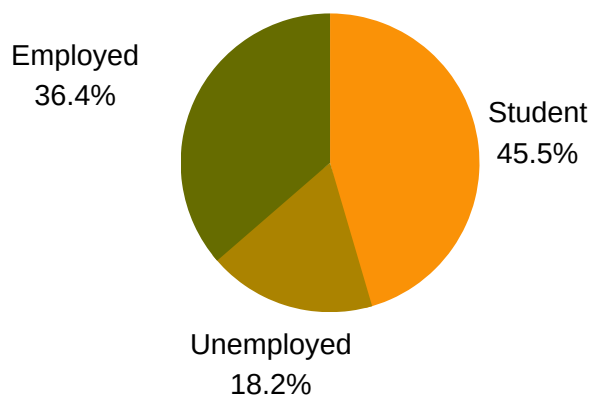
Age Groups



Literacy Level of Respondents



Employment Status of Respondents



- ▶ 67% of TGs acquired legal identification cards such as Aadhar cards.
- ▶ 83% of TGs participated in the Digital Literacy Program.
- ▶ On average, placed TG earns INR 12,000 each month.

MENTAL HEALTH COUNSELLING

Tweet foundation receives a range of inquiries on their helpline from all over the country regarding different issues such as family unacceptance, legal identity cards for transgender people, workplace discrimination, unemployment, and other topics. Almost all of the respondents manifested signs of mental health difficulties before coming out as transman/transwoman. Tweet foundation has helped them with mental health counselling sessions with qualified individuals. Some of these excerpts from the in-depth interviews are shown below:

“

We are called by our pronouns here. Although I am a very positive person. The childhood trauma of seeing my mother suffering through domestic abuse and dying kept me awake for many nights. So I discussed this issue with TWEET foundation staff and they suggested I took mental health sessions. I am glad I followed this advice and I can now say that my mental health is improving.

-(Arush [alias], 19-year-old transman)

““

I was subjected to a great deal of harassment and bullying, both inside and outside of school. As a result, I fled. I sought the assistance of a mental health counsellor after seeing TWEET Foundation's Garima Greh and eventually accepted myself and became mentally stable. After a few months, I returned home and informed my parents of my gender identity. Initially, there was opposition, but they are now supportive.

-(Meena [alias], 25-year-old transwoman)

““

I have survived cancer. So, when I arrived here after my treatment, I had little knowledge of the things that they offered. I quickly learned about the various programmes and enrolled in them. However, one of the biggest sources of concern for me was job placement. Fortunately, I recently secured a position in a private business, and I am very delighted that I will be leaving shortly. I will never forget TWEET's role in my life.

-(Mannat [alias], 24-year-old transwoman)

UPSKILLING, TRAINING SESSIONS AND PLACEMENT

TWEET foundation's most important initiatives are to guarantee that residents are prepared for future jobs. To ensure this, they ask residents to enroll in various short-term courses. These courses bring them relatively close to a 'secure job' and qualify them so they are able to join workplaces as professionals. Most of the respondents explained that their employability chances have improved drastically ever since they joined Garima Greh. In other words, the skill development training provided to these school and college dropouts and unemployed transgender youth is crucial to pre-employment conditioning.

““

I am currently enrolled in an English-speaking course at TWEET foundation's Kurla centre. Despite holding a Diploma in Radiological Techniques (DRT), I have come here to live a more respectable life. I couldn't live in my own state because of societal expectations of me and my family, because the sex industry employs the vast majority of transwomen. So my parents assumed that I would do the same. I moved here to prove them wrong, to strengthen my soft skills, and to live the life of a respected citizen of this country.

-(Samira [alias], 22-year-old transwoman)

“

I had to discontinue my B.tech studies (civil engineering) due to bullying, and harassment. One of the reasons I came here (Garima Greh) is to gain new skills and find work. I recently finished the job-readiness programme and hope to be placed soon.

-(Shanaya [alias], 26 year old transwoman)

“

I dropped out of school but I have always wanted to finish my education. So, this year, I intend to enrol in the twelfth grade. I was recently able to enrol in a Netflix dubbing course, thanks to the assistance of Garima Greh. There were 150 applicants for this course, and only ten were chosen. I was one of the few that was selected. I am currently completing this course. We have four lessons per week. We may be able to conduct paid assignments after this course. Previously, I was unsure about my future goals, but now I believe dubbing is a viable alternative for me to thrive in life.

-(Arush [alias], 19-year-old transman)

The Garima Greh offers TGs not only shelter but also psychological and financial assistance. Their integration strategies have been extremely successful. However, the majority were concerned about practical gender needs.

Recommendations

Data-driven strict strategies must be adopted for verification and later adoption of TG's in the shelter home.

Mechanism to address the societal difficulties that TGs may confront when they return home.

Adopt an MIS system to improve the efficiency and transparency of budget allocation to TGs.

Attracting new talent and retaining current employees



Interview during data collection





Human Capital for Third Sector

**KATALYST
PROGRAM**

BACKGROUND

Globally, 18% of female students pursue STEM studies, compared to 35% of male students. Women prefer to study life sciences and are underrepresented in majors such as computer science and mechanical and electrical engineering. Only 33% of researchers worldwide are female. Women comprise only 22% of artificial intelligence professionals and 28% of engineering graduates. A study by Gupta (2022) asserts that 'most men and women in scientific research believe that inequality in numbers and position is not due to a systemic failure but due to the social structure that places a dual burden on women or due to the failure of women in availing opportunities'.

In India, the situation is slightly better, with women accounting for nearly 43% of all STEM graduates, one of the highest representations globally. Despite this, only 14% of women scientists, engineers, and technologists work in research development institutions and universities. Furthermore, girls and women are commonly absent from reaching senior or policy-making positions.

To support disadvantaged women in terms of skills, training, providing exposure, and even breaking the glass ceiling in STEM fields, Hexaware has been working on the Katalyst program. Katalyst's centers in Mumbai, Pune, Bengaluru, and New Delhi prepare women to enter the workplace and contribute to the formal economy.

Mentorship

Industry Relevant Curriculum and reflexive pedagogical structure

Financial Assistance and Medical Insurance

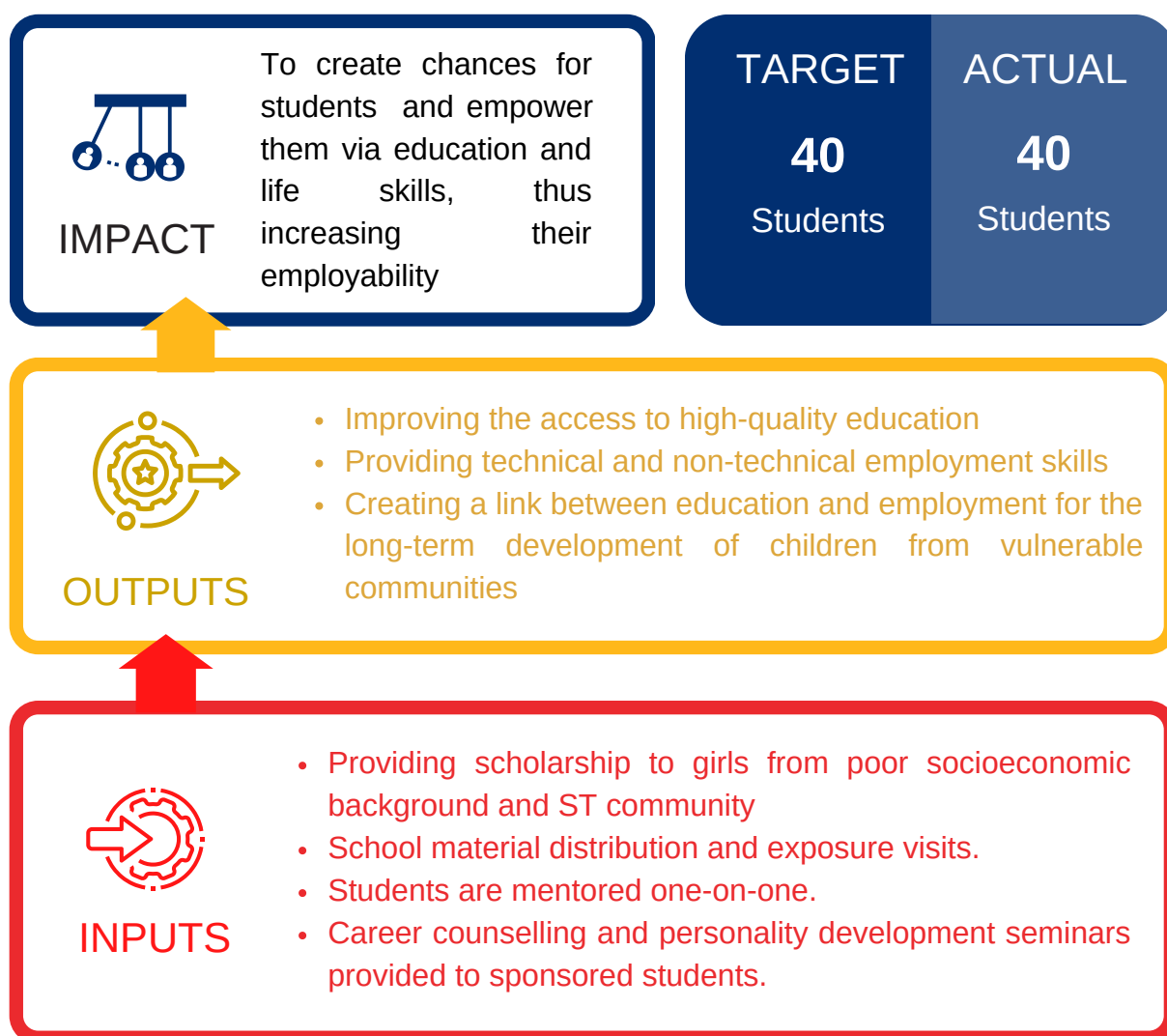
Technical and Non-Technical work-related Skills

Internships, Corporate Engagement and Placements

The main aim of the program is to transform the journey of young girls pursuing STEM fields and empower them to develop as well-rounded leaders in both personal and professional areas of life.

THEORY OF CHANGE

Scholarships are provided to selected students in schools and colleges in Pune, Mumbai, and Chennai each year. Most vulnerable like girls, differently-abled children, and children from underprivileged neighborhoods are given priority. In addition to tuition reimbursement, all students receive career counseling, personality development workshops, exposure visits, and computer literacy training.



OBJECTIVES

1. To understand the significance of financial assistance and medical insurance in promoting girl education
2. To examine the role of mentors in the career advancement of girls

KEY FINDINGS



100% of beneficiaries are in the age group of 19-24 and half of them live in the NCR area.



60% of them belong to the SC/ST/OBC communities and come from poor socio-economic backgrounds.



All students (17) said that the scholarship has helped them to advance in life.

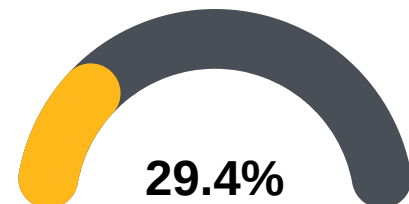
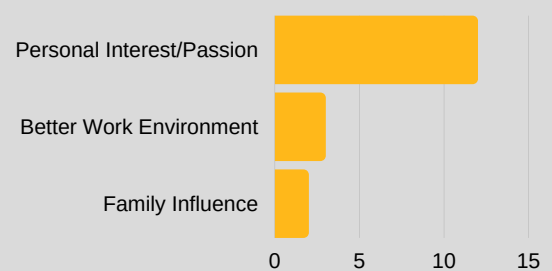
Beneficiaries reported transformations in three areas:

- Technical Skills:** Learning a new language like C and C++, coding
- Soft Skills:** Communication and presentation
- Personality Development:** Confidence, emotional intelligence etc.

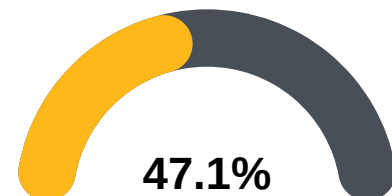
METHODOLOGY

The data was collected through digital surveys from 17 respondents and 8 in-depth telephone interviews. The data was then analyzed both deductively and inductively.

Motivation to pursue STEM field



Of girls believe that they have received unfair treatment in College/Workplace due to their gender



Of girls believe that women encounter a range of barriers to advancement in their careers.

TESTIMONIALS

““

Our mentors guide us a lot and teach us all that it requires to become successful in almost all aspects of life.

Sanchita Singh
(B.Tech Student, New Delhi)

““

The most important aspect of the Katalyst program is that they provide us with training that is completely helpful in our personality development and knowledge.

Priya Singh
(B.Tech Computer Science Student, New Delhi)

““

They polish the qualities of students like me and enhance our skills according to industry requirements. They give us confidence in public speaking. Further, with the help of scholarship, I bought many courses on variety of platform to enhance my skills

Mansi Varshney
(B.Tech Student, Mumbai)

““

Training and communication are two important components of the Katalyst program that I like.

Madeeha Khanum
(B.Tech ECE Student, Bengaluru)

““

I have observed a lot of changes in myself. I have gained a lot of confidence and I now raise my voice whenever something wrong is happening. All thanks to the training which I have attended in this program.

Anshu Kushwaha
(B.Tech Student, Delhi)

““

The scholarship has made me financially independent and mentally stable. It has opened up new opportunities for me. I have become more confident and I have also learnt a lot of new skills.

Shreya Kaushik
(B.Tech Student, Delhi)

““

I belong to a low-income family and hence, engineering is not something my parents could afford. Further, I had less freedom but thanks to Katalyst. Their scholarship helped me to pursue my higher studies on my own, without putting a burden on my parents.

Shobha KG
(B.Tech ECE Student, Bengaluru)



The study's findings show that girls learn more work-related skills in this programme than in their colleges/universities. Furthermore, their willingness to devote 4-5 hours every weekend to a wide range of sessions demonstrates the program's success. According to the researcher's interactions with the beneficiaries, there has been a significant increase in confidence and openness to join the formal workforce among girls. Finally, many of them reported that receiving financial assistance from Katalyst has aided their studies, reducing the stress of being dependent on their families.

Recommendations

Monitoring the scholarship disbursement period to avoid delay

Innovative marketing strategies to reach girls in tier-2 and tier-3 cities

Consider the possibility of providing mental health support to help the students coping with the pressure

Develop a mechanism to engage the mentors: they should be qualified as well as available to the students



IDEA FOUNDATION

Scholarship for School
and College students

BACKGROUND

India is a signatory to UN SDGs and has made considerable effort to ensure access to education for all, through a variety of programs and schemes like *Rashtriya Madhyamik Shiksha Abhiyan*, *Samgra Shiksha*, *Mid-day meal scheme*, *Saakshar Bharat*, *Kaushal*, *Beti Padhao* *Beti Bachao*, etc. While the government is proactive in providing education to all, the role of civil society, non-governmental organisations (NGOs), and other groups cannot be overlooked.

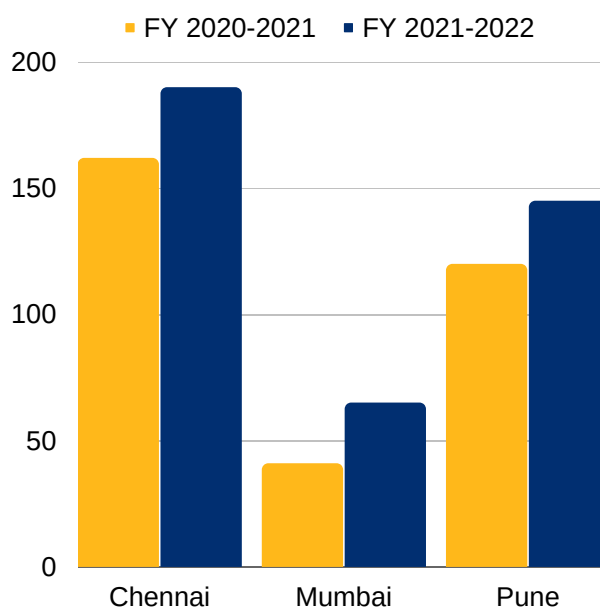
With this in mind, Hexaware began supporting scholarship programs in 2017, with the goal of creating chances for students from specifically selected areas and empowering them via education and life skills. This is with the aim of consequently increasing their employability through its implementation partner- the IDEA foundation. Scholarships are provided to selected students in schools and colleges in Pune, Mumbai, and Chennai each year.

The most vulnerable groups, including girls, children with disabilities, and children from underprivileged communities are given priority.

In addition to tuition reimbursement, all students receive career counseling, personality development workshops, exposure visits, and computer literacy training.

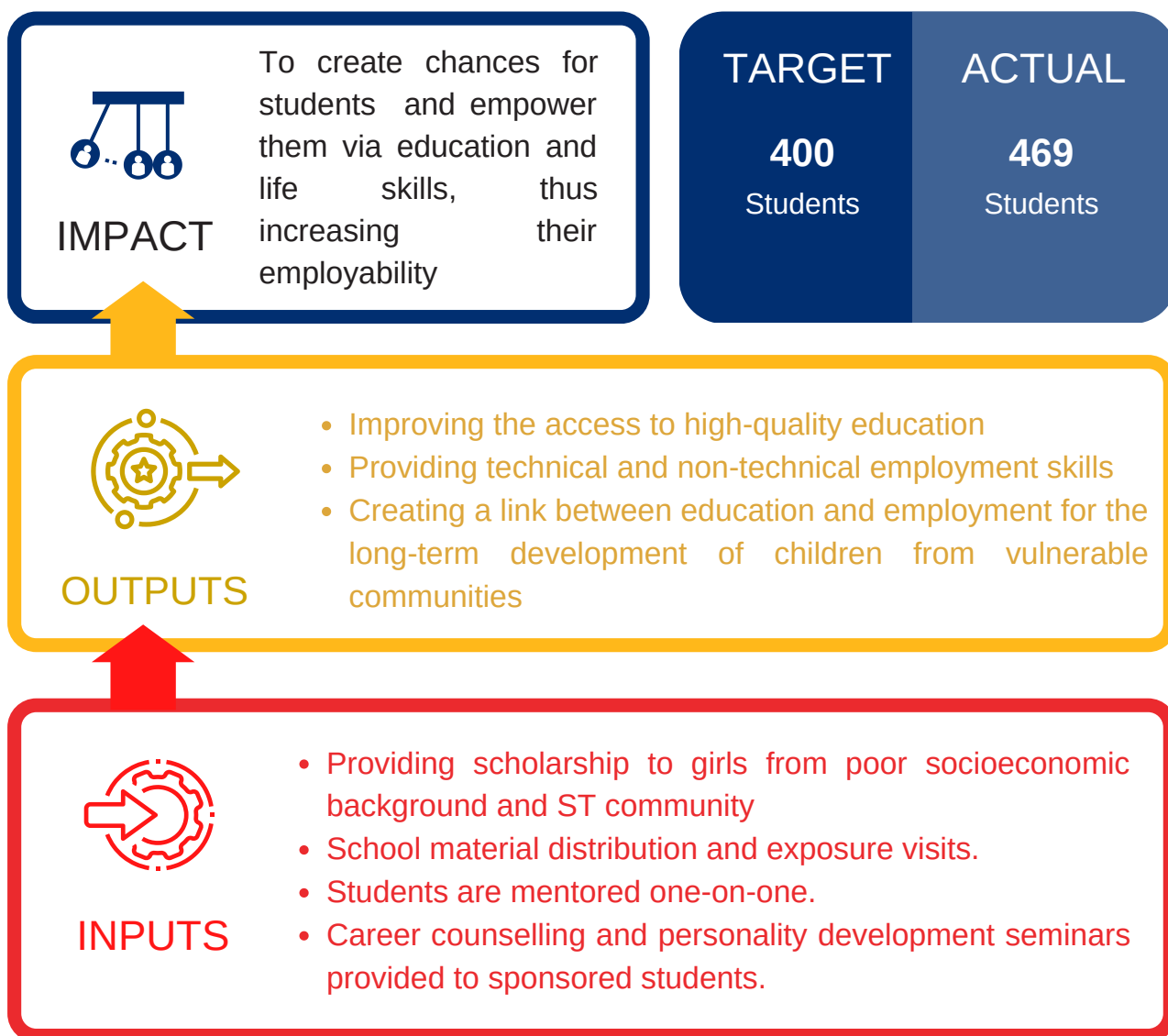
In the year 2020-21, 400 students benefited from the scholarship in three different cities in India. Students that excelled were recognized and laptops and computers were handed to students pursuing higher education. These valuable resources eventually assisted them in their studies and in future college/job online applications.

Number of Beneficiaries in the period of FY 2020-2022



THEORY OF CHANGE

Scholarships are provided to selected students in schools and colleges in Pune, Mumbai, and Chennai each year. Most vulnerable like girls, differently-abled children, and children from underprivileged neighborhoods are given priority. In addition to tuition reimbursement, all students receive career counseling, personality development workshops, exposure visits, and computer literacy training.



OBJECTIVES

1. To assess the learning outcomes of the students
2. To understand the student's experience with the learning process and the influence of the scholarship in it: motivation, challenges, and future perspectives.
3. To understand the motivation and experience of the NGO staff

KEY FINDINGS

86% of those who benefit are college students from low-income families. 82% of students have utilized scholarships to further their education and pay for college.



Scholarships are extremely important in the lives of 86% of students.

- 61% of students have participated in digital literacy initiatives instigated by the Idea Foundation.
- Almost half of the beneficiaries are pursuing graduate degrees at various colleges.

Effectivity

95% (138/146) of students say the scholarship has aided their academic progress.

METHODOLOGY

The data was collected through a digital survey of **146 beneficiaries** and in-depth interviews over the telephone with 3 students, and 3 NGO staff members.

KEY FEATURES

The most significant feature of the scholarship program is to achieve inclusive and equitable education, whilst also promoting lifelong learning opportunities for the most vulnerable students.

Educational Sponsorships

Mentorship

E-exposure

Personality Development

Access to Quality Education

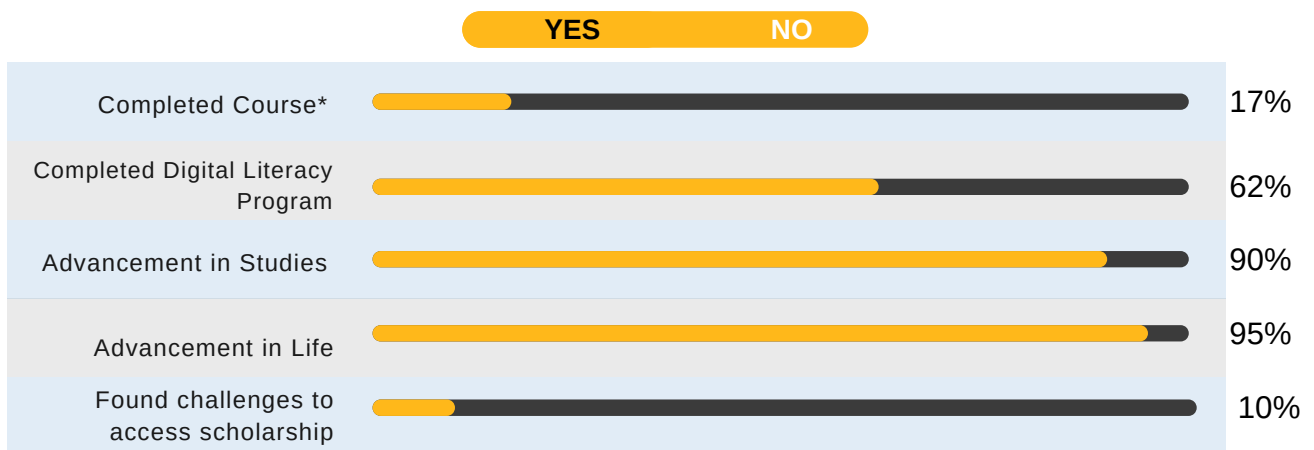


80%

of the scholarships are availed by college students

FINDINGS

STUDENT'S FEEDBACK



*17% of the interviewees have completed their course, the others are still pursuing it. No dropouts were found.

TESTIMONIALS

“

For the past five years, Idea Foundation has provided me with tuition fees and school supplies, such as a bag and notebooks. We are also given information about various courses through several e-sessions, and this knowledge was particularly valuable to me. It was very interesting to me that we were brought on picnics to various science parks.

Pooja Daulappa Kalyankar
(B.Com Student, Pune)

“

Having a scholarship allowed me to focus more on academics rather than worrying about money and not pursuing a course that I am interested in. Scholarships enabled me to pursue the course I wanted to take.

Aniket Suhas Pagare
(M.Sc Student, Mumbai)

““

Beneficiaries are found by word of mouth, school visits, and home visits. Many come from low-income households with illiterate parents. So, it is our job to provide them with educational resources, financial aid, and other assistance. We also assist students with career counselling and job-related skills when they complete their schooling.

Mahesh Kadam
(Project Coordinator, Idea Foundation)

““

I've been with the Idea Foundation for around five or six years. My role is to teach life and study skills to students, including time management, writing, reading, and memory skills, English communication skills, and problem-solving. What I've discovered is that these students are hardworking, but they don't receive the necessary support from their institutions. Moreover, several students work part-time to help support their families. Keeping all these things in mind, I created modules to meet their requirements.

Amita Ambekar
(Resource Person, Idea Foundation)

““

With Idea Foundation, I am in charge of identifying beneficiaries. The children are from low-income families whose parents work in low-wage jobs such as domestic work and unskilled labour. Many come from nomadic communities i.e Banjara. They have a history of not schooling their children after matriculation. Many of them, however, are sending their children to high schools and colleges with the support of scholarships and parental counselling. Girl children, in particular, benefit because their parents often force them into marriage at young ages. However, they are now schooling their daughters as well. First-generation female students are attending schools and colleges. Essentially, we must assess each child to guarantee that they continue their education.

Sunita
(Social Worker, Idea Foundation)

Beneficiaries of this programme have received full support from the IDEA foundation, from the distribution of study materials to career counselling. The organisation has worked to uplift the most marginalised societies and protect girls from early marriages.

Recommendations

Promote also skills for high-wage employment

Training alumni as volunteers for awareness programs

Provide customized training sessions as needed;

Fostering grassroots student networks to introduce new candidates to this scholarship initiative



American Indian Foundation (AIFT)

DIGITAL & FINANCIAL EDUCATION PROGRAM

BACKGROUND

Integrating technology in the teaching and learning process in government schools in India is essential for providing students with a comprehensive and quality education that prepares them for the challenges of the 21st century.

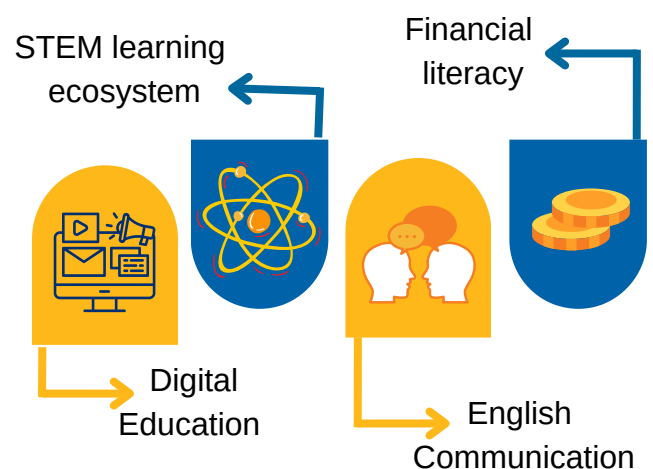
According to a report by the MHRD, the use of technology in education can improve the quality of education and enhance the learning experience for students. The report highlights the benefits of technology in education, such as increased student engagement, personalized learning, and improved access to educational resources. Additionally, technology can help teachers efficiently manage their classes and keep track of students' progress. (MHRD, GOI, 2020).

Furthermore, research has shown that the use of technology in the classroom can lead to improved student outcomes, including higher test scores, increased motivation, and better critical thinking skills. A study by Chen, Liang, and Lan (2017) found that technology integration in the classroom was positively associated with student academic performance.

Creating an enabling environment for learning STEM subjects in government schools in India is vital for promoting

student engagement, innovation, and critical thinking, and for preparing students for the challenges of the future. (NCERT, 2019). A study by Hargreaves and Fullan (2012) found that students who were engaged in STEM subjects in school were more likely to have higher levels of innovation, creativity, and critical thinking skills.

American India Foundation aims to incorporate technology into the educational process in government schools with limited resources. Foster a supportive learning environment for STEM subjects through the use of technology and collaborative techniques. As well as enhance English language proficiency and financial literacy among students. They focus on building the capacities of teachers and the learning abilities of students in classes 6,7, & 8.



OBJECTIVES

- 1.To understand the experiences of teachers in adapting digital pedagogy
- 2.To understand the effectiveness and efficiency of the Digital Literacy program and Financial Literacy program.

METHODOLOGY

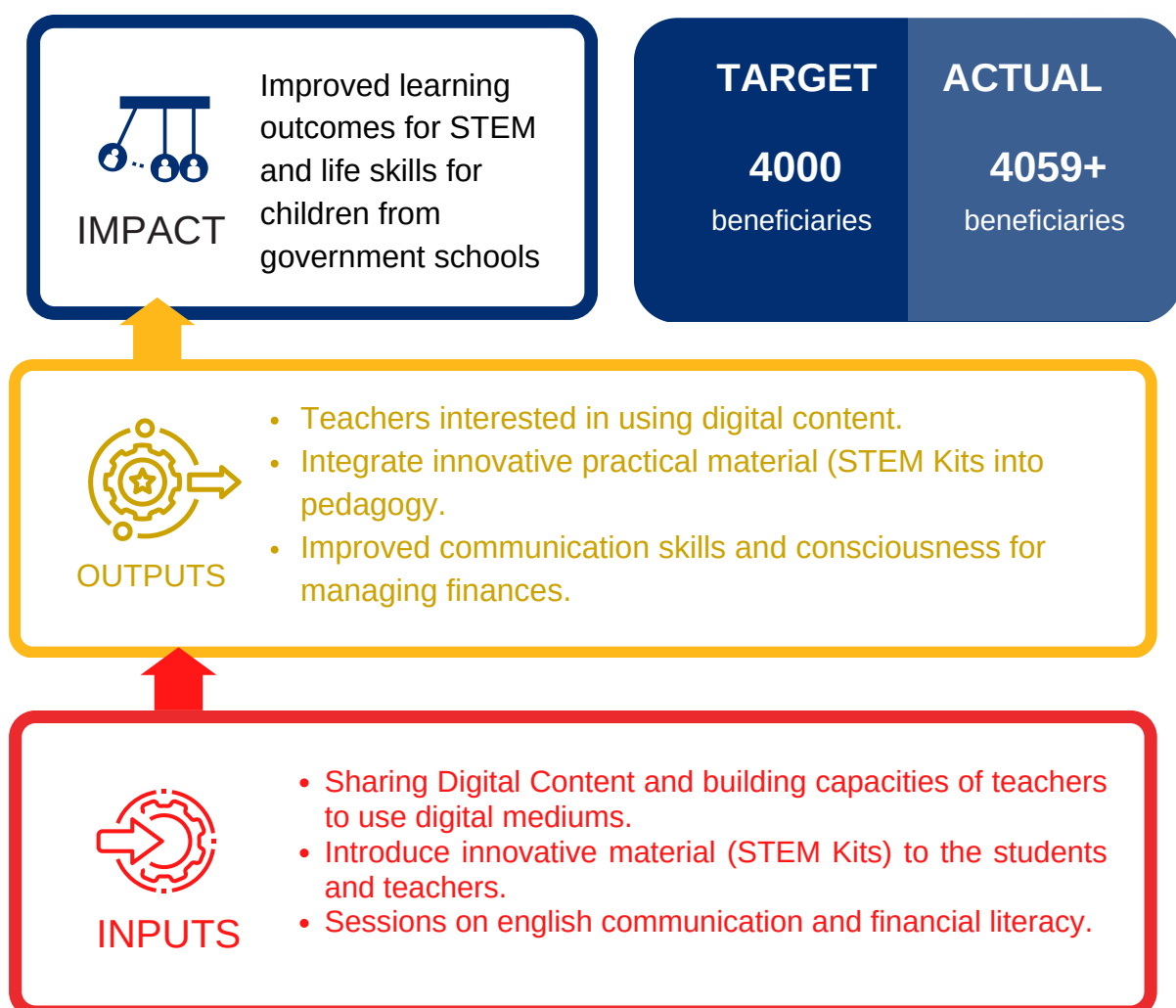
The study used a mixed-method approach that included quantitative and qualitative data gathered from primary and secondary sources in order to collect insightful information about the impact from a holistic perspective across the involved stakeholders and to offer suggestions for improving the model and scaling up in the long run. The sample was chosen using purposive and random sampling. This study employed 16 in-depth interviews with school teachers and four focused group discussions (with around 10 students each). The digital survey was also circulated amongst teachers to record responses collating 34 responses. The data was then analyzed using an inductive method and presented in the form of charts and narratives wherever possible. The names of the respondents are kept anonymous to guarantee confidentiality and ensure research ethics



THEORY OF CHANGE:

The Youth Skilling Program project by American India Foundation is dedicated to supporting under-resourced government/ municipal corporation schools.

The program intends to enable continued learning through virtual means, Integrate technology in the teaching-learning process, create an enabling environment for learning STEM subjects through innovative approaches, and Improve English communication and finance management skills in students.



KEY FINDINGS

American India Foundation is working in government schools. I.e. BMC Schools of Mumbai. Majority of the students are first generation learners and they come from highly vulnerable communities. One of the field staff of AIF shared that students discuss the life skills knowledge like the importance of savings (financial literacy) with their parents. Parents have reportedly expressed their gratitude to the staff.

“ We have students whose parents are working as daily wage workers. They eat mid-day meals. Take some back with them and bring the same meal the next morning as well because they cannot afford it. ”

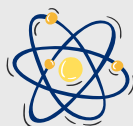
-A Head Master
(One the school supported by AIF)

A digital survey was conducted with the teachers of these BMC Schools where AIF is running the Digital & Financial Education Program. To understand the perceptions of participants on impact of the program in terms of change in students participation in Science, Technology and Math classes. Visible shift in interest and curiosity of students towards Maths, Science and Technology. It was found out that:



47%

of participants reported that more students have started participating in Science, Tech and Maths classes after AIF program.



78.9%

of participants claimed that students have shown higher interest in Science, Tech and Maths after AIF program.

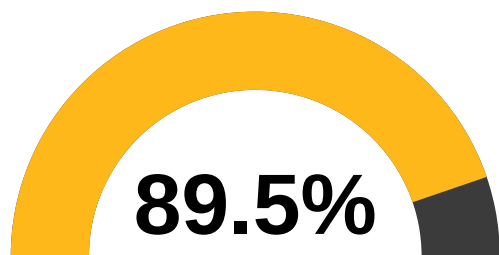


63%

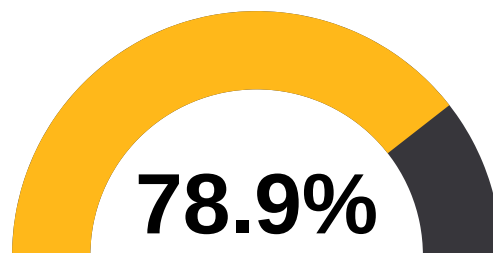
of participants believes that an increase of curiosity is visible amongst students after AIF program.

“ Activity with STEM kits provided by AIF has built interest in students who used to be least interested in science classes earlier. Now they have started sitting on the front benches. They ask about theoretical relevance of the experiments they do with STEM kits ”

-A Science teacher
(One the school supported by AIF)



of the participants (teachers) said that they find the presentations provided by American India Foundation useful even today. They have continued to use the content as it eases their work.



of the participants (teachers) feels that the workshops organized by the American India foundation have enhanced their skills. More workshops should be arranged.

Rating of the different aspects of the programme given by the teachers of BMC schools where the AIF is running the program.

| Workshop with Teachers | STEM Kits | Science Exhibition | Digital Content |
|--|--|--|--|
| <p>Detailed description: A donut chart showing the distribution of ratings for 'Workshop with Teachers'. The segments are: 5 (22.2%), 4 (33.3%), 3 (33.3%), 2 (0%), and 1 (11.1%).</p> | <p>Detailed description: A donut chart showing the distribution of ratings for 'STEM Kits'. The segments are: 5 (57.9%), 4 (10.5%), 3 (26.3%), 2 (0%), and 1 (5.3%).</p> | <p>Detailed description: A donut chart showing the distribution of ratings for 'Science Exhibition'. The segments are: 5 (26.3%), 4 (15.8%), 3 (36.8%), 2 (15.8%), and 1 (5.3%).</p> | <p>Detailed description: A donut chart showing the distribution of ratings for 'Digital Content'. The segments are: 5 (68.4%), 4 (10.5%), 3 (10.5%), 2 (0%), and 1 (5.3%).</p> |
| <p>Average rating 3/5 ★★☆☆☆</p> | <p>Average rating 4/5 ★★★★★</p> | <p>Average rating 3.5/5 ★★★☆☆</p> | <p>Average rating 4.5/5 ★★★★★</p> |

The pie chart illustrates the ratings given by school teachers for four interventions conducted by the American India Foundation. The ratings were given out of 5, with 1 being the lowest rating and 5 being the highest rating.

The first intervention, a workshop with teachers in a BMC school, received an average rating of 3 out of 5. 11.1% of teachers rated the intervention as 1 out of 5, 33.3% of teachers rated the intervention as 3 out of 5, 33.3% of teachers rated the intervention as 4 out of 5, and 22.2% of teachers gave the highest rating of 5 out of 5.

The second intervention, experiments with STEM kits, received an average rating of 4 out of 5. 5.3% of teachers rated the intervention as 1 out of 5, 26.3% of teachers rated the intervention as 3 out of 5, 10.5% of teachers rated the intervention as 4 out of 5, and 57.9% of teachers gave the highest rating of 5 out of 5.

The third intervention, a science exhibition, received an average rating of 3.5 out of 5. 5.3% of teachers rated the intervention as 1 out of 5, 15.8% of teachers rated the intervention as 2 out of 5, 36.8% of teachers rated the intervention as 3 out of 5, 15.8% of teachers rated the intervention as 4 out of 5, and 26.3% of teachers gave the highest rating of 5 out of 5.

The fourth intervention, digital content, received the highest average rating of 4.5 out of 5. 5.3% of teachers rated the intervention as 1 out of 5, 10.5% of teachers rated the intervention as 3 out of 5, 10.5% of teachers rated the intervention as 4 out of 5, and 68.4% of teachers gave the highest rating of 5 out of 5.

Overall, the pie chart suggests that the interventions conducted by the American India Foundation were generally well-received by the teachers, with some interventions receiving higher ratings than others. The digital content intervention received the highest rating, while the workshop with teachers received the lowest rating.

RECOMMENDATIONS

A storage system must be checked in place to keep STEM kits safe.

21.1% of the teacher's respondents claimed that they are overwhelmed with the existing work. More activities can be planned directly with children.

Adopt an MIS system to receive M&E data and feedback from teachers, headmasters and students.

STEM Kits can be made available in the local language.



SPACE KIDZ

**YOUNG SCIENTIST
INDIA**

BACKGROUND

Space Kidz India is an Indian Aerospace Startup that is leading the way in the design, fabrication, and launch of small satellites, spacecraft, and ground systems. Their goal is to provide affordable and long-term access to space to meet the needs of education, research, and industry. They have launched 18+ NSLVs (BalloonSats), 2 suborbital payloads, and 3 orbital satellites in their 7+ years of experience. They are the world's first organisation to launch satellites using high school and college students, and they also serve as ambassadors to NASA, ESA, and GCTC Russia space camps.

In 2013, Space Kidz India established the "Young Scientist Program," in which students were encouraged to participate in what interests them in order to connect and collaborate with others to make new discoveries.

YOUNG SCIENTIST INDIA

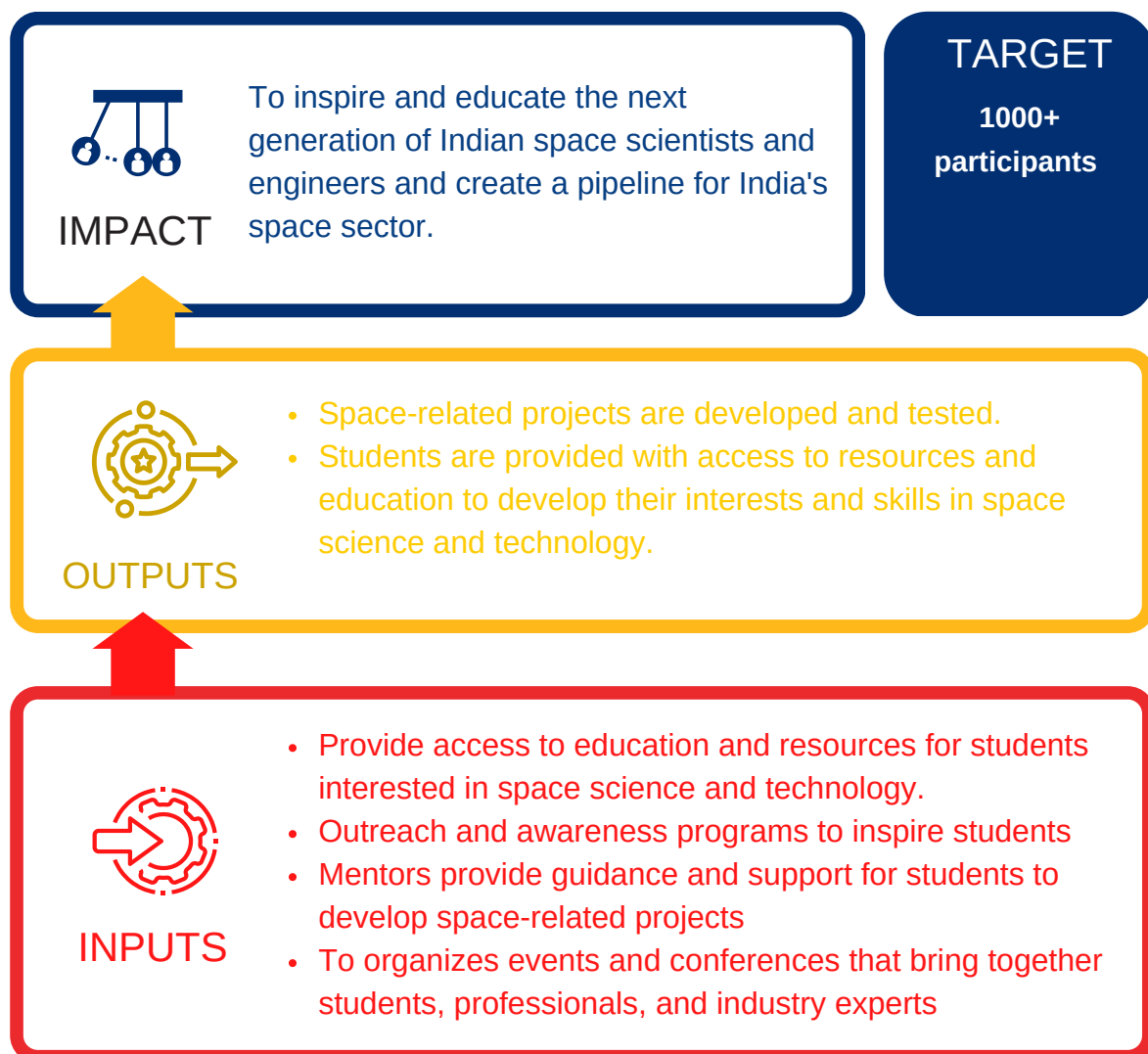
Young Scientist India (YSI) is Space Kidz India's flagship event. YSI is one of the country's most prestigious science competitions. It is a venue for high school students to share their innovative ideas and be encouraged to express their creativity.

YSI is an innovation challenge to increase high school students' understanding of science and attract them into scientific careers and exploration, as there is a significant gap in the enrollment of young scientists in our research centres.

The YSI Challenge awards over 500,000 rupees in prizes to the best innovation for budding innovators/entrepreneurs in five categories that holistically represent the solution types required to build a digital economy that works for all. The challenge format has evolved over time into five categories: agriculture, app development, electronics, robotics, and space sciences.

THEORY OF CHANGE:

The organization's Young Scientist India programme is dedicated to fostering scientific temperament in children aged 8 to 12 in India. The YSI Competition provides a venue for schoolchildren to present their science models, with winners receiving mentorship and prize money.



OBJECTIVES

The goal of this research is to assess the social impact of Space Kidz India's Young Scientist India Program. The specific goals are as follows:

- To assess the impact of Space Kidz India's programmes on young people's knowledge, skills, and interest in space science and technology.
- Identify the critical factors that contribute to the success or failure of Space Kidz India's programmes.

METHODOLOGY

Key informant interviews were conducted with four respondents from both the organisation and the student finalists. This was supplemented by testimonials from Young Scientist India programme winners. Secondary data from their websites and performance reports were used to gather additional information.

KEY FINDINGS



The number of programme participants has more than doubled between 2021 and 2022.



Overall, the programme has provided them with exposure to an environment in which they can continue to develop their ideas.



The YSI programme winners from 2021 have been chosen for the core team working on AZAADISAT development.



Other winners have gone on to create apps and start new businesses based on them.



Women make up about 20 to 25% of Young Scientist India participants. Women have made up two of the three YSI programme. Their AZAADISAT programme primarily focuses on teaching girl students from 75 schools across India how to build and launch a piece of small equipment into space.

RECOMMENDATIONS

Space Kidz could perhaps assist government schools in building structures because these communities frequently lack the resources needed for innovative projects such as lab infrastructure, tools, equipment, and materials.

Although there are more girls among the YSI programme winners, the participant ratio heavily favours boys. YSI can plan targeted activities to increase the number of female student participants.

YSI appears to be focusing on students who already have a base level of scientific temper and curiosity in its current structure. Space Kidz might very well reach out to various schools, primarily government schools, because their access to information and scientific advances is limited, and will help raise awareness about science, space, and technology among both teachers and students.



Environmental Foundation of
India

POND RESTORATION PROJECT

BACKGROUND

Water bodies in urban and semi-urban areas are under a toll due to the rapid increase in industrialization and human population. India at this moment is facing such a climate emergency, with its water bodies drying up, groundwater levels deteriorating and many communities leading a life without access to potable water. Naturally occurring water bodies have always been a source of water security to people and have been instrumental in recharging groundwater levels. Years of neglect and encroachment have resulted in their deterioration, leading to acute water shortages.

Healthy pond ecosystems are critical for achieving several sustainable development goals (SDG) through numerous ecosystem services. However, the socio-economic and ecological value of ponds is often underestimated compared to the larger water bodies (Yadav S, 2022). Ponds are the biodiversity hotspots that collectively support far more species, including rare and threatened species than other freshwater habitats (Indermuehle N, 2008).

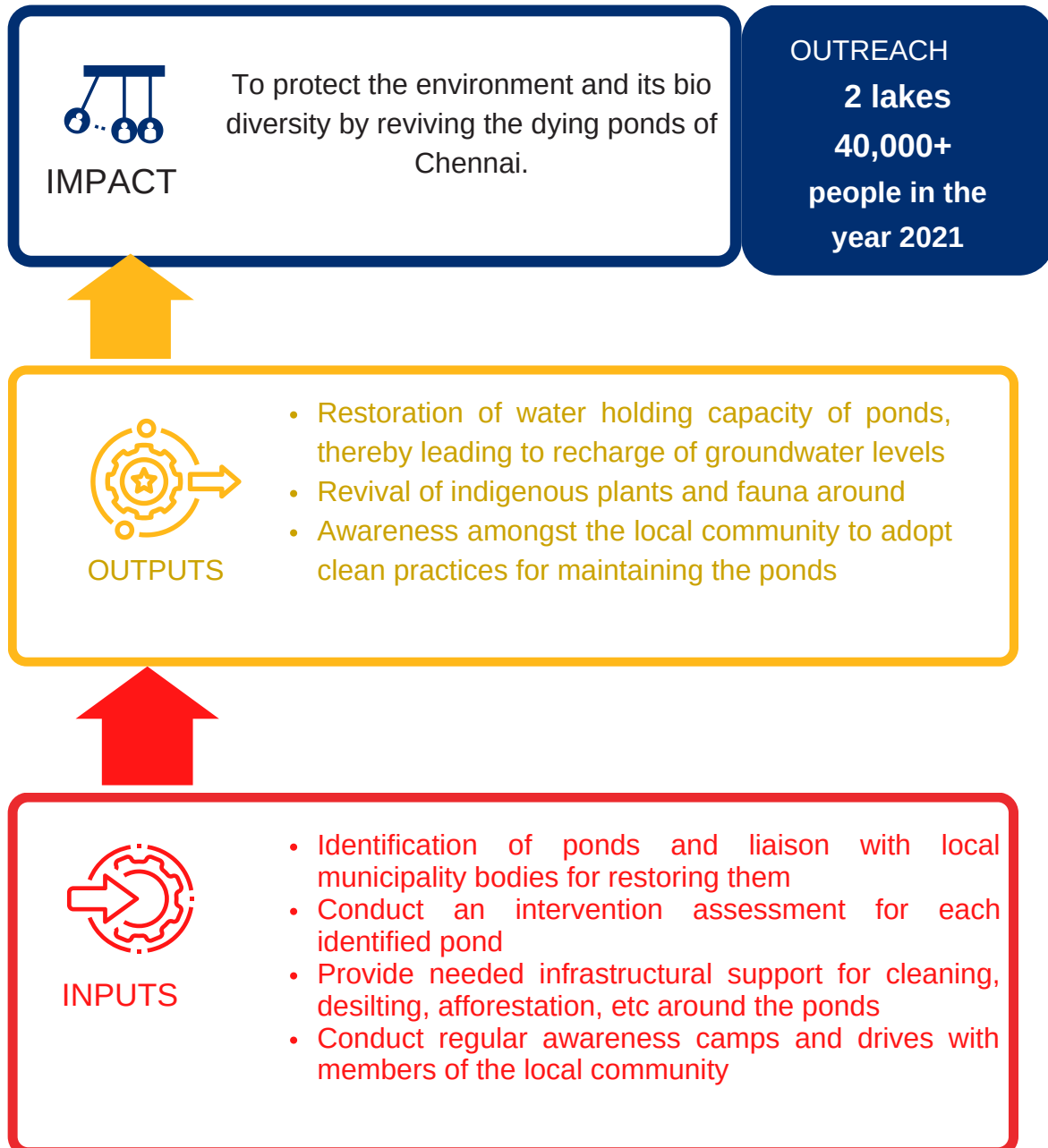
Studies of India's urban and urbanizing landscape have concentrated on metropolitan areas of South India and have pointed to the degradation of ponds through land reclamation (encroachments and planned housing schemes, government buildings, parks, etc), unintended and deliberate disruptions of inflow and drainage networks, and the pollution of ponds by solid and liquid waste (including human waste) (Ramachandraiah and Prasad, 2004; Mariganti, 2011; Sundaresan, 2011). Chennai is such a metropolitan city in India with a huge number of ponds. The rapid infrastructural growth in the city has stressed the environment and the fringe area of Chennai which once had flourishing agriculture is now being converted into urban areas. Urbanisation resulted in many changes in the natural ecosystem including the shrinking of natural forests and the disappearance of natural water bodies mostly due to conversion for other urban uses including real estate development. (Pallavaram Municipality)

Most of the ponds in Chennai have become dump yards for urban waste and sewage leading to the loss of biological fauna and the deposition of waste in water bodies. For small ponds, sediment deposition is a serious problem as the rate of siltation is much higher compared to large water bodies and this reduces the useful life of the pond. This also decreases the water retention capacity of the ponds, failing their purpose of natural barriers against floods. Environmentalist Foundation of India is an organisation dedicated to the cause of reviving ponds in and around Chennai. With the motto of giving back to nature, the organisation focuses on the scientific revival of freshwater bodies through a community-based collaborative conservation effort. The organisation has a presence across 14 states of India, through its fellows and volunteers and aims at creating an understanding amongst the good citizens of India of the need for conserving our natural habitats. The organisation has been working on the restoration of the Polachery Pond and the Gandhi Pond with support from Hexaware. The organisation follows a certain set of protocols for mapping the ponds and evaluating the interventions required. The major intended outcomes of these interventions are: garbage removal and cleaning of ponds, reviving the flora and fauna, and restoring the ponds to their full capacities.

THEORY OF CHANGE

The Environmentalist Foundation of India is an organisation dedicated to reviving ponds in and around Chennai. With the motto of giving back to nature, EFI focuses on the scientific revival of ponds through a community-based collaborative effort.

THEORY OF CHANGE

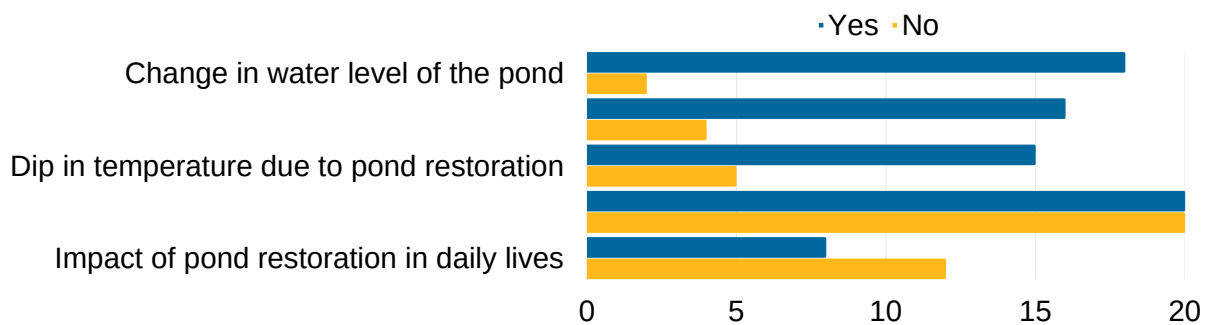


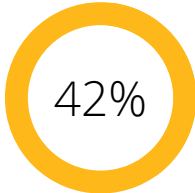
OBJECTIVES

- To capture community perception regarding the intervention and the observed differences pre and post-intervention.
- To understand the impact of the interventions on their lives and environment
- Measure the impact of the rejuvenation of ponds on groundwater table as well as the availability of a conducive environment for health and recreation


KEY FINDINGS:

- An increase in the water level of ponds was reported by the local members.
- Many of the local people did not see a direct social impact of the pond restoration on their daily lives.
- As the population around the pond is diverse, the pond also serves as a spot for bathing for households with no direct water supply.





42% families agreed to daily utility of pond water in their lives. The major activities being washing cattle and clothes in pond water.

 20%
Awareness amongst members on cleanliness measures

 70%
7 out of 10 women said they felt unsafe in absence of lights around the lake.





The families with household wells confirmed that the water level in the wells have increased.



Families with children felt increased safety due to fencing around the lake.



Views about the pond restoration project altered amongst varying economic groups

Conclusion

The pond restoration project at both the sites are a significant step towards restoration of ground water levels, conservation of bio ecology and recharging water capacity of both the ponds. All the people talked to during the assessment had an opinion about the restoration program, where they spoke about the present condition of the water bodies being better vis a vis before EFI's intervention. Women participants spoke of enhanced safety for women and children due to the fencing which emerged as an important social indicator.

Despite of the pond restoration project being a community inclusive intervention, no awareness around EFI or community action was expressed by the participants. This is an area that can be strengthened and explored for sustained ownership of the waterbodies from the community members.

RECOMMENDATIONS:

Only 20% of the population exhibited awareness around cleanliness measures.

Instances of open defecation near the waterbody and barging into fences was reported and witnessed during the visit.

Awareness drives with nearby communities can be taken up.

Suggestions for setting up street lights were made by women, as they still felt unsafe going around the lake.

TESTIMONIALS:

“

"The pond water saves our time from waiting for water supply. It is helpful as we can wash our clothes as per our convenience

-Revathi, 38

“

They have put gates and mesh all around the pond and have dug it 22ft deep, hence more water has been restored. But they need to maintain a lock and key system and avoid these women from washing clothes and letting the detergent powder pollute it.

-Christie, 32 years old,

“

We got to know about the cleaning activity only when staff from EFI took equipment's from our house. It would be good if they put street lights, we feel unsafe in absence of light.

-Lisa, 32

“

They have cleaned and have constructed mesh compound which helps in avoiding dumping and unwanted grazing

-Jenis, Advocate, 29 years

An art classroom with a wire display rack of student artwork, shelves of art supplies, and a 'Pre-Modern' sign.

Art1st Education

MAGIC OF YOU! CURRICULUM PROGRAMME

BACKGROUND

Art therapy has been found to be an effective way to support the development of mindfulness and social-emotional well-being in individuals of all ages, including children. According to the American Art Therapy Association, art therapy provides a non-verbal and creative way for individuals to process their emotions and experiences. This process can lead to increased self-awareness and a deeper understanding of one's thoughts and feelings, which are key components of mindfulness.

Furthermore, the act of creating art in a therapeutic setting can provide a sense of control and empowerment, promoting positive self-esteem and a sense of well-being. Through art therapy, children can also learn to regulate their emotions, develop interpersonal skills, and improve their relationships with others, leading to greater social-emotional well-being. (American Art Therapy Association, 2021). A study by Burshtein, Meiri, and Lev-Wiesel (2015) found that participation in art therapy resulted in significant improvement in children's coping skills, stress management, and overall emotional regulation. art therapy can be a valuable tool in promoting mindfulness and social-emotional well-being in children.

Studies have shown that engaging in art activities can have a positive impact on a child's development. According to the National Endowment for the Arts, exposure to the arts can help develop children's imagination, visual literacy, and creative-critical thinking skills. For example, creating art allows children to experiment with new ideas and perspectives while interpreting and analyzing works of art can help them develop critical thinking skills. Additionally, the process of making art can enhance problem-solving skills and foster a child's creativity. (National Endowment for the Arts, 2019).

Research has also shown that incorporating the arts into education can have a positive impact on academic achievement and cognitive development in children. (Gordon & Winner, 2011).

Art1st focuses on an integrated approach to learning. They develop knowledge of visual arts materials, tools, and techniques of students studying in Grades I to Grade VII at Antar Bharati Balgram. They aim to increase Critical thinking abilities, Creative skills, and imagination. To achieve this the organisation provides training to the teachers and engages directly with students as well in the workshop model as well.

OBJECTIVES

1. To understand the experience of students with the intervention
2. To inquire about the possible influence of art therapy on it
3. To understand the experience of an art trainer on receiving training and imparting.
4. To understand the influence of art therapy on children

METHODOLOGY

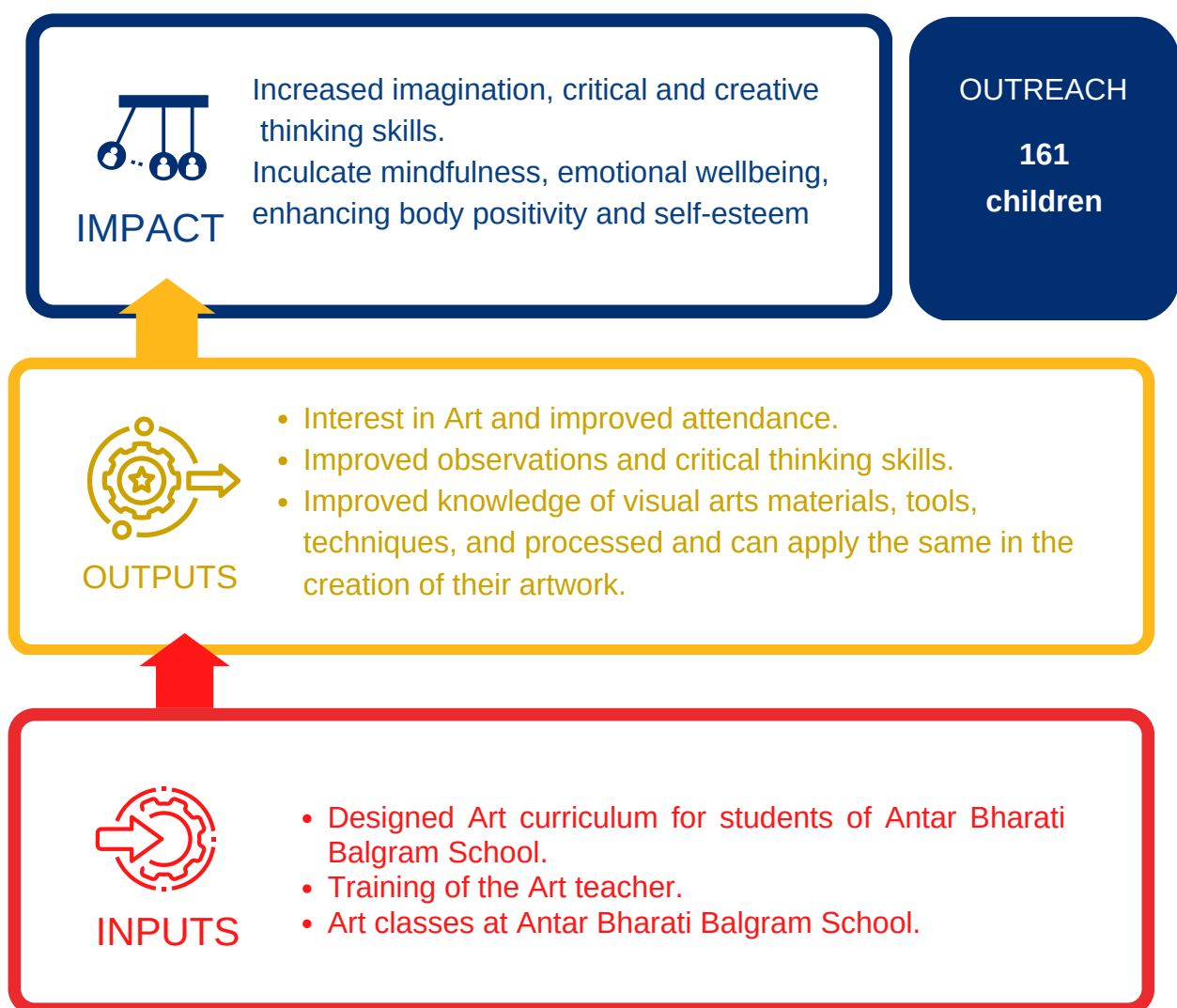
The study used a mixed-method approach that included qualitative data gathered from primary and secondary sources in order to collect insightful information about the impact from a holistic perspective across the involved stakeholders and to offer suggestions for improving the model and scaling up in the long run. The sample was chosen using purposive sampling. This study employed four in-depth interviews with the key stakeholders like the school principal, counselor, art facilitator, and art teacher. Two focused group discussions with students. The FGDs were conducted separately on the basis of their grade. FGD was supported with sketch making activity with the students. The data was then analyzed using an inductive method and presented in the form of narratives wherever possible. The names of the respondents are kept anonymous to guarantee confidentiality and ensure research ethics



THEORY OF CHANGE:

Art1st is dedicated to supporting the students of Grade I to Grade VII studying at Antar Bharati Balgram.

The program intends to use the visual arts as a pedagogical tool to further catalyze the dynamic, evolving, and wholesome growth of the child and supports schools and educators to implement a strong arts education program.



KEY FINDINGS

Art1st is an organization that focuses on using art as a tool for promoting personal growth and development, especially among children. Art1st is implementing studio based model at Antar Bharati Balgram School. The school has day scholars as well as children living in residential shelter home/ balgram. It is a government authorized shelter homes. Children are referred through child welfare committee and belongs to extremely vulnerable history. Their basic needs are fulfilled and holistic development is ensured by the Balgram. Emotional wellbeing is complimented through Art1st where they are introduced to art and practice mindfulness.

Case Study

Ram (name changed) had seen his father's murder when he was 6 years old. His mother ran away soon after that. He used to receive taunts like "*baap jaisa banega (He will become like his dad)*". This used to infuriate him. Soon he developed issues. His aunt was not ready to take his custody. The case was sent to CWC and referred to ABB later.

He once ran away from campus. He wants to see the outside world and was stubborn about this. To the extent he once set fire to the nearby forest. We had to do something. We saw him painting one day. One of the counsellors gave art material to him. With regular counselling and by channelizing his energy and interest towards art. We have observed incredible positive changes in his behaviour.

He is so creative that he paints random things like tube lights, wood, CDs etc. He paints landscapes, nature, and tigers. The eyes look real. Recently we had an auction and his painting was sold for 6000 INR.

Art1st encourages children to relate art with the life and with many other subjects they learn in the school. As children started to learn more about art, engage in reflection sessions and the creative process in playful manner, their confidence levels began to rise. *“Because of playful way of learning art, every child in Balgram can engage in art making without any fear. Even a child who was not active earlier became interested in it.”* shared the school art teacher.

“ Art therapy is extremely beneficial for our students. They express their feelings through their paintings. We have students coming from traumatic life experiences. Art helps them to practice mindfulness and stay healthy. There is one student who paints daily and we get to know about what he is feeling today by looking at his diary. It reflects what is going on in his mind. ”

-A Counselor
Child welfare committee- ABB

The children were introduced to a variety of art forms, including painting, sketching, and painting natural articles like wood, leaves, stones etc. Their creative development is catalyzed. As they began to work on their projects, they began to feel a sense of pride and accomplishment. They realized that they were capable of creating beautiful works of art and this boosted their self-esteem. Through art, the children also began to explore their emotions and express themselves in new ways. They were encouraged to use their creativity to express their feelings and this helped them to develop their emotional intelligence. They also began to learn how to communicate their needs effectively, which helped them to become more assertive and confident in their interactions with others.

“ Recently students went for a picnic and soon after that Kumar (Art teacher) organized one activity where students wrote things they observed while on the trip like "INS officer", "Skoda" (brand name of the car), visitors, Dreadlocks were drawn by one of them, and so much more. This was beyond our imagination and it shows their observation skills. ”

-A Counselor
Child welfare committee- ABB

As the children continued to work on their art projects, they began to develop better decision-making skills. They were encouraged to make choices and take risks, which helped them to become more independent and self-reliant. They also learned to collaborate with each other, which helped them to develop their social skills and build strong relationships with their peers.

As a result of Art1st's intervention in the school, the children have experienced a significant increase in confidence, body image, expression of emotions, and decision-making capability. They are now empowered to express themselves in new and creative ways, and they have a newfound sense of pride in their abilities. Art1st's intervention has had a lasting impact on the children of Antar Bharati Balgram School, and they are now equipped with the skills and confidence to navigate their future with confidence and resilience.

Children were asked to draw their favourite thing about school.

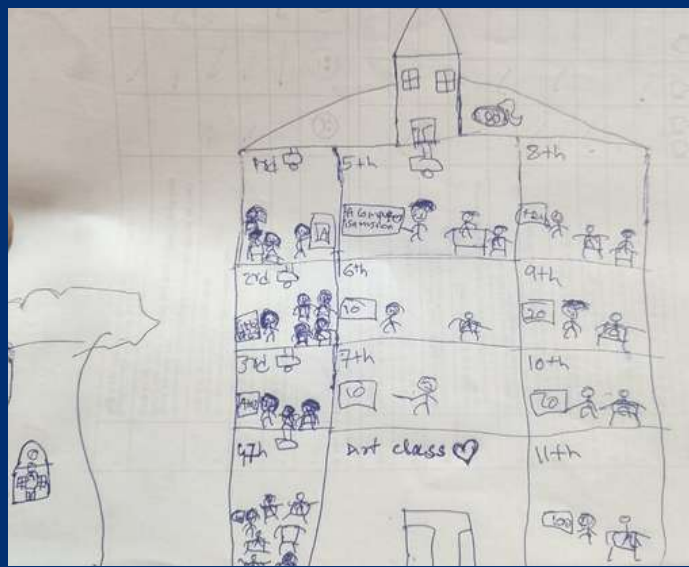


“ I want to become an Artist. I love colours. I paint my hands, bulb or anything i find interesting ”

-Aryan, Class 6
(name changed)

“ Art class was my favourite. I wait for the art class amongst all classes. I wish we had more advance classes even after 7th. I miss them. ”

-Prateek, Class 8
(name changed)



RECOMMENDATIONS

Training and building capacity of the Art teacher to understand and implement the depth of Art therapy.

Extending the scope of art classes for senior classes as well on a voluntary basis. A time slot can be dedicated for them on weekends. Some Students showed great interest and expressed the need for art classes.

Visit to art museums, exhibitions, nature and heritage walk can also be included in the intervention.

**Practicing alternative ways of appreciating a child's art instead of monetary reward activities like an auction.
Supporting the extraordinary child by providing him/her/they exposure to skill training by art experts.**



Olympic Gold Quest

**SUPPORT TO
ATHLETES**

BACKGROUND

India has consistently been at the forefront of producing athletes, in both individual and team sports. Despite this, throughout the past century, few Indian athletes were able to compete at international levels.

Keeping this in mind, Olympic Gold Quest (OGQ), a not-for-profit organisation was founded by Geet Sethi and Prakash Padukone in 2001. The fundamental aim is to support Indian athletes around the clock and enhance their performance in national and international tournaments, including the Olympics. Hexaware aims to support athletes, particularly women and para-athletes, partnered with OGQ. In FY 2021-2022, Hexaware supported 56 athletes (8 male, 14 female 34 male para-athletes) with 25 lacs in funding.

Hexaware supported women and para-athletes in following areas:

Wheelchair & Prosthesis

Foreign & Domestic Coaching

World-Class Equipment

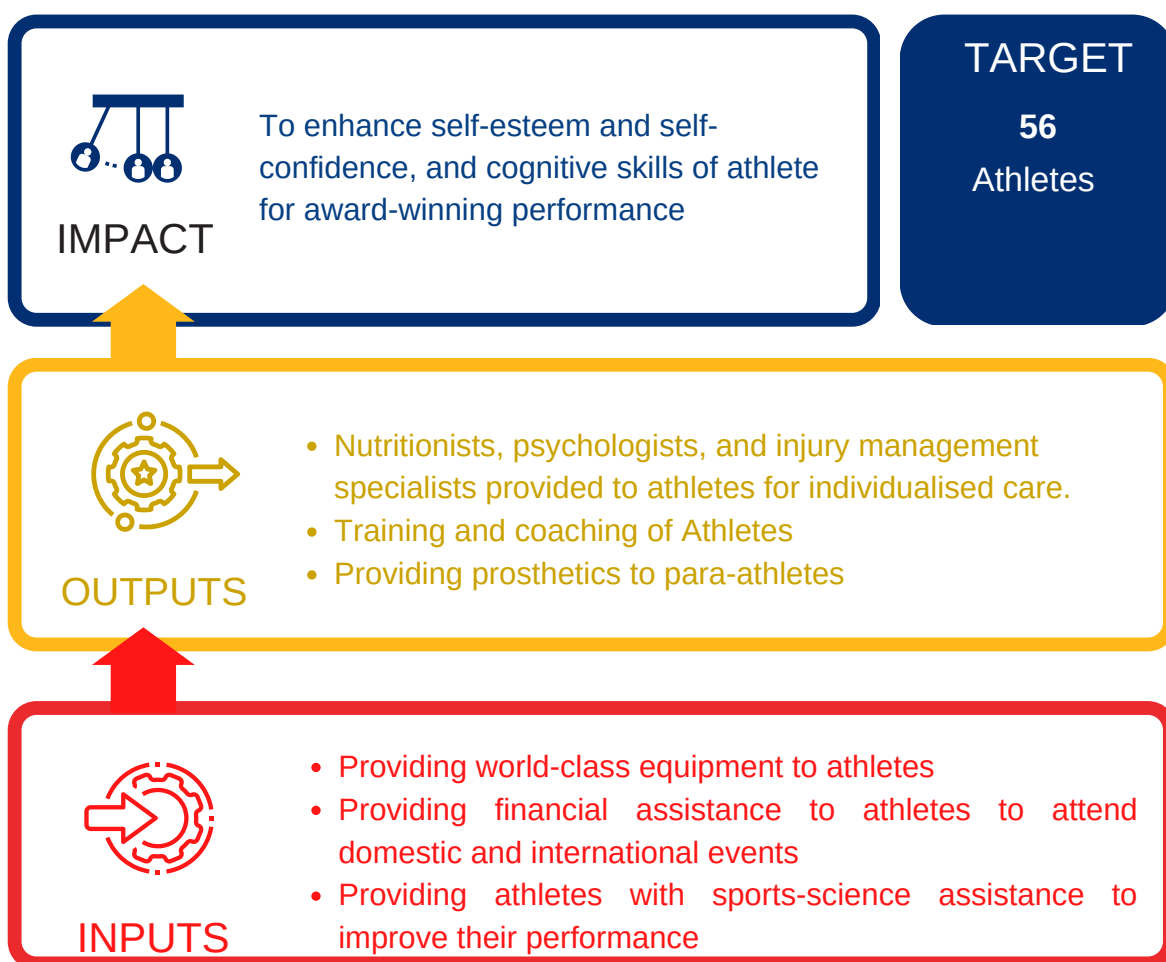
Exposure to Domestic & International Training and Tournaments

Sport Science Support (Physiotherapy, Nutrition, Strength & Conditioning, Psychology, Nutritional Supplements, Injury rehab, Medicines & any other Medical Requirements)

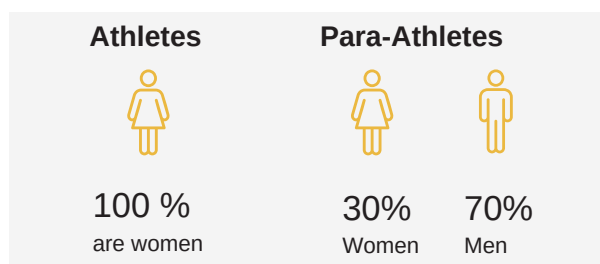


THEORY OF CHANGE

A wide range of experts, including physiotherapists, dietitians, mental trainers, coaches, injury management experts, and logistic managers, are provided by Olympic Gold Quest to support Indian Athletes.



Total 8 Athletes and 48 para-athletes were supported

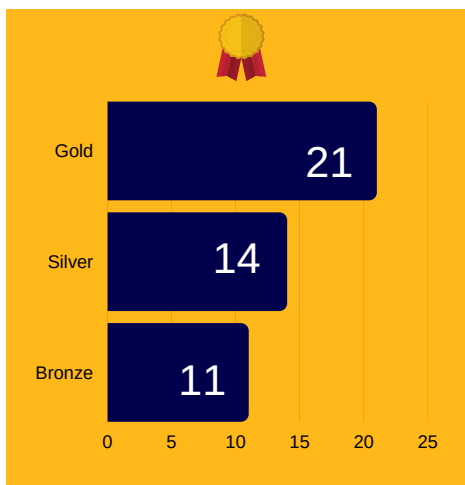


OBJECTIVES

To examine the impact of their support in terms of national/world rankings:

1. To understand the social impact of OGQ efforts on athletes' lives.
2. To comprehend the ongoing challenges
3. To examine the impact of their support in terms of national/world rankings

KEY FINDINGS



46 Medals Won in FY 21



PARTICIPATION IN
 7 National Tournaments
 10 International Tournaments

METHODOLOGY

In-depth interviews were conducted on Zoom (a virtual platform). According to the availability of the athletes, one para-athlete and one female athlete were interviewed. Furthermore, ATLAS was used to study the influence of the success of athletes on social media.

STORY OF CHANGE



Nitesh Kumar
 28-year-Old
 Para-Badminton
 Player

“

I began my sports career while I was pursuing B.Tech in IIT-Mandi. I aspired to enhance my game and represent India in international competitions. My seniors in Bhubaneswar told me about OGQ, and I thought that no other organisation could support me as much as OGQ. So I contacted them and haven't looked back since. Their highly specialized expertise and prosthetic support helped me to jump from sixth to third position in the international Para-Badminton rankings.

The athletes' performance in national and international tournaments has improved as a result of the assistance they have received. This promotes sports culture and encourages the next generation to bring honour to the country. Furthermore, increased media coverage has improved their public image, resulting in increased public awareness of emerging players.

Recommendations

Strengthen the presence of athletics in marginalised communities to bring rise to future athletes

Understanding an athlete's capacity to schedule training around family obligations

Expand social media presence to enhance the empowering effect of the success stories

Hiring a dedicated person for boosting player's social image





HEXWARE DREAM RUNNERS HALF MARATHON 2020

Dream Runners Foundation

DREAM RUNNERS HALF MARATHON

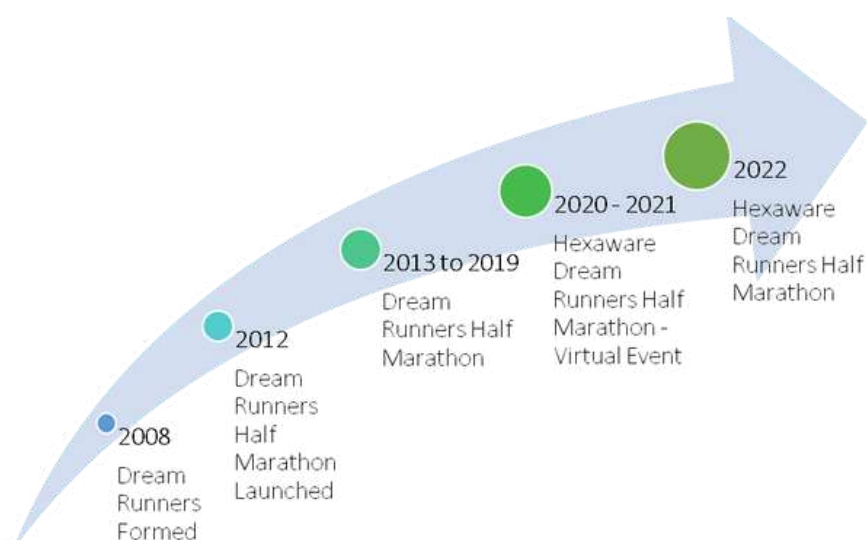
BACKGROUND

The Dream Runners Half Marathon is an annual fund-raising event hosted by the Dream Runners Foundation to benefit the Dream Runners Foundation's mission of providing prosthetic legs to the underprivileged, assisting survivors of domestic violence, and providing financial assistance to schools in need.

Dream Runners was founded in 2008 by a group of enthusiastic and highly motivated runners, and it quickly grew to become one of the premier running groups in Chennai, encouraging Chennai residents to take up running as a fitness activity. Their first self-funded event took place in 2012, with 450 runners from the local community taking part.

They held successful marathons from 2013 to 2019, after which virtual events were held in 2020 and 2021 due to the COVID-19 pandemic. They have kept the virtual participation in addition to the physical marathon that was held in 2022 since then. Because the trust is a charitable organisation, the proceeds from the events are donated to various social causes. In addition to raising funds, the marathon raises awareness about causes such as mobility issues, tuberculosis, crime prevention, and victim care, among others. The FREEDOM TRUST is one of the organisations that receive funding from them (Foundation for the Rehabilitation, Education, and Empowerment of the Disabled of Madras).

The principal aim of founding this organization is to encourage more Chennai residents to take up running as a form of exercise. This marathon has two major tangible effects: improved health and reduced stress. Every year, Chennai hosts marathons of varying lengths.



METHODOLOGY

Key informant interviews were conducted with four respondents from both the DRHM and the FREEDOM trust. This was supplemented by testimonials from DRHM participants and FREEDOM trust beneficiaries. Secondary data was gathered from their websites and annual reports to supplement the information gathered.

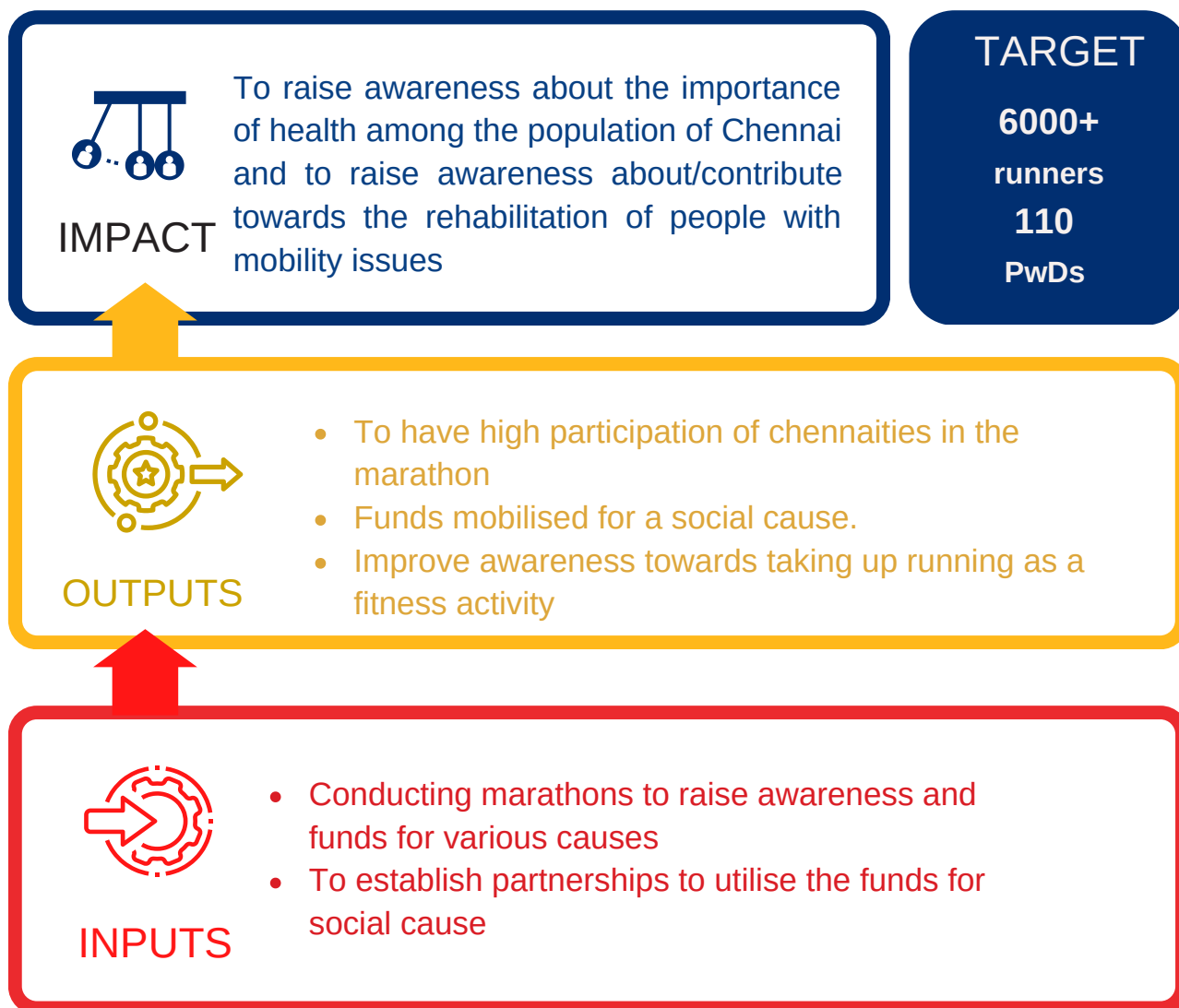
OBJECTIVES

The objectives of this study are to conduct a social impact evaluation of:

- Dream Runners Half Marathon of Hexaware, with special attention to the organisation's processes in organizing the marathon, raising funds, and the choices in the donation of the funds
- FREEDOM TRUST (Foundation for the Rehabilitation, Education, and Empowerment of the Disabled of Madras), with special attention to the organisation's processes in utilizing the funds and benefiting the stakeholders.
- Identifying the expected impacts along with the drivers, weaknesses, and strengths, and making suggestions for a way forward.



THEORY OF CHANGE



FREEDOM TRUST – WALK INDIA

The Hexaware Dream Runners Half Marathon (DRHM) has been contributing to Freedom Trust from the proceeds of the race to provide prosthetic legs to amputees, as a part of their Project Walk India. A sizeable number of physically handicapped are amputees, those who have lost their lower limbs due to accidents or diabetes. Among the various types of physical disabilities, people with lower limb amputation benefit the most when fitted with a prosthesis [artificial limb]. An artificial limb is essential to make an amputee get back his life and resume his livelihood and work independently.

Walk India is the dream project that is about making people with lower-limb amputations get back on their feet. Freedom Trust conducts special camps for limb fitting in various towns and villages all over India and enables amputees to walk with their newly fitted limbs. There are three camps involved to complete the process, namely, Assessment Camp, Distribution Camp, and Follow Up Camp. These camps have established processes to ensure every beneficiary gets individual attention, to make sure they get the right equipment that fits them well and are trained for ongoing usage.

FINDING'S : DREAM RUNNERS HALF MARATHON



record of participant safety has been achieved over the past 11 years.



was rated as the best event in the half marathon category in India for two years in a row based on runners' feedback



The entry fee is set in such a way that it is affordable to a wider range of people, resulting in a large turnout of participants (5600 physically and 600 virtually).



The original plan was for sponsors to cover the event's costs, with all funds raised from registrations going to charitable causes. However, as of 2021, the funds raised through sponsors were insufficient, and a portion of the registration fee is still used to cover marathon expenses. Furthermore, Hexaware contributes 55.5% of the total funds raised through CSR.



Due to the space constraints of the chosen route, the current number of participants is capped at 6000.

IMPACT OF FUNDING ON WALK INDIA PROGRAM (FREEDOM TRUST)



The funding from DRHM was useful in the distribution of artificial limbs to about 110 beneficiaries over three different camps in 2021.



The demand for artificial limbs has increased as a result of increased social media awareness, and attendance at the camps far outnumbers the number of pre-registrations.



The total number of camps conducted and the number of mobility aids distributed has reduced in 2020 and 2021 compared to the previous years due to the pandemic.



In the last two years, the number of beneficiaries has increased by about **24%**. The figure was lower in 2021 due to the pandemic.

The programme has assisted the beneficiaries in locating and/or performing better in their livelihood activities, as well as in regaining dignity in their daily lives.

TESTIMONIALS:

“

“Hey It was a memorable event in my Life. This is my first Marathon and I did it. And I thank you to everyone who made this a success. Thank you for every Volunteers, ploggers, Doctors and everyone.”

Manohar Sai Cheemakurthy, Runner

“

“Thanks DRHM for being the perfect platform for my maiden half marathon. The support and efficiency of the organizers were absolutely fantastic. Hope the next edition keeps lifting the bar!”

Tejus, Runner

“

“It was great day. I bagged my 1st 10k with dream runners half marathon team. Well organised. Looking forward 2023DRHM.”

Jennifer Subramanian, Runner

“

“Thanks, I have enjoyed 10k run. This is the first marathon of this year. After 3 year gap, this marathon gave me more confidence that I am able to achieve. Overall event organisation was good. Kudos to all the volunteers, organizers, sponsors, social group and media.”

Chandramohan DS, Runner

“

“Congratulations to team DRHM 2022 – the entire event was conducted so professionally and I had thoroughly enjoyed the run... all the volunteers who are present at the aid stations are very supportive. Please keep up the good work and hope to see you soon at the next event”

Aman, Runner

RECOMMENDATIONS

The marathon's route could be changed to grow and accommodate a larger number of participants.

Freedom of trust can improve its reach by increasing its presence on social media.

Dream Runners should bring to surface the social purpose of the marathon as part of their media identity, creating more awareness on the inclusion of PwDs

The FREEDOM TRUST can identify avenues through which they can collaborate with other public events (DRHM model) to expand their reach and funding potential.



COVID Intervention

BACKGROUND

The World Health Organisation (WHO) proclaimed the COVID-19 outbreak of the coronavirus disease to be a global pandemic. (Kaushik et al., 2021). The first wave of COVID in 2020 had a relatively trivial impact on health but the lockdowns and other containment measures put in place caused an economic catastrophe (Lahoti, 2021). The second wave of COVID-19 has had devastating effects, including increased cases, a severe shortage of life-saving medications, and a rise in mortality, particularly among the young (Asrani et al., 2021). There was a significant shortage of essential supplies like hospital beds, oxygen, and life-saving medications (Lahoti, 2021). Food insecurity increased globally as a result of the epidemic, impacting vulnerable households like migrant workers (WEF Report, 2021)

Global solidarity and compassion amongst the community were witnessed during the pandemic. Several initiatives were taken at multiple levels. Global leaders like the World Health organisation brought together a network of global experts to develop strategies to prevent the spread.

The Government of India took a multi-pronged approach to tackle the onslaught of COVID-19 by strengthening medical

and healthcare infrastructure, manufacturing vaccines and facilitating vaccination programs, and diagnosing and treating COVID-19.

However, it would not have been possible for the government alone to address the pandemic holistically. The government needed the community, non-profit, and civil society organisations to lead its projects because of their wide-ranging reach and substantial volunteer bases ingrained in the community (Marwaha, 2021).

Hexaware CSR made a contribution to lend support during the stressful pandemic. Its strategy to manage the crisis during the second wave was focused on facilitating the critical need for medical equipment and building resilience in marginalized and most vulnerable groups who were significantly impacted.

Hexaware CSR contribution benefited over **25000+** beneficiaries across India. Hexaware partnered with community-based organisations like Yuva, NASSCOM, AID India, AAWC, Purnkuti, and Give India to implement specific relief initiatives directly relating to SDG Goal no. 17.



. Their relief work can be specified into 2 broad categories - combating hunger and supporting the healthcare system. They provided preventive equipment and curative healthcare equipment and distributed dry ration and food. Directly impacting SDG Goals no. 1,2,3,6 and 9.

OBJECTIVES

- 1.To analyze the improvement in access to Food supplies/Dry Rations to vulnerable communities during the second wave of COVID-19.
- 2.To analyze the improvement in accessing the healthcare system during the second wave of COVID-19.

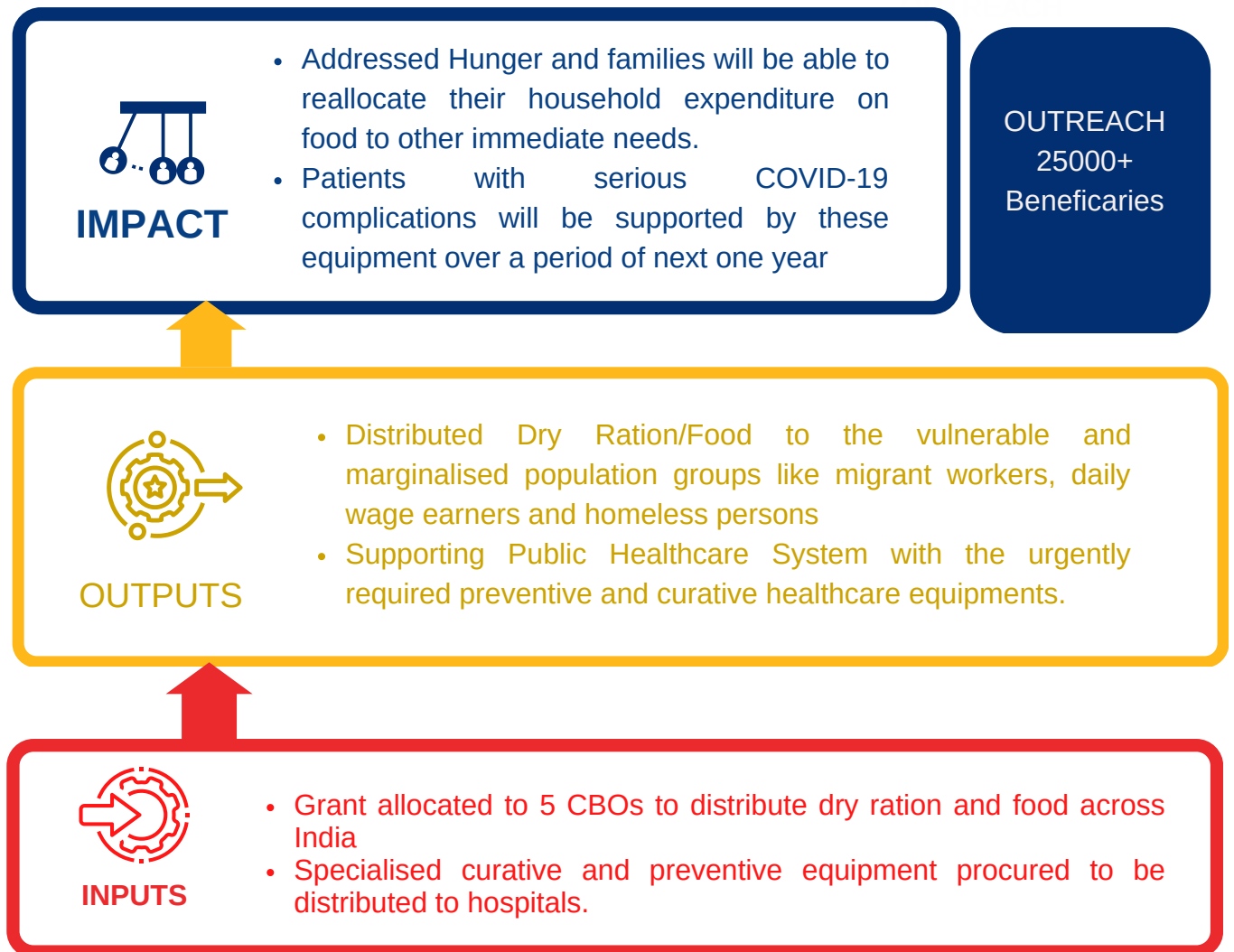
METHODOLOGY

Impact Dash adopted a three-fold design to study the impact of Hexaware intervention. The study followed a descriptive cross-sectional design method where data was collected to provide the outcome and the characteristics associated with it, at a specific point in time.

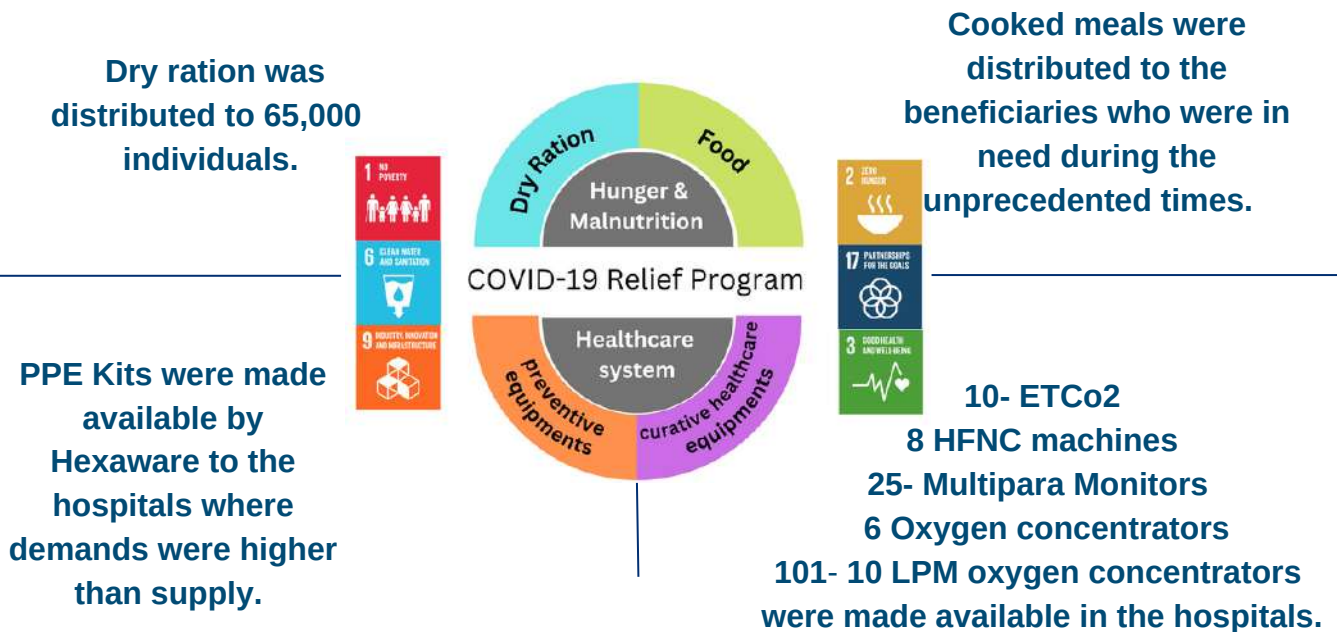
The study used a mixed-method approach that included quantitative and qualitative data gathered from primary and secondary sources in order to collect insightful information about the impact from a holistic perspective across the involved stakeholders and to offer suggestions for improving the model and scaling up in the long run.

THEORY OF CHANGE:

As a Disaster Relief Support, the COVID Intervention was dedicated to supporting the public health infrastructure and severely affected populations during the unprecedented times of the pandemic.



FINDINGS



RECOMMENDATIONS

Items like milk for infants and maternal care products can be included in the ration kits.

Supporting more institutions to subsidise curative healthcare equipment costs for illnesses that need immediate attention can be considered.

The approach could also be used to allocate emergency funds for healthcare support every year as part of the company's CSR initiatives.

GRIEVANCE REDRESSAL

A mechanism for the redressal of grievances with a senior point person provides for a participatory method of planning and executing initiatives. Communities or individuals who are beneficiaries of a project are central to the concept of CSR; the grievances of whom must be taken into consideration and addressed at all stages of a policy, plan, and execution.

| Project name | Grievances identified | Suggestion for Redressal |
|------------------|---|--|
| Yuva Unstoppable | Availability of water, soap, dustbin for disposing sanitary napkins in the Toilets. Maintenance of the toilet. Elder girls feel shy in using urinals. | Dustbin can also be made available. Regular monitoring mechanism can be set up to ensure regular availability of water and hygiene maintenance. Urinals in girls toilets are not of much use for the female beneficiaries. |
| TRRAIN-PANKH | Expectation mismatch in job placements amongst the beneficiaries. High job dropout rates | Better mapping of aspirations while enrolling beneficiaries in the program. Diversification of placements beyond retail and robust follow up mechanisms post placement. |
| | | |

CONCLUSION

The study has been concluded successfully, using a mixed-methods approach to assess the impact and different frameworks for each project. It has been observed that most organisations perform extremely well and consistently impact the lives of beneficiaries who are often among the most needed sectors of society. The support of Hexaware has been fundamental for some of these SIOs. While the conclusions and recommendations for each project may differ and are indicated in the individual analysis, here are some takeaways on how some of the common features of Hexaware's CSR portfolio.



Long duration Strategy

Hexaware has been supporting projects for several years, with highly effective follow-up and funding, that grants the stability to the projects required to develop structures and processes and create consistent and sustainable impact. While short-term projects might be easier to advertise and disengage, the company's support has allowed great impact due to long-term engagement. This enabled non-profit organisations such as Olympic Gold Quest, Space Kidz, and Art1st to plan for the future and increase their impact.



Prioritizing Depth of Impact

Along the same lines, Hexaware has prioritised projects that may not have the large scale (a large number of beneficiaries), but have the greatest depth of impact. This means that some of the selected projects truly transform the recipients' lives. Balgram, Antarbharat Yojna, Umeed, and V-Excel are examples of life-changing projects that stayed with the beneficiaries for years until they found a better way of life.



Choice of Small and Capable Organizations

Some of the organisations supported by Hexaware are well-known stakeholders, completing quality work and emerging as benchmarks in terms of work quality. That is the case with the Magic Bus and the Rainbow Homes. Nonetheless, it is in the selection of small, locally-rooted organisations that the company's support is more required and has made the greatest difference. Hexaware has changed the trajectory of organisations such as the Tweet Foundation, Antarbharat Balgram, and AAWC, Dream Runners.



Surviving the Pandemic and Lockdown

The organisations experienced the turmoil of the COVID pandemic in different ways. It was a difficult time for some, with a lack of funding and closed operations. Because the study ran from January to December 2021, these factors had to have an impact on the results. Hexaware's support was especially important at this time.



Good Support and Relations

All of the organisations expressed their appreciation for the CSR management's supportive, comprehensive, and cordial approach to dealing with issues. Monitoring is done actively in a way that does not appear to overburden the organisations.



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