HEXAWARE

SOCIAL IMPACT ASSESSMENT REPORT
2023

Assessment by

iD impactDash

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Agency: impactDash

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Publication year: 2024

impactDash is a versatile platform dedicated to designing, monitoring, and evaluating social and environmental impact initiatives. It caters to a wide range of stakeholders, including CSR (Corporate Social Responsibility) programs, government agencies, philanthropic foundations, research think-tanks, and NGOs (Non-Governmental Organizations). What sets ImpactDash apart is its commitment to efficiency, transparency, and inclusivity in the process of measuring and assessing impact.

Mission: ImpactDash's mission is to democratize and streamline social development programs, making them accessible and highly efficient. They are driven by a vision to empower leaders in the development sector, enabling them to maximize their impact across various critical domains such as WASH (Water, Sanitation, and Hygiene), education, livelihood, health, climate change, and natural resource management.

130+
Projects Completed

100+
Locations

70+
Partners

300000+
Lives Impacted

100+
Programme Designed

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EXECUTIVE SUMMARY

Hexaware adopts a unique ethos towards corporate social responsibility (CSR), marked by a clear vision for societal initiatives and active employee involvement. The company's core aim is to make ethical contributions to the community, prioritizing the needs of marginalized stakeholders. Projects are meticulously selected and nurtured to cultivate enduring partnerships with chosen collaborators, emphasizing substantial impact over broad coverage.

During the year 2022, Hexaware supported over 22 social impact organizations after a stringent selection process. As a proud signatory of the UN Global Compact, the company is steadfast in integrating its principles into its strategic framework and daily operations, engaging in collaborative endeavours aligned with the Sustainable Development Goals.

This report encapsulates the findings from Impact Dash's exhaustive Social Impact Study on Hexaware's CSR endeavours conducted between 2022 and 2023. The study aimed to contextualize stakeholder perspectives, evaluate project objectives' resonance with local exigencies, and gauge effectiveness and resultant impact on beneficiaries' livelihoods. Detailed objectives are delineated in individual chapters dedicated to each project.

Employing a mixed-methods approach, the research utilized a parallel convergent design. Field visits formed the crux of data collection for most projects, facilitating qualitative interviews and focus group discussions (FGDs). Additionally, secondary research using reports, articles etc., provided insights from a broader cross-section of beneficiaries.

Key findings reveal that education has emerged as the primary focal point, emphasizing the importance of quality education. Additionally, there is a notable emphasis on promoting good health and well-being among beneficiaries. The findings of the primary research project are as follows:

In the Rainbow Home Project, all shelter children expressed feeling secure and safe in the care of their caretakers and staff for their well-being, contrasting with their experiences in their own homes. Support from the Rainbow Homes Learning Centre significantly enhanced academic performance, with 90% of students now attending school and receiving tuition. The Magic Bus program facilitated employment for nearly all participants post-skill development training, with all beneficiaries noting personal growth, financial responsibility, and a serious approach towards life and employment.

The true impact of each project unfolds in the detailed analysis, highlighting strengths, limitations, and unique characteristics. By centring on stakeholder perspectives, the methodology prioritizes a people-centric approach, allowing for the emergence of success stories and testimonials that breathe life into the abstract data. Each project chapter encapsulates a brief introduction, literature review, Theory of Change, specific objectives, key findings, and recommendations.

Despite variations, common themes surface across projects. Many organizations demonstrate commendable performance, catalyzing significant impact and, in some instances, transforming beneficiaries' lives. While some operate on a larger scale, impacting multiple localities through diverse CSR partnerships, others are locally rooted and smaller in scale. For these smaller organizations, Hexaware's support has been pivotal, catalyzing change.

Although the CSR portfolio may not be expansive in scale, its focus on long-term partnerships and deep impact has been transformative for both beneficiaries and organizations. In these local contexts, the collaboration between organizations and Hexaware has been instrumental in driving positive change.

ABOUT HEXAWARE CSR

Hexaware's corporate social responsibility (CSR) initiative adopts a purpose-driven and systematic approach to tackle global challenges. The company's CSR efforts exhibit ongoing self-reflection, contributing to its reputation for corporate citizenship and social accountability. Key focus areas of Hexaware's CSR include education, skill enhancement, empowering women, healthcare, environmental sustainability, and sports initiatives.

53,179 lives directly and indirectly benefited through CSR programs in year 2022

VALUES

BUILD

TRANSFORM

RUN

OPTIMISE

Overview of CSR PROJECTS

NUMBER OF BENEFICIARIES PER SECTOR OF ACTIVITY

	SECONDARY SDGs	PRIMARY SDG	Direct Beneficiaries
Mission for Vision Uplift - Better Human Project Rainbow Homes Yuva Unstoppable	1 NO POVERTY / 2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	7,850
Purnkuti - Manosakha & Dhara Project American India Foundation India Sponsorship Committee Art1st Foundation Idea Foundation Katalyst India SKI Star Foundation	10 REDUCED INEQUALITIES / 8 DECENT WORK AND ECONOMIC GROWTH	4 QUALITY EDUCATION	6,227
Tweet Foundation Apne Aap Women's Collective (AAWC)	4 QUALITY EDUCATION	5 GENDER EQUALITY	295
TRRAIN V-Excel Educational Trust Yuva Parivarthan - Skilling Dream Runner Foundation + Freedom Trust, Magic Bus Foundation	10 REDUCED INEQUALITIES	8 DECENT WORK AND ECONOMIC GROWTH	2,197
Olympic Gold Quest	3 GOOD HEALTH AND WELL-BEING / 10 REDUCED INEQUALITIES		72
Environmentalist Foundation of India Seva Sahayog	6 CLEAN WATER AND SANITATION	11 SUSTAINABLE CITIES AND COMMUNITIES	5,000

28,064

BENEFICIARIES: DIRECT (25,045) + INDIRECT (28,134)

TOTAL: 53,179

Overview of CSR

PERCENTAGE OF BENEFICIARIES PER MAIN SDG
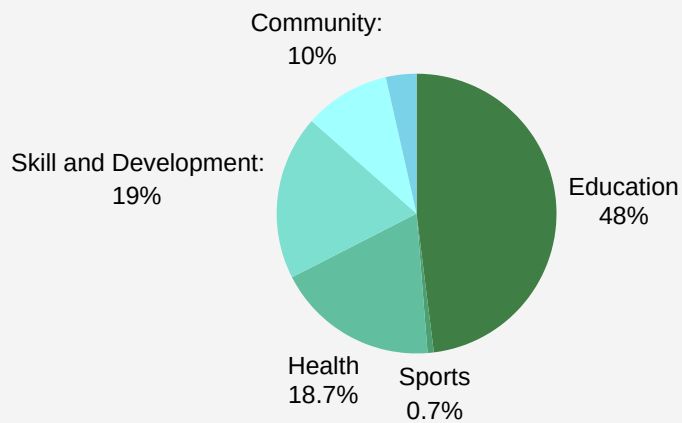
Community: 10%

Skill and Development: 19%

Education 48%

Health 18.7%

Sports 0.7%

Area of activity	Budget Spent in 2022
Education	INR 5,74,36,255.5
Enviroment	INR 49,99,054.4
Healthcare	INR 75,01,979
Promotion of Sports	INR 1,00,00,000
Skill Development	INR 2,73,60,708
Rural Development	INR 21,47,733
Women Empowerment	INR 1,04,63,599
TOTAL	**INR 12,67,26,352**

BUDGET ALLOCATION PER MAIN SDG

SDG 5 9.4%

SDG 11 6.9%

SDG 4: 47.2%

SDG 3 36.5%

CSR SPEND IN FY 2022

140000000

120000000

100000000

80000000

60000000

40000000

20000000

0

12.67 CR

12.67 CR

Allocated Budget

Budget Spent
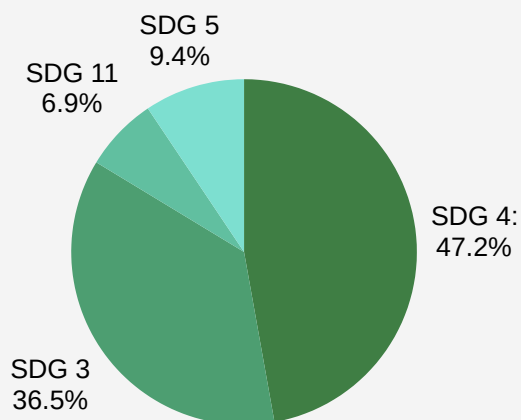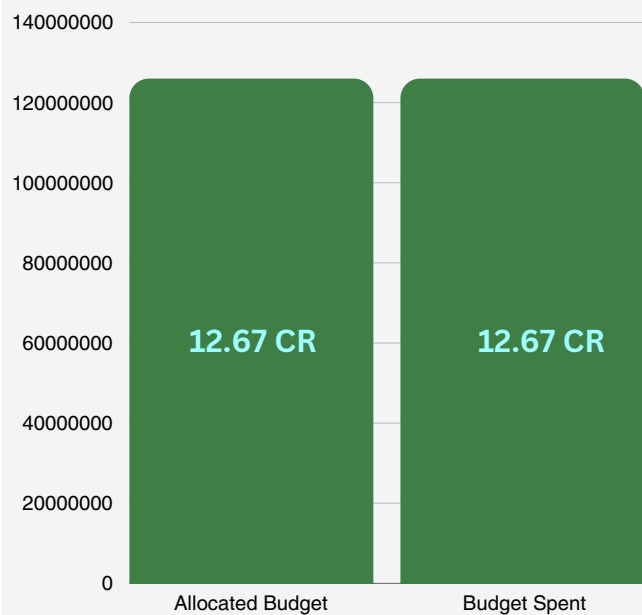
Why Social Impact Assessment?

1
Relevance

- Understanding Context: Impact Assessment (IA) helps in understanding the social context within which a project or initiative operates. It considers factors such as demographics, culture, and community dynamics, which are essential for effective planning and implementation.

- Identifying Stakeholders: It identifies stakeholders who might be affected by the project, ensuring their voices are heard and their needs are considered. This fosters inclusivity and prevents overlooking marginalized or vulnerable groups.

- Mitigating Risks: By analyzing potential social risks and conflicts, IA enables proactive measures to mitigate them, ensuring the project's relevance and acceptance within the community.

2
Value creation

- Maximizing Positive Impact: IA helps in identifying opportunities to maximize positive impacts. By assessing the potential benefits the project can bring to the community, it enables value creation beyond economic gains, such as improved livelihoods, enhanced well-being, and strengthened social cohesion.

- Resource Optimization: It facilitates the efficient allocation of resources by prioritizing interventions that yield the highest social returns. This ensures that investments generate sustainable benefits for both the project and the community.

3
Communication

Transparency and Trust: IA fosters transparency by engaging stakeholders throughout the project lifecycle. This builds trust and credibility, as stakeholders are kept informed about assessment findings and involved in decision-making processes.

4
Improvement

Learning and Adaptation: IA facilitates continuous improvement by enabling organizations to learn from past experiences and feedback loops. Monitoring impacts over time allows for adaptation of strategies to address emerging challenges and enhance effectiveness.

We employed a concurrent triangulation design to examine the influence of specific CSR projects on various beneficiaries. This evaluation approach aligns with the project's objectives and scope. We adopted a consultative method for assessing impact, triangulating our findings through engagements with key stakeholders wherever required. Our research involved both primary and secondary data collection, complemented by domain expertise and field knowledge tailored to the project's research goals.

RESEARCH OBJECTIVES:

To conduct the Social Impact Assessment (SIA) for Hexaware's CSR project, these particular objectives were selected systematically to ensure the accuracy and dependability of the outcomes.

Assessing the degree of alignment between the project objectives and strategies with the requirements of the targeted key performance indicators (KPIs) and the CSR plan (Relevance).

Assessing the effectiveness of outcome indicators based on their alignment with the strategic and immediate outcomes outlined in the CSR objectives established at the inception of the projects (Effectiveness).

Evaluating the effectiveness of project support structures and assessing stakeholders' engagement and experiences, particularly those of primary stakeholders, with the diverse range of service providers involved (Effectiveness).
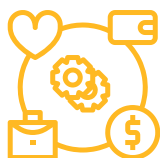
Assessing the suitability of strategies employed to achieve desired outcomes and evaluating the degree to which these outcomes align with local needs (Adequacy).

Examining the projects' impact on stakeholders, particularly in terms of enhancements to well-being and overall quality of life (Impact).

RESEARCH DESIGN:

For this study, a mixed methods approach was adopted to capitalize on the strengths of both quantitative and qualitative methods. A survey was utilized to gather quantitative primary data offering a comprehensive perspective and allowing for scalable conclusions. However, to ensure the survey's effectiveness and relevance, prior engagement with students via in-depth interviews was conducted to gain insights into their motivations and challenges, enriching the questionnaire used in the survey.

Qualitative methods were instrumental in providing an actor's perspective, including input from current and past students, their family members, trainers, and institute management.

In addition to primary research, secondary research was conducted to gather existing literature and insights relevant to the study topic, enriching the understanding of the context and providing a foundation for analysis. The mixed methods approach employed a convergent parallel design, treating both methods equally, analyzing each component separately, and integrating the findings to draw comprehensive conclusions (Creswell & Pablo-Clark, 2011).
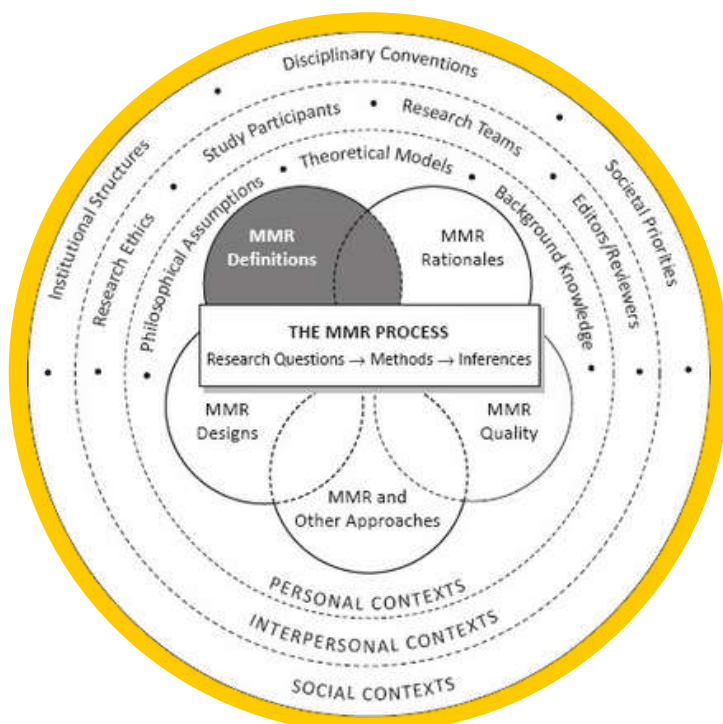
The interaction happened with a diverse group of stakeholders to collect information on the key indicators to assess the impact of the project. The data received from both qualitative and quantitative approaches was **triangulated** to enhance the credibility of our findings (Carvalho & White, 1997; Clark & Ivankova, 2016)

Frameworks for the study:

The impact of the projects is measured using specific standards which comply with the thematic domain of each project. Below are the Dimensions of Impact Framework and the tool for analyzing impact. The dimensions of impact are measured in 5 different aspects of the projects:

1 WHAT	**2** WHO	**3** HOW MUCH	**4** CONTRIBUTION	**5** RISK
The intended outcomes or impact of the projects.	Considers the target audience or the end user of the project	Captures the intensity of the impact	Refers to the projects contribution towards larger goals	Helps in identifying the risks or negative consequences
There are specific improvements/ changes expected to occur as a result of the project.	This helps to identify who the project aims to serve, their specific needs and the demography of the population	Identifies the number of people who experience the outcome and the degree of change it has brought	Identifies the projects' contribution towards SDGs, ESG and standard framework and policies	Identifies the hinderances to the achievement of the intended impact.
OECD DAC	OECD DAC STAKEHOLDER	OECD DAC STAKEHOLDER	OECD DAC SDGs CSR SCHEDULE VII	SWOT

OECD DAC FRAMEWORK

The framework helps us to understand efficiency at the project or organization level. The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria – **relevance, coherence, effectiveness, efficiency, impact and sustainability**. These criteria provide a normative framework used to determine the merit or worth of an intervention (policy, strategy, programme, project or activity). They serve as the basis upon which evaluative judgments are made.

The OECD DAC framework would be used in principle for developing assessment and measurement tools i.e. quantitative and qualitative data collection tools for the field interaction with the beneficiaries of the projects

RELEVANCE

- To what extent are the objectives of the projects still valid?
- Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives?

COHERENCE

- Were activities in line with the organisation's strategic objectives?
- Are the project activities aligned with local, state and national strategic policies?

EFFECTIVENESS

- To what extent were the objectives achieved / are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

DAC EVALUATION CRITERIA

EFFICIENCY

- Were activities cost - efficient?
- Were objectives achieved on time?
- Was the project implemented in the most efficient way compared to the available alternatives?

IMPACT

- What has happened as a result of the project?
- What real difference has the activity made to the beneficiaries?
- How many people have been affected?

SUSTAINABILITY

- To what extent did the benefits of the project continue after funding was ceased?
- What were the major factors that influenced the achievement or non-achievement of sustainability of the project?

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.

Action Learning Cycle

This study utilizes Kolb's experiential learning model, renowned for its holistic approach to learner development through four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. It encourages learners to explore their learning preferences and strategies, fostering autonomy and responsibility for their learning journey (Rubin et al., 2007; Cohen).

Data Analysis

Statistical Analysis:

Statistical analysis involved using mathematical and computational techniques to analyze numerical data using SPSS. This type of analysis helped to summarize and interpret data, identify patterns or relationships, and make inferences about populations based on sample data. Common statistical methods included descriptive and inferential statistics. Statistical analysis was essential in scientific research for drawing conclusions from data and making data-driven decisions.
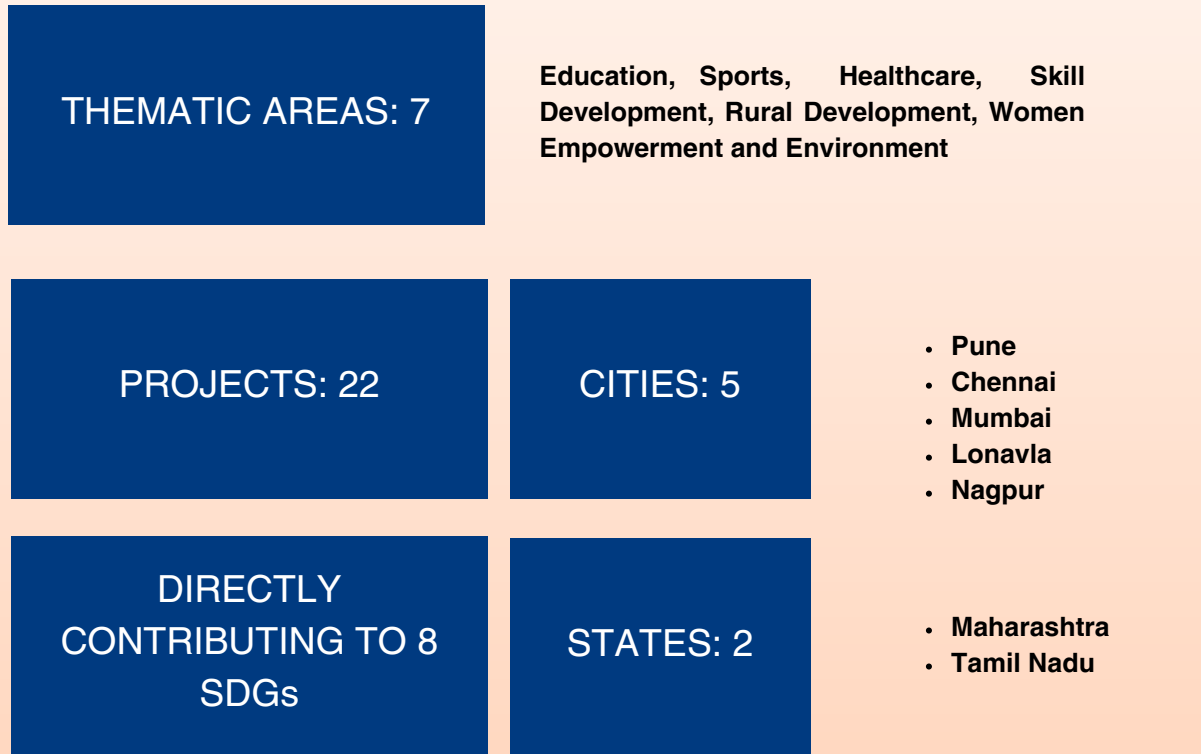
Thematic Analysis:

Thematic analysis was used to analyze textual data such as interview transcripts, focus group discussions, or secondary documents. It involved identifying and categorising themes or patterns within the data to understand underlying meanings or concepts. We used coding techniques to systematically organise data into themes and sub-themes, allowing for a deeper exploration of participants' experiences, beliefs, or perspectives.

Secondary Data Analysis:

Secondary data analysis involved the examination of existing data that were collected for purposes of projects for which field study was not done. We used secondary data sources such as published research articles, or organisational reports to answer research questions. This method was cost-effective and time-saving, allowing us to leverage existing data to generate new insights or validate findings.

Dashboard

The Impact Assessment of Hexaware's CSR Projects by impactDash in 2024:

THEMATIC AREAS: 7

Education, Sports, Healthcare, Skill Development, Rural Development, Women Empowerment and Environment

PROJECTS: 22

CITIES: 5

- **Pune**
- **Chennai**
- **Mumbai**
- **Lonavla**
- **Nagpur**

DIRECTLY CONTRIBUTING TO 8 SDGs

STATES: 2

- **Maharashtra**
- **Tamil Nadu**

THE GLOBAL GOALS

1 NO POVERTY
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
8 DECENT WORK AND ECONOMIC GROWTH
10 REDUCED INEQUALITIES
13 CLIMATE ACTION
17 PARTNERSHIPS FOR THE GOALS

Total CSR grant from Hexaware ₹12.67 CR in FY 2022

INDIVIDUAL ANALYSIS OF THE PROJECTS

LIST OF PROJECTS

1. Magic Bus- Skill Development Training for Employability
2. Rainbow Homes- Providing Complete Care Program Including Healthcare and Education Support to Girls Living on the Streets
3. V-Excel Special School and Remedial Programme
4. Art Education - Art 1st
5. Antar Bharti Balgram Yojna - Holistic Development of Underprivileged Children
6. Katalyst- Mentorship & Skill Training for Girls
7. Idea Foundation- Providing Scholarships to 475 Underprivileged and Meritorious Students
8. American Indian Foundation- Digital and Financial Education
9. Uplift- Better Human Project
10. SKI Star Foundation- Promoting Science Awareness among students
11. Olympic Gold Quest- Supporting Junior Women Athletes and Para Athletes in Sports Training
12. TRAAIN- Providing Training to People with Disability to Get Employment in Retail Industry
13. V-Excel -Vocational Training Center and Support for Persons with Disability
14. Mission for Vision- Restoring Sight and Transforming Lives
15. YUVA Unstoppable- Promoting Hygiene, Sanitation Practices in Government Schools
16. Environmental Foundation of India- Pond Restoration Projects
17. AAWC- Empowerment of Children of Sex Workers in the Red-light Area
18. TWEET Foundation- Providing Shelter and Skill Development for Transgender Community
19. Yuva Parivarthan - Providing skills to the underprivileged
20. Dream Runner Foundation + Freedom Trust- Providing Prosthetic Legs for Amputees
21. Purnkuti -Providing Fundamental Education for the underserved children and skilling women
22. Seva Sahyog- Rural Development Project

Magic Bus

Skill Development Training for Employability

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. To assess the impact of the skill development training on the employability of participants.
2. To evaluate the effectiveness of the program in enhancing vocational skills.
3. To measure the socio-economic changes experienced by participants post-training.
4. To identify any challenges or barriers faced by participants in applying their acquired skills in the job market.
5. To provide recommendations for program improvement and future scalability.

TARGETED SDG'S

PROGRAM ACTIVITIES INCLUDE

1. Educational support
2. Skill Training (IT/ Tally)
3. Soft Skills Development
4. Financial Literacy
5. Career Counselling
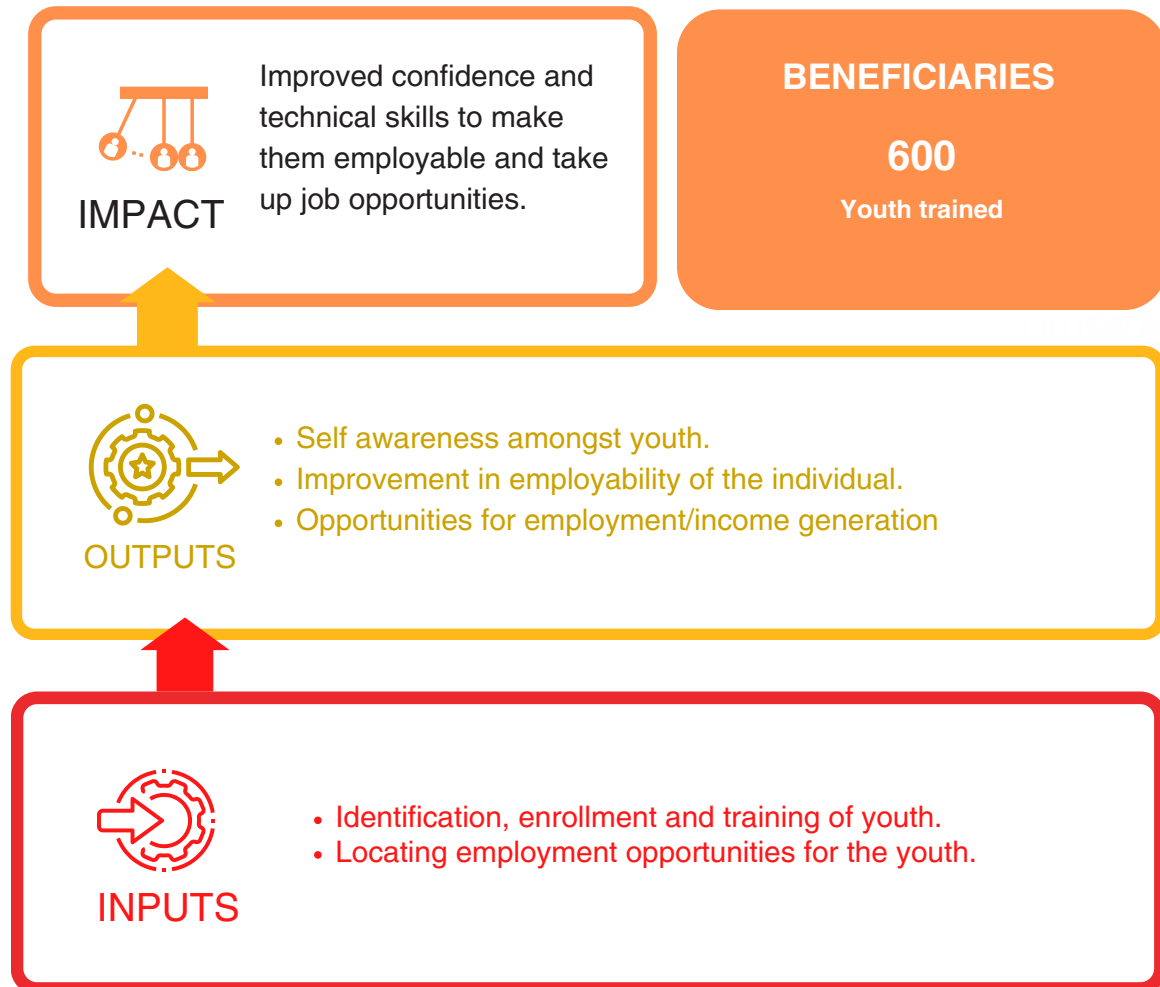6. Job/ Entrepreneurship Training
7. Networking Opportunities

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 relies on primary data. Quantitative data was collected through online surveys among 261 beneficiaries while the Qualitative data was collected at the training centers of **Chennai, Lonavala, and Govandi**; in the form of In-depth interviews and Focused Group Discussion from different stakeholders. 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.

SAMPLE SIZE

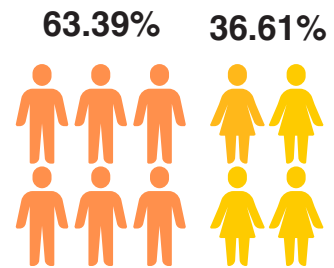| Stakeholders	Research Type	Research Tools	Sample Size
Participants	Quantitative	Survey	261
	Qualitative	In-depth Interviews & FDG	IDI- 3-4 per location
			FDG-1-2 per location
Staff (Magic Bus)- Trainers	Qualitative	In-depth Interviews	IDI: 1-2 per location
Parents	Qualitative	In-depth Interviews	IDI: 2-3 per location
Employers	Qualitative	In-depth Interviews	IDI-2-3 per location (Physical/ Virtual)

THEORY OF CHANGE:

IMPACT

Improved confidence and technical skills to make them employable and take up job opportunities.

BENEFICIARIES

600

Youth trained

OUTPUTS

- Self awareness amongst youth.
- Improvement in employability of the individual.
- Opportunities for employment/income generation

INPUTS

- Identification, enrollment and training of youth.
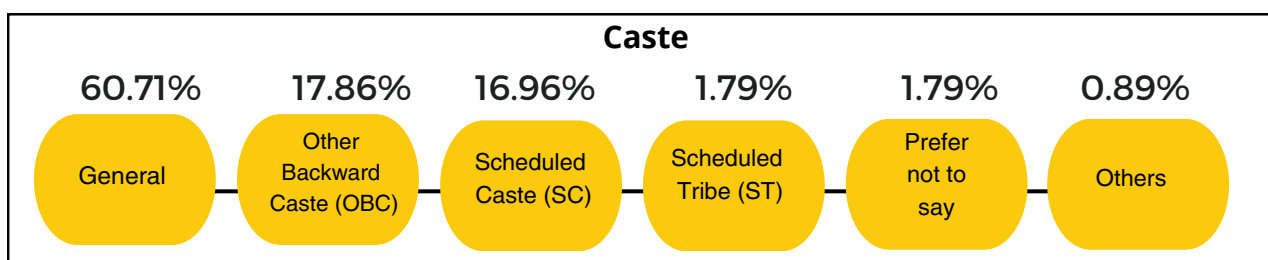- Locating employment opportunities for the youth.
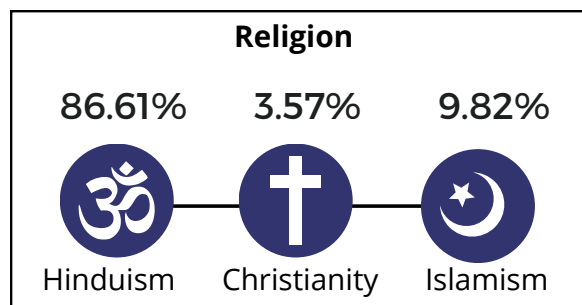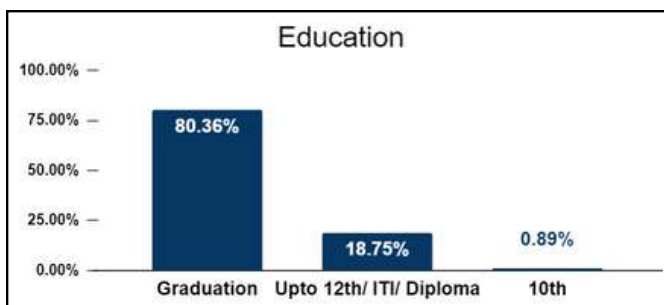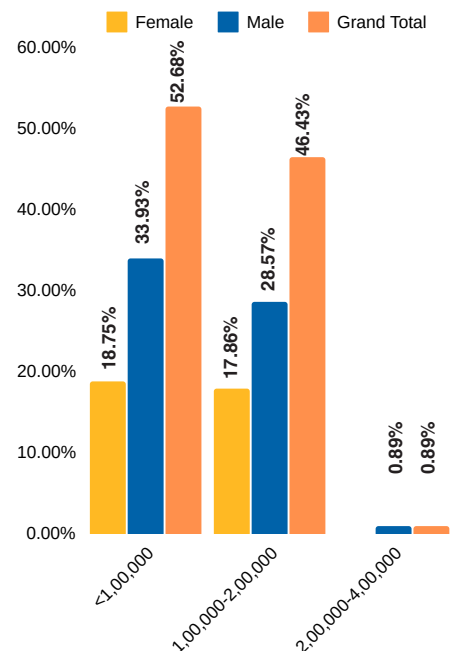
KEY FINDINGS- CHENNAI

The demographics of the surveyed population (n=112) across various categories show the majority (74.11%) of participants fall within the 20–21 year bracket; a substantial majority (80.36%) have completed graduation, with a smaller percentage having education up to the 12th grade, ITI, or diploma (18.75%). The income distribution shows that the annual income for participants ranges from <1,00,000 to 4,00,000 INR, with males constituting a higher percentage within each income bracket. Participants earn an average of 1,19,831 INR per year after completing the skill training programme.

Most participants were informed about the skill training programme through magic bus staff door-to-door campaigns (58.04%), friends or family members (33.04%), social media (4.46%), and other sources. Notably, 91.96% of participants indicated a strong inclination to suggest the programme to others in their community. The majority of participants rated the training centres as highly accessible (91.07%). **Furthermore, the quality of instruction/training received overwhelmingly positive ratings, with 83.04% describing it as excellent, indicating a high level of satisfaction and effectiveness among participants.**

Gender

63.39%   36.61%

Annual Income

| | Female | Male | Grand Total |

Education

Religion

86.61%   3.57%   9.82%

Hinduism   Christianity   Islamism

Caste

| 60.71% | 17.86% | 16.96% | 1.79% | 1.79% | 0.89% |
| General | Other Backward Caste (OBC) | Scheduled Caste (SC) | Scheduled Tribe (ST) | Prefer not to say | Others |

The multiple responses regarding the specific skills covered in the program indicate a comprehensive curriculum that addresses a diverse range of competencies. The majority of participants have been trained in Tally Skills (100%), Soft Skills (90%), Leadership Skills (82%), and Problem-solving Skills (88%), highlighting the program's focus on providing participants with technical and interpersonal skills crucial for professional success. Moreover, participants' engagement in job fairs and counselling sessions in addition to the core training classes demonstrates an active pursuit of other possibilities provided by the programme.

Which specific skills or areas have you been trained in as part of this program?
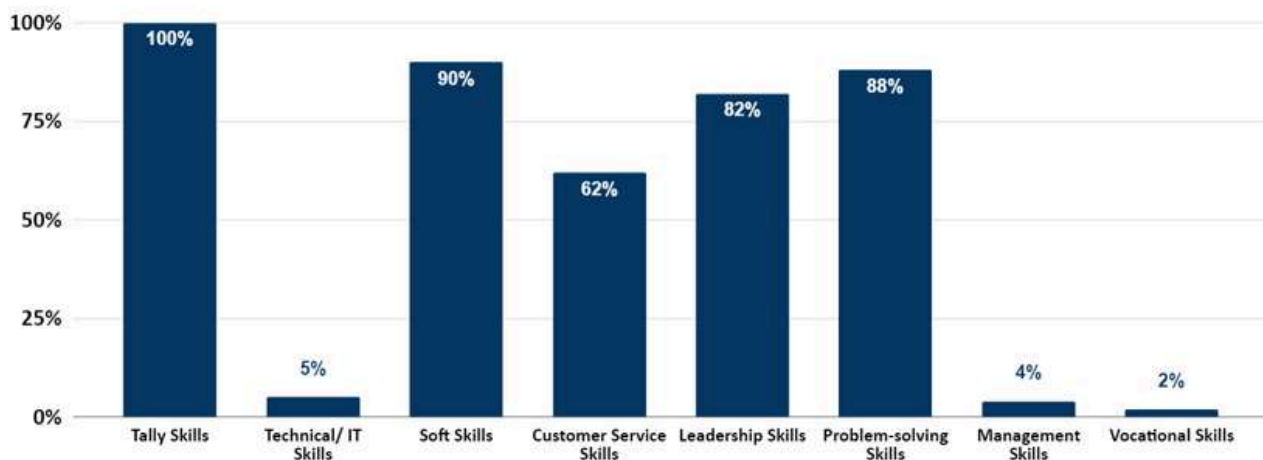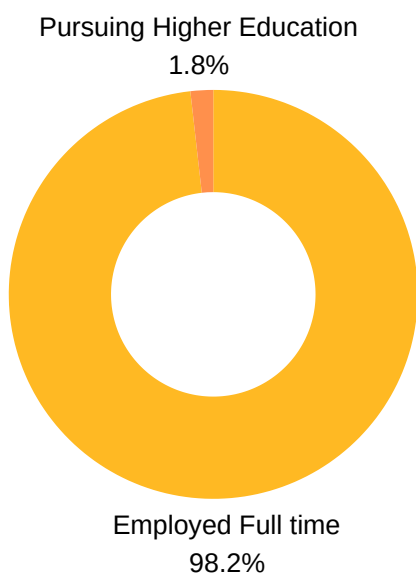

The word cloud exhibits the practical application of participants' acquired skills in their daily lives. Responses indicate that **these skills have notably aided individuals in areas such as motivation, decision-making, time management, budget calculation, problem-solving, and communication.**
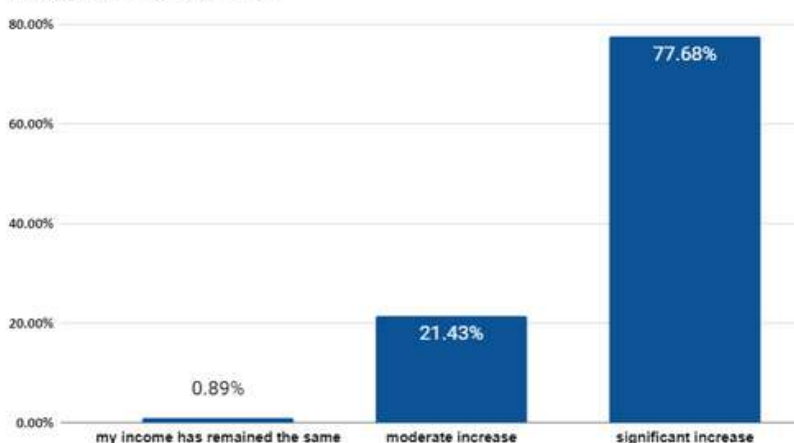
90.18% of participants highly regard the program, believing it has prepared them for employment in the high-growth service sector. Additionally, 83.04% consider the skills gained from the program to be highly valuable.

After completing the program, 82.14% of participants express high satisfaction with the job opportunities available to them. Furthermore, an encouragingly high percentage (98.21%) of participants secure employment in the high-growth service sector directly due to their participation in the program. Currently, the majority of participants (98.21%) are employed full-time, showcasing successful integration into the workforce.

The trainers here are very friendly and teach us in very easy way, this was so helpful for me to come here. They taught us through activities which was very helpful to connect. And showed me how to face the world outside. I was in a safeguarded world before this. But I learnt the reality after coming here. I learnt communication and how to behave and talk to others. I am very happy and confident.

~ Student, IDI

The data shows that 75 % of participants are satisfied with their current income levels, and **77.68% have experienced a significant increase in income since completing the skill development programme.** The financial literacy training and support provided have significantly impacted participants' financial decision-making, with 98.21% reporting that it has helped them make better financial decisions.

Pursuing Higher Education
1.8%

Employed Full time
98.2%

Have you experienced an increase in income since completing the skill development programme?

The programme significantly influenced **96.43% of respondents' career aspirations, boosting confidence and self-awareness.** It has had a long-lasting impact on participants' perceptions of their potential and capabilities, with **82.14% feeling more confident in their abilities,** indicating a boost in self-assurance. **The results highlight the programme's effectiveness in empowering participants to achieve higher career goals, fostering confidence and self-awareness, and enhancing their prospects for future success.**

How satisfied are you overall with the skill development program?

4.8 ★★★★★

79.46% of participants strongly value the skill development programme's impact on their personal improvement. Also, 83.04% of respondents assess the programme's diversity, equity, and inclusion efforts as excellent. Most participants (88.39%) strongly believe that the programme met the needs and challenges of marginalised and deprived groups. Its instruction and training are highly rated, with 83.93% very satisfied. **The majority of respondents felt that the programme had fulfilled their expectations.** The study emphasises the continued use and perceived durability of skills gained from the programme, suggesting its long-term effectiveness. 97.32% of participants routinely use the skills they have learned in their employment or daily life.

Have you noticed any changes in your interpersonal skills or relationships with others since participating in the program?

adopting   effective   literacy
english   interpersonal   colabration   attitude   employment
confident   develop   life   developed   positive
problem   solving   understanding
management   personal   good   knowledge
time   building   hard   work   changed
gained   communication   involvement
team   self
applied   confidence   working
resilience   thinking   nature
learnt   participate
skills   leadership   decision   active
critical   implementing   financial
tally

To what extent do you feel the program has met your expectations?

Did not meet expectations
2.4%
Met expectations
17.1%

Exceeded expectations
80.5%

> I have taken around 60 members in the last 2-3 months from Chennai. They are much more attentive and absorb ideas easily. This makes it easier for us to work with them. They are able to adapt easily.
>
> ~ Employer, IDI

Participation in the programme has significantly expanded outlooks and aspirations, with 86.61% expressing broader perspectives on future opportunities. **Overall, the data suggests that the programme is not only comprehensive in its curriculum but also highly successful in preparing individuals for meaningful and fulfilling careers.**

Stories of Success

"

There was a girl from Kannagi nagar. She finished her 12th standard and stopped her education. When she came the first day, she didn't even say a word. Her mother brought her here voluntarily after our mobilisation program. Her father refused to pay for her to study further. So the mother brought her to us and said " give her something so she can step out in the world and earn her way." Slowly we spoke to her and counselled her. Today she is working in a company called EOS at a salary of Rs 15.000 per month.

~ Trainer cum Counsellor, IDI

"

Life and employability skills have a pattern. For example, there was a boy from the fisherman community. Nobody in their family has gone to a salaried job. He came to us and said " I want our life to change starting from me. I want to experience what it is like to work in companies." So we started with a first-level test. we identified his weaknesses. Then we segregated them and gave him training.

~ Trainer cum Counsellor, IDI

"

My son studied his diploma and after his studies, he used to hang out with his friends without going to a job. I came to know about this magic bus skills, because I saw that many students came here and joined and got jobs, that's why I joined him here now. He learned the course here and later worked in management at Swiggy and he is now earning a monthly salary of Rs 20,000. Now our family is doing well.

~ Parent, IDI

"

We were struggling a lot in our family. My husband met an accident at work and lost 3 fingers in his hand. He could not work anymore. So I started working. I was the only earning member, I struggled to make my 2 sons study. Now, we are better. I didn't have the money to put him through college, but we got to know that through this program, they will teach him tally and then help him get a job as well for free. My son was studying before. Now he works in a company. We used to live in a small house of Rs 1000 rent before, now we live in a bigger house of Rs 9000 rent. We lived in a very difficult situation. Now our lifestyle is better.

~ Parent, IDI

The qualitative analysis of In-depth Interviews and Focus Group Discussions yielded a plethora of information. From this analysis, the following conclusions were derived.

Challenges

- **Initial Lack of Confidence:** Many participants lacked confidence and were hesitant to communicate effectively. Participants faced challenges in communication, especially in English, which affected their employability.

- **Difficulty in Finding Employment:** Before joining the program, participants struggled to find suitable job opportunities.

- **Educational Background:** Some participants faced challenges due to their educational background, lacking exposure to technical skills like Tally and software courses.

- **Financial Constraints:** Economic difficulties in participants' families hindered their access to higher education and skill development opportunities.

- **Transportation and Accessibility:** Long distances and lack of transportation made it difficult for some participants to attend training sessions regularly.

Achievements

- **Improved Communication and Soft Skills:** Participants reported significant improvements in communication, decision-making, and other soft skills.

- **Technical Proficiency:** Many participants gained proficiency in technical skills such as Tally, Excel, and PowerPoint.

- **Employment Opportunities:** Through the program, participants secured jobs and contributed to their families' financial stability.

- **Confidence Building:** The program instilled confidence in participants, enabling them to face interviews and interact effectively in professional settings.

- **Family Transformation:** Families noticed positive changes in their members' behavior, responsibility, and financial contributions, leading to improved living standards.

Improvements

- **Extended Training Duration:** Some participants felt that the training duration could be extended to provide more in-depth learning experiences.

- **Increased Resources:** Requests were made for additional resources such as computers and training centers to accommodate more participants and enhance the learning environment.

- **Awareness and Accessibility:** Efforts to increase awareness about the program and its benefits, along with opening centers closer to communities, could enhance accessibility.

Social Change

- **Empowerment:** Participants experienced personal and social transformation, becoming more responsible and respected members of their families and communities.

- **Inclusion:** The program promoted inclusion by providing skill development opportunities to individuals from diverse socio-economic backgrounds.

- **Community Impact:** Families and communities benefited from the program's initiatives, leading to positive social change and improved livelihoods.

Economic Change

- **Financial Stability:** Participants' employment and improved skills contributed to their families' economic well-being, leading to better living standards.

- **Income Generation:** Participants utilized their newfound skills to create additional income opportunities, such as part-time work and entrepreneurial ventures.

- **Employment Generation:** The programme's focus on skill development led to increased employability and job placement, addressing unemployment challenges in the community.

Diversity and Inclusion

- **Community Engagement:** The program engaged individuals from diverse backgrounds, including those from marginalized communities, promoting diversity and inclusion.

- **Skill Enhancement:** Participants from varied educational backgrounds received tailored training to enhance their skills and employability, fostering inclusivity.

- **Equal Opportunities:** The program provided equal opportunities for skill development and employment, irrespective of participants' socio-economic status or educational qualifications.

Women Empowerment

- **Empowerment Through Education:** Women participants gained confidence, skills, and financial independence through the program, empowering them to support their families.

- **Breaking Gender Norms:** The program challenged traditional gender roles by providing women with opportunities for skill development and employment, leading to societal change.

- **Family Support:** Families witnessed positive changes in women's roles and contributions, leading to increased respect and recognition for their efforts.
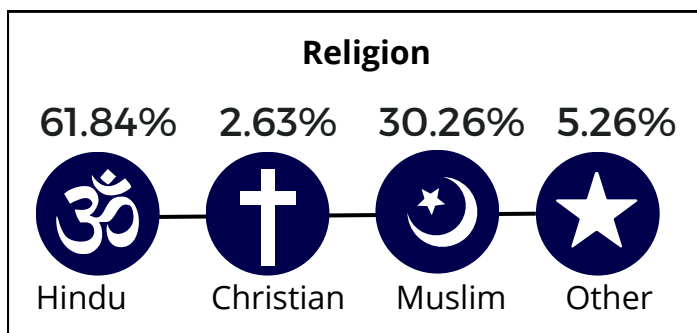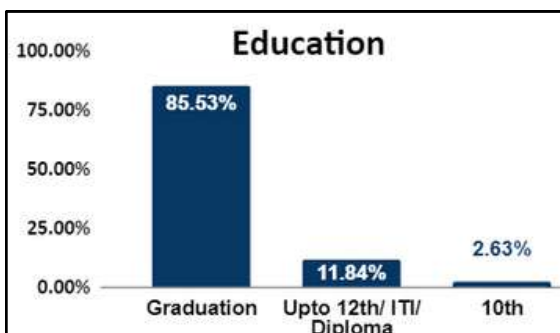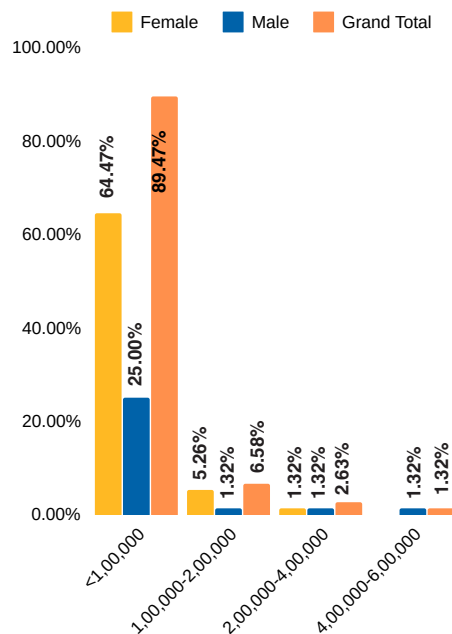
KEY FINDINGS- GOVANDI

The demographics of the surveyed population (n=76) across various categories show the majority (61.84%) of participants fall within the 20–21 year bracket; a substantial majority (85.53%) have completed graduation, with a smaller percentage having education up to the 12th grade, ITI, or diploma (11.84%). The income distribution shows that the annual income for participants ranges from <1,00,000 to 6,00,000 INR. Participants earn an average of 1,19,831 INR per year after completing the skill training programme.

Most participants (84.21%) have participated in a skill development programme for 30-45 days, mostly learning about it through Magic Bus staff door-to-door campaigns and recommendations from friends or family, as indicated by the data. The programme venues' accessibility received a positive rating of 81.58%, while **the quality of instruction and training was rated as excellent by 75% and good by 22.3%.** Participants showed a high level of satisfaction and approval, with 90.79% stating they would recommend the programme to others in their community.

Gender
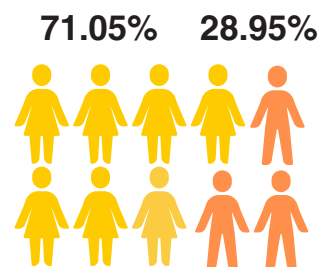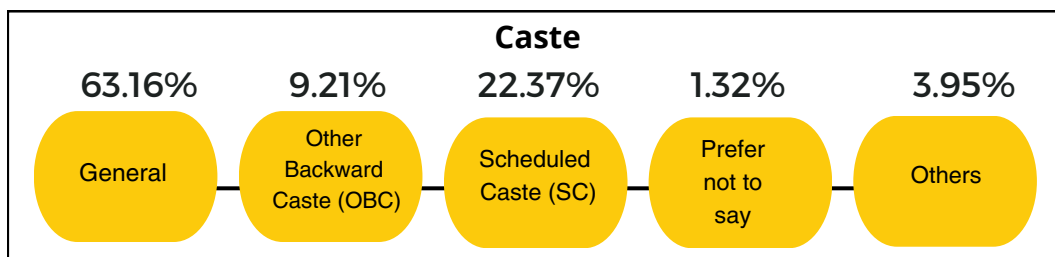
71.05%   **28.95%**

Annual Income

- Female
- Male
- Grand Total

Income	Female	Male	Grand Total
<1,00,000	64.47%	25.00%	89.47%
1,00,000-2,00,000	5.26%	1.32%	6.58%
2,00,000-4,00,000	1.32%	1.32%	2.63%
4,00,000-6,00,000		1.32%	1.32%

Education

Graduation	Upto 12th/ ITI/ Diploma	10th
85.53%	11.84%	2.63%

Religion

61.84%	2.63%	30.26%	5.26%
Hindu	Christian	Muslim	Other

Caste

63.16%	9.21%	22.37%	1.32%	3.95%
General	Other Backward Caste (OBC)	Scheduled Caste (SC)	Prefer not to say	Others

The multiple responses regarding the specific skills covered in the program indicate a comprehensive curriculum that addresses a diverse range of competencies. The vast majority of participants have been trained in Tally Skills (95%), Soft Skills (96%), Leadership Skills and Problem-solving Skills (5%) along with others, highlighting the program's focus on providing participants with technical and interpersonal skills crucial for professional success. **The figures highlight the programme's dedication to ensuring participants are versatile and capable of achieving in different aspects of their professions. The programme provides training in many skills to prepare learners to succeed in the current competitive employment market.**

Which specific skills or areas have you been trained in as part of this program?
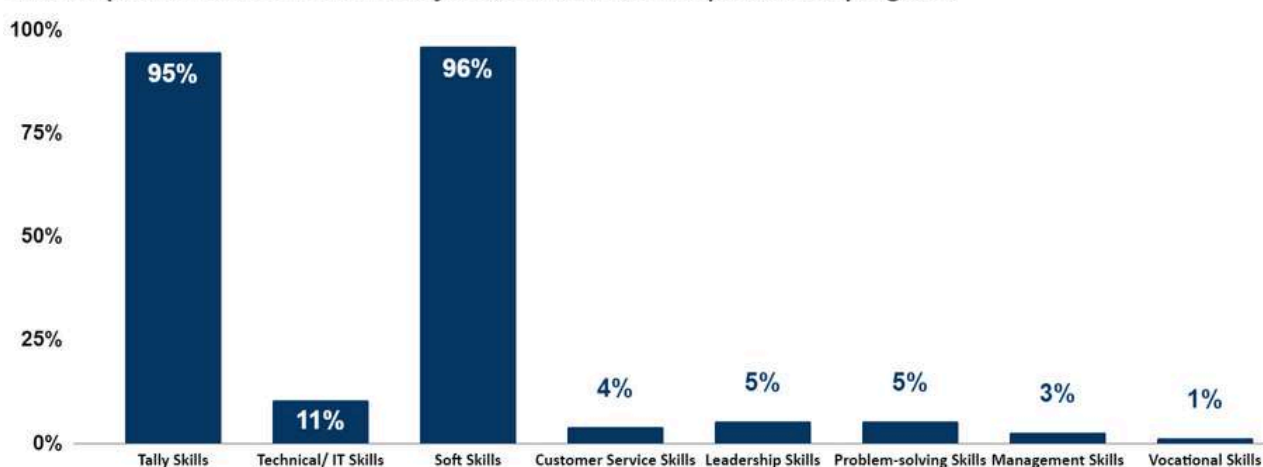
Word cloud analysis was used to assess how participants applied their new abilities in routine settings. The findings show a **strong emphasis on time management and respect for elders.** A prevalent subject was the demonstration of respect for elders, emphasising cultural values and social norms. Additional qualities, such as adaptability and greetings, were also brought up, though not as prominently. The results highlight the various ways participants have incorporated the skills learned from the programme into their daily lives, demonstrating **the programme's success in promoting practical and culturally relevant skills.**

The collected data provides valuable insights into participants' perceptions of the abilities they gained and their employment application. **An overwhelming majority of respondents (94.74%) have substantially utilised the skills gained in their daily lives or at work, demonstrating the programme's practical relevance and applicability.**

Investigation of the employment and educational status of participants, reveals significant impacts of the skill development programme. Notably, a considerable portion of participants, totalling 42.11%, are employed full-time; 43.42% of participants are pursuing higher education; and others are employed part-time (10.5%) or self-employed (1.3%). Very few (1.32%) were unemployed, showing room for improvement. **Impressively, 98.68% of participants have secured employment in the high-growth service sector as a direct result of the programme.**
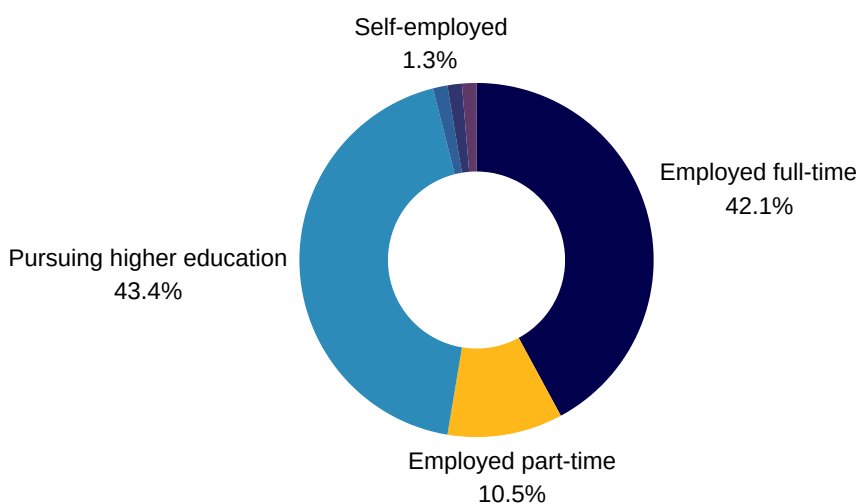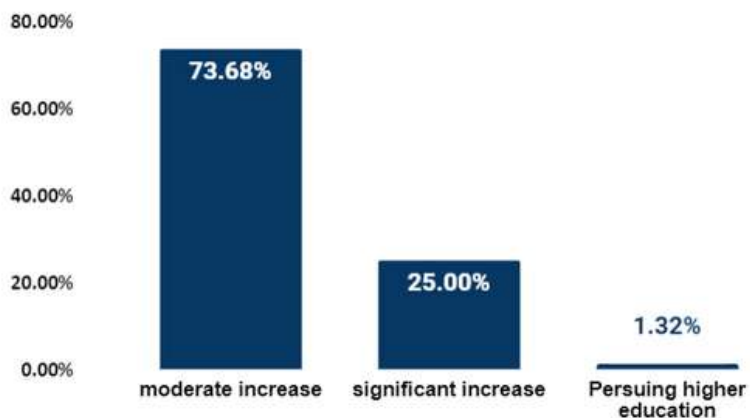
68.42% respondents expressed a very high satisfaction with their current income levels, and reported significant (25%) to moderate (73.68%) increase in income since completing the programme, highlighting the programme's tangible benefits in enhancing participants' earning potential. Additionally, 98.68% of participants have received financial literacy training as part of the programme, and **a significant majority of 89.47% indicated that it has helped them make better financial decisions, indicating that the programme equips them with the knowledge to manage and grow their finances effectively.**

A notable shift in career aspirations and self-perception has been observed; 63.16% of respondents highlighted that the programme has exerted a profound influence on their career aspirations; 34.21% stated that it has increased their self-awareness for strengths and weaknesses; and 31.58% expressed increased confidence in their abilities, underscoring the programme's efficacy in bolstering self-assurance. Additionally, 34.21% report feeling more optimistic about their prospects for the future, which reflects the programme's positive outlook on participants' career trajectories and personal development.

How satisfied are you overall with the skill development program?	4.7 ★★★★☆

The assessment of participants' satisfaction regarding the skill development programme reveals several noteworthy insights. A considerable majority (75%) express high satisfaction with the quality of instruction provided, highlighting its effectiveness in delivering valuable training. **80.26% of respondents reported that the programme exceeded their expectations, indicating its success in surpassing anticipated outcomes.** In terms of personal growth and development, 86.84% of participants perceive the programme's impact as highly positive, underscoring its significance in fostering individual advancement. Furthermore, the programme's commitment to diversity, equity, and inclusion receives commendation, with 78.95% of respondents rating its efforts as excellent. Additionally, **an overwhelming 93.42% affirm that the programme adequately addressed the specific needs and challenges of participants from marginalised sections and underprivileged backgrounds, highlighting its inclusivity and effectiveness in catering to diverse demographics.**

To what extent do you feel the program has met your expectations?

Exceeded expectations	80.26%
Met expectations	18.42%
Did not meet expectations	1.32%

0.00%   25.00%   50.00%   75.00%
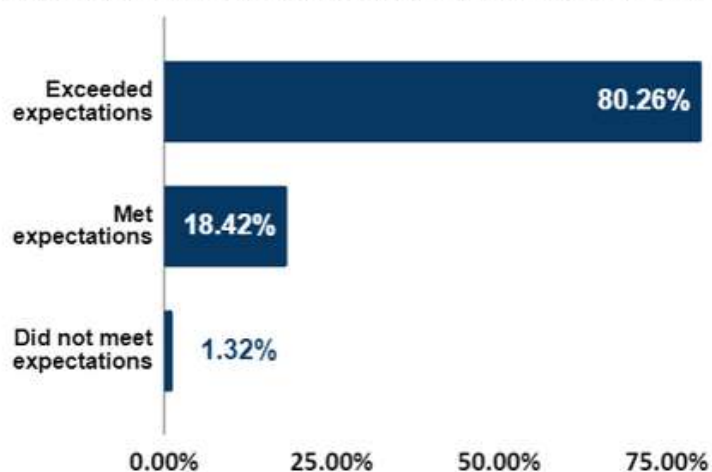
> "
> *I have improved my confidence, and now I am clear about my aim. I got to interact with so many people and learn so many things. I was an introverted person. Now, I have become a very confident person.*
>
> *~Student, IDI*

> **Have you noticed any changes in your interpersonal skills or relationships with others since participating in the program?**

The responses of word cloud indicate a predominant emphasis on teamwork, with participants frequently citing its influence on various aspects of their lives. Additionally, the data reflects a strong inclination towards decision-making skills, suggesting their application in navigating daily challenges. Collaboration emerges as another prominent theme, with participants highlighting its significance in achieving goals and fostering effective communication.

The impact of the program on participants' perceptions of future opportunities and societal contributions is notable. A majority (56.58%), indicate that the program has significantly expanded their outlook and aspirations, suggesting a broadening of horizons and enhanced ambition, while the remaining 43.42% reported that the program has provided them with clarity and direction, indicating a newfound sense of purpose and guidance. **Overall, the overwhelmingly positive feedback on how well the programme prepares individuals for work demonstrates its effectiveness in providing valuable skills and knowledge. With such strong support from participants, it is clear that the programme is making a significant impact in preparing individuals for successful careers.**

> *I used to sit at home jobless. Now I have a job. Now, my parents and friends behave so well as I am doing a job. They have started behaving with me with respect.*
>
> *~Student, IDI*

Stories of Success

"

I can still remember Deepak's success story. His success story is unique to me. When we went for a field visit for the first time, we met him at his home. Their economic condition was worse, and they were in a state of hopelessness. When we met Deepak and introduced him to our training program, he refused to take admission. Instead, he saw it as a waste of time as he was looking for a job and was not ready to go for any training program. There was his mother with her. His mother was interested in sending him. However, Deepak perceived it as a waste of time and asked us to leave their place. However, I accepted the challenge and tried to convince him. His mother called us in the evening and asked me to give training to Deepak. She said that her son is good. Just because of his peer groups, he has lost his way. Then, the next day, I went to meet him. Deepak shared with me some of his life journey as how he has been devoid of love from his parents and how he has been made a joke by his friends. Also, he said my father has some physical problems, and he still runs the family. Even whenever I tried to learn in school, teachers and students were making fun of me. I felt that he was a genuine student. If he is given a chance, he can grow like anything. Then, I tried to tell him everything we had in our training program.

However, the greatest obstacle for him was the economic condition of his parents. He said that I am so much interested in studying. I scored well in my 10th grade. But when I was in my intermediate, I had to go to work, and how could I get a good score in such a situation? Then he said, I want to study and get a job too, but I don't have money. Then, I introduced him properly to our course and fee structure. I asked him to give his forty-five days to me, and I will take care of your job. Then I went home the next day and talked to his parents. I persuaded them to send him to Magic Bus for the training program as it is giving training free of cost. Then he joined the course and never took a single leave in two months. The boy who used to sit in the back started coming to the front. Now, his lifestyle has completely changed. Now he is doing a job and earning almost 25,000 per month in a bank. His family is also happy now. They thanked me and Magic Bus for giving him the training. They said that if we had not requested that day, he would have been roaming around like other guys. This is the best and most unique success story for me during my time in Magic Bus.

~ Trainer cum Counsellor, IDI

Stories of Success

"

I will try to tell one story of one of our participants. She used to come for training programs regularly. In the placement period, we invite the employers to our centre. She got a job through placement. One day, I called her to inquire about her whereabouts. She told me that she would not join the job. Then I asked her the reason behind not joining the job. She replied that her father is not allowing her to go for a job as female students do not go for jobs in their locality. I had built up a good rapport with her. I asked her if she wanted to join or not. Then she replied that she wanted to join the job, but her parents were not allowing her. Her parents were preparing to get her married. Then, I visited her parents and showed them examples of girls from the same community. I tried to convince them that if it would have been a boy, you would have never stopped him. The girls also have certain dreams of getting an education, getting a job and all.

She said, her parents had contributed a lot to her life, and she wanted to do something for them before getting married. Then I asked her parents to let her continue the job, at least for some time. If she gets married, I don't have a role to play there, but at least give her a chance before marriage. And the good thing is she is doing a job now. She was a very smart and talented student.

~ Trainer cum Counsellor, IDI

The qualitative analysis of In-depth Interviews and Focus Group Discussions yielded a plethora of information. From this analysis, the following conclusions were derived.

Challenges:

- **Language Barrier:** Participants faced significant challenges due to the language (English) barrier, hindering their confidence and employability at initial stage of learning.

- **Financial Constraints:** Many participants faced financial difficulties, and this program came to them as a blessing.

- **Gender Enrollment:** Enrolling female students posed a challenge due to societal pressures and taunts.

- **Inferiority Complex:** Some participants struggled with feelings of inferiority, impacting their self-esteem and confidence.

Achievements:

- **Improved Confidence:** Participants experienced a significant boost in confidence, attributed to learning teamwork, time management, and self-motivation.

- **Career Clarity:** The programme provided clarity on future career paths, empowering participants to attend interviews confidently and make informed career decisions.

- **Change in Community Perception:** Participants noticed a shift in community perception, gaining respect and recognition after securing jobs.

- **Socio-Economic Upliftment:** Graduates witnessed a positive shift in their socio-economic status, transitioning from unemployment to gainful employment.

Improvements:

- **Addressing the Language Barrier:** Trainers focused on teaching basic English skills rather than fluency, ensuring participants could enter the job market more quickly.

- **Continuous Support:** Programmes emphasised continuous support post-training, including follow-ups with participants and addressing their needs for up to 3-6 months post training.

Social Change:

- **Increased Respect:** Participants experienced improved social interactions and respect from peers, family, and the community after gaining employment.

- **Expanded Social Circle:** Graduates became more active and confident, expanding their social circles and making new friends post-programme completion.

- **Improved Family Dynamics:** Participants reported improved relationships with family members, with parents expressing pride in their children's achievements.

Economic Change:

- **Employment Opportunities:** Graduates secured jobs in various sectors, leading to economic stability and independence.

- **Higher Earnings:** Participants reported increased earnings post-programme completion, contributing to their financial well-being and independence.

- **Employer Recognition:** Employers praised programme graduates for their professionalism, reducing the need for further training and saving resources.

Diversity and Inclusion:

- **Equal Opportunity:** The programme emphasised equality, with no discrimination based on caste, religion, or community, fostering an inclusive learning environment.

- **Empowerment of Marginalised Students:** Backward students benefited from soft skills training, improving communication skills, and enhancing employability.

- **Accessibility:** Providing free training programmes addressed financial barriers, ensuring marginalised students could access valuable skills without financial burden.

KEY FINDINGS- LONAVALA

The demographics of the surveyed population (n=73) across various categories show that an equivalent majority (41.10%) of participants fall within the 18-19 year and 20–21 year bracket; 87.67% of respondents reported an annual income of less than 1,00,000, with a minor representation in the 1,00,000-2,00,000 bracket at 10.96%. Participants earn an average of 1,19,831 INR per year after completing the skill training programme. The highest proportion of respondents had education up to 12th grade, ITI, or diploma at 78.08%, with graduates making up 19.18%.
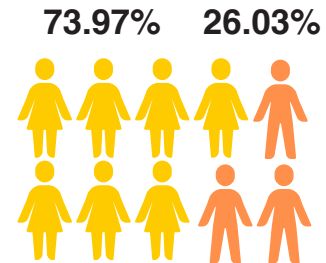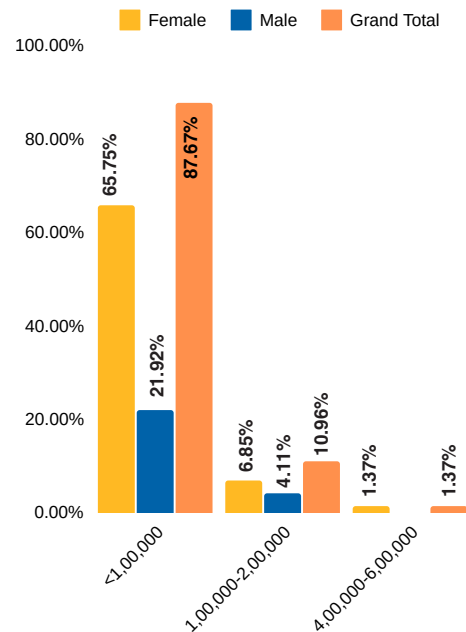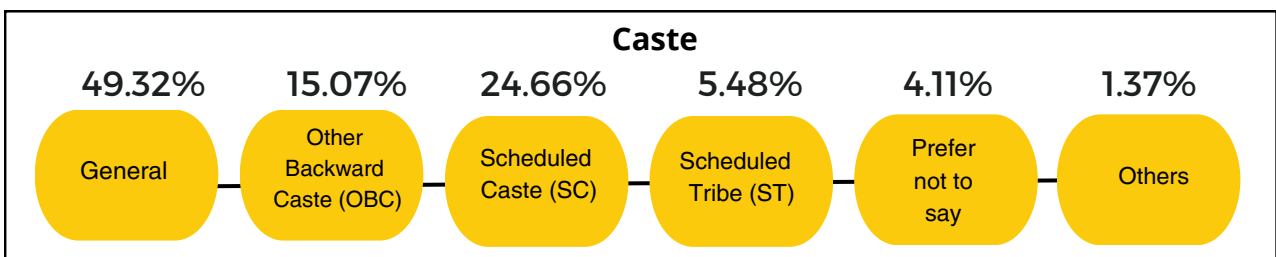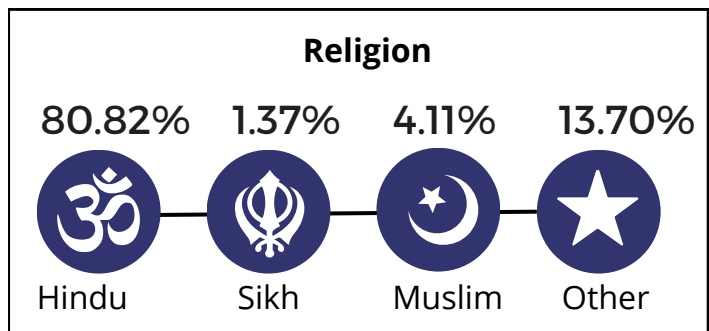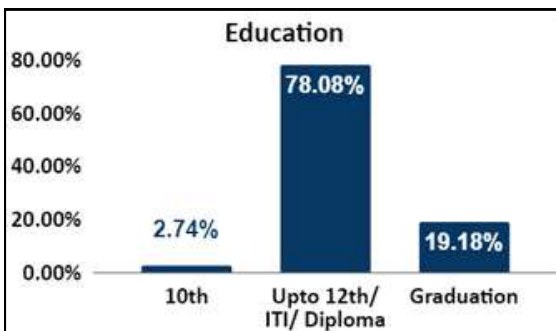
Upon reviewing the data, a number of important insights concerning the level of participation in the skill development programme showed, 73.97% of participants engaged with a skill development programme for 30-45 days, with 28.77% learning about it through community organizations, friends and family (32.88%) and programme alumni (9.59%). Accessibility of venue was highly rated, with 52.05% stating it was very accessible. **The quality of instruction was highly rated, with 65.75% describing it as excellent.** A significant majority of participants expressed a high likelihood of recommending the programme to others.

Gender

73.97%   **26.03%**

Annual Income

■ Female   ■ Male   ■ Grand Total

100.00%

80.00% — 65.75% — 87.67%

60.00%

40.00% — 21.92%

20.00% — 6.85% 4.11% 10.96% — 1.37% — 1.37%

0.00%

<1,00,000   1,00,000-2,00,000   4,00,000-6,00,000

Education

80.00%
60.00%
40.00%
20.00% — 2.74% — 78.08% — 19.18%
0.00%

10th   Upto 12th/ ITI/ Diploma   Graduation

Religion

80.82%   **1.37%**   **4.11%**   **13.70%**

Hindu   Sikh   Muslim   Other

Caste

49.32%   **15.07%**   **24.66%**   **5.48%**   **4.11%**   **1.37%**

General   Other Backward Caste (OBC)   Scheduled Caste (SC)   Scheduled Tribe (ST)   Prefer not to say   Others

The multiple responses regarding the specific skills covered in the program indicates a comprehensive curriculum that addresses a diverse range of competencies. The vast majority of participants have been trained in Soft Skills (72.60%), Tally skills (24.70%), Leadership Skills (56.20%) and Problem-solving Skills (50.70%) along with others, highlighting the program's focus on providing participants with technical and interpersonal skills crucial for professional success. **The figures highlight the programme's dedication to ensuring participants are versatile and capable of achieving in different aspects of their professions. The programme provides training in many skills to prepare learners to succeed in the current competitive employment market.** Moreover, participants' engagement in job fairs and counselling sessions in addition to the core training classes demonstrates an active pursuit of other possibilities provided by the programme.

Which specific skills or areas have you been trained in as part of this program?

Skill	Percentage
Soft Skills	72.60%
Leadership Skills	56.20%
Problem-solving Skills	50.70%
Technical/ IT Skills	41.10%
Customer Service Skills	28.80%
Tally Skills	24.70%
Management Skills	19.20%
Vocational Skills	12.30%

Above Word cloud analysis shows how participants applied their new abilities in routine settings. The comments show a **strong emphasis on skills and better communication.** Terms such as "communication skill," "decision making," "daily life," "improved," and "programme" stand out prominently, indicating a strong emphasis on the acquisition and application of essential skills in participants' everyday lives. **Overall, the word cloud analysis underscores the programme's effectiveness in equipping participants with valuable skills that enhance their confidence and competence in various aspects of life.**

Most responders (97.26%) consider the skills obtained valuable for employability and 58.90% believe the skills are extremely relevant to current job market demands, emphasising their alignment with industry needs. In addition, 73.97% said they've used the skills in their daily lives or jobs, demonstrating the programme's practicality. **Most (60.27%) strongly agree that the programme prepared them for high-growth service sector jobs.**

43.84% of respondents are now pursuing higher education, while 24.66% are employed part-time and 19.18% are employed full-time. 42.47% of individuals are satisfied with their job prospects after finishing the skill development programme, and an extra 46.58% are very satisfied. Nevertheless, **56.16% of individuals have faced obstacles in finding jobs after finishing the programme.** However, 60.27% of participants view the skill development programme's influence on their employability as highly favourable, highlighting its effectiveness in preparing them for employment. **These findings reflect the programme's successes and areas for improvement in meeting participants' employment needs and goals.**

A significant majority, representing 69.87% of respondents, express satisfaction with their income level, with 30.14% reporting being very satisfied and 39.73% indicating satisfaction. Nevertheless, a significant portion, amounting to 20.55%, are ambivalent about their income level. After completing the programme, 42.47% of participants reported a moderate rise in income, and 32.88% reported a significant improvement. On the contrary, only 2.74% experienced a loss in income, while 20.55% indicated that their income has stayed constant. **A considerable number experienced notable increases, contributing to overall satisfaction with their financial status.**

Have you experienced an increase in income since completing the skill development program?
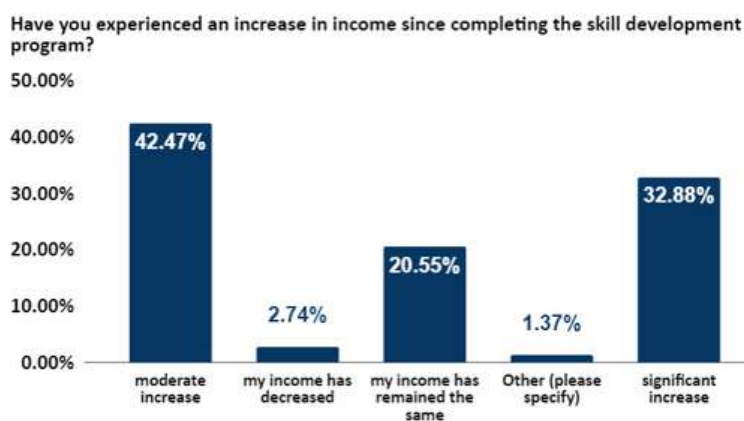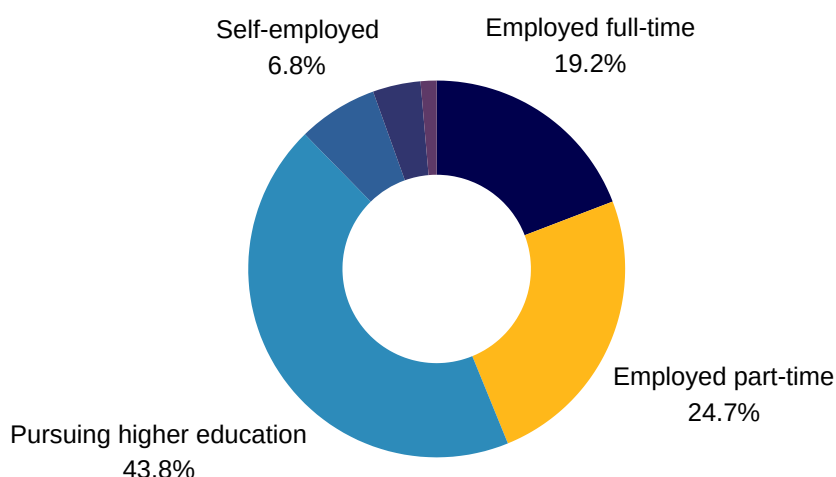
A notable shift in career aspirations and self-perception has been observed; 72.60% of respondents highlighted that the programme has exerted a profound influence on their career aspirations. Regarding self-perception, 73.97% express feeling more confident in their abilities post-programme participation, with 21.92% reporting increased awareness of their strengths and weaknesses. **The results emphasise the programme's effectiveness in enabling participants to establish more ambitious career goals and boosting their confidence in their ability to reach them, ultimately promoting a more positive outlook on their future opportunities, it equipped them with essential skills and resources while also developing self-confidence and resilience.**

How satisfied are you overall with the skill development program?	4.5 ⭐⭐⭐⭐✬

60.27% of the respondents expressed being very satisfied with the quality of instruction, with an additional 31.51% reporting satisfaction, affirming the programme's effectiveness in delivering high-quality training. Regarding meeting expectations, 49.32% assert that the programme exceeded their expectations, while 47.95% indicate that it met expectations, indicating a generally positive perception of the programme's performance, while a very few (2.74%) expressed that there is a room for improvement and the programme "did not met their expectations". In terms of promoting diversity, equity, and inclusion, 57.53% rate the programme's efforts as excellent, with an additional 36.99% rating them as good, suggesting robust efforts to foster diversity and inclusion within the programme. **Moreover, the vast majority (58.90%), strongly agree that the programme adequately addressed the specific needs and challenges of participants from marginalised sections and underprivileged backgrounds, highlighting its commitment to inclusivity and equitable support for all participants.**

Did not meet expectations
2.7%

Met expectations
47.9%

Exceeded expectations
49.3%
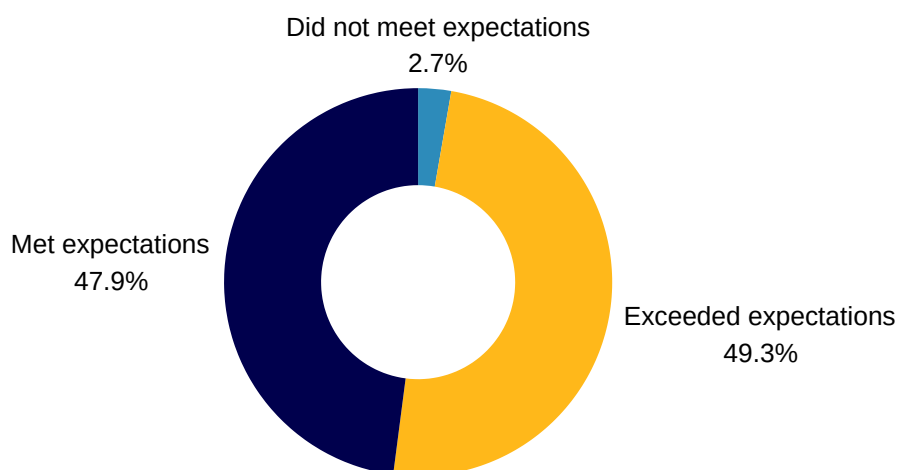
> 66
>
> *I never used to speak my mind. After coming here, I've interacted with a lot of people during the group activities. They also teach us how to overcome obstacles and I try to implement it.*
>
> *~ Student, IDI*

The responses of word cloud indicate a predominant emphasis on "confidence," "communication skills," "emotional management," "teamwork," and "time management", indicating a focus on personal development and enhanced social interactions. **Many respondents express feeling more confident in daily activities and communication, suggesting a positive impact on self-assurance and social interactions.**

The impact of the program on participants' perceptions of future opportunities and societal contributions is notable. A majority (56.16%), indicate that the program has significantly expanded their outlook and aspirations, suggesting a broadening of horizons and enhanced ambition, while 39.73% reported that the program has provided them with clarity and direction, indicating a newfound sense of purpose and guidance. Only 1.37%, perceive no significant impact. **The results indicate that the training benefitted marginalised youth by expanding their perspectives, providing guidance, and addressing their specific requirements. Consequently, they are now better prepared to confront obstacles and seize on possibilities in the future.**

When I did not know about magic bus, I didn't really care about my future since I hadn't passed my 12th grade, I just thought of doing business. I started thinking about myself and my career after I joined magic bus. I became more conscious about my future and the teachers guided me. I started becoming more independent and started relying on myself. Since I already had a business my teachers helped me boost my business.

~Student, IDI

The qualitative analysis of In-depth Interviews and Focus Group Discussions yielded a plethora of information. From this analysis, the following conclusions were derived.

Challenges:

- **Travel Difficulties:** Many participants faced challenges with transportation, especially during the monsoon season, impacting their ability to attend classes regularly.

- **Communication Barriers:** Several individuals struggled with communication skills and socialising, leading to anxiety and low confidence levels in the initial stage of the programme.

- **Academic Setbacks:** Some participants faced setbacks in academic pursuits, such as not passing the 12th grade, leading to self-doubt and a lack of direction in career choices.

- **Financial Constraints:** Economic difficulties within families posed challenges.

Achievements:

- **Career Progression:** Participants experienced significant career advancements, including promotions and recognition for outstanding performance in different roles.

- **Personal Growth:** Improved communication, leadership, and decision-making skills were highlighted as key achievements, enhancing participants' overall confidence and capabilities.

- **Independence and Self-Reliance:** Participants demonstrated increased independence, both financially and professionally, by taking responsibility for their expenses.

- **Job Placement Success:** The programme's assurance of job placement resulted in participants consistently securing employment, with many achieving recognition and awards in their workplaces.

Social Change:

- **Empowerment:** Participants, particularly women, experienced increased independence and contributed to their families financially, leading to greater respect and recognition in society.

- **Expanded Social Networks:** Graduates formed lasting friendships and memories through group activities, enhancing their social interactions and support systems.

- **Professionalism and Recognition:** Participants gained respect and recognition in their workplaces, becoming valued employees known for their professionalism and skills.

Economic Change:

- **Financial Stability:** Graduates' ability to support themselves financially and contribute to their families' income improved significantly, reducing financial burdens and fostering economic stability.

- **Savings and Education:** Earned income was used for personal savings, education expenses, and relieving financial strain on families, highlighting the programme's positive impact on financial planning and management.

Diversity and Inclusion:

- **Equal Opportunity:** The programme provided equal access to skill development and job opportunities, regardless of participants' backgrounds or academic histories, promoting inclusivity and diversity.

- **Collaborative Training:** Collaboration with external trainers and companies ensured diverse skill sets were taught, enhancing participants' employability and adaptability in various job sectors.

Comparative Analysis

Indicator	Chennai	Govandi	Lonavala
How satisfied are you overall with the skill development program?	4.8/5	4.7/5	4.5/5
How likely would you recommend this skill development program to others in your community?	91.96% Very likely	90.79% Very likely	58.90% Very likely 30.14% Likely
How do you rate the quality of instructions/ training provided in the skill development program?	83.04% Excellent	75.00% Excellent	65.75% Excellent
How relevant do you think the skills taught in the program are to the current job market demands?	87.50% Highly relevant	93.42% Highly relevant	58.90% Highly relevant 28.77% Somewhat relevant
Do you feel that the program adequately prepared you for gainful employment in the high-growth service sector?	90.18% Strongly agree	96.05% Strongly agree	60.27% Strongly agree
How do you perceive the value of the skills acquired in the program for your employability?	83.04% Very valuable	78.95% Valuable	56.16% Very valuable 41.10% Valuable
How satisfied are you with the job opportunities available to you after completing the skill development program?	82.14% Very satisfied	81.58% Very satisfied	42.47% Very satisfied 46.58% Satisfied
How satisfied are you with your current income level?	75.00% Very Satisfied	68.42% Very Satisfied	30.14% Very Satisfied 39.73% Satisfied
Have you experienced an increase in income since completing the skill development program?	77.68% Significant increase	73.68% Moderate increase	32.88% Significant increase 42.47% Moderate increase
How has your perception of your own potential and capabilities changed since participating in the program?	82.14% I feel more confident in my abilities	34.21% I am more aware of my strengths and weaknesses 31.58% I feel more confident in my abilities 34.21% I feel more optimistic about my future prospects	73.97% I feel more confident in my abilities 34.21% I am more aware of my strengths and weaknesses
To what extent do you feel the program has met your expectations?	82.14% Exceeded expectations	80.26% Exceeded expectations	49.32% Exceeded expectations 47.95% Met expectations
Do you feel that the program adequately addressed the specific needs and challenges of participants from marginalized sections and underprivileged backgrounds?	88.39% Strongly agree	93.42% Strongly agree	58.90% Strongly agree 28.77% Somewhat agree

Recommendations: Let's hear from stakeholders

"

We will request to continue this training program so that students from marginalised sections and middle-class families can get the opportunity to take the benefits of this training program like us.

~ Student, FGD

"

Yes, we can get trainers from other companies who collaborate with us.

~Trainer, IDI

"

It gets very hot in the training room so it would be better if an AC is available at the training center.

~ Parent, IDI

"

If you give them training to create their own self employment opportunities it will be much better. Magic bus only focuses on private sector jobs. But they can also give training for government jobs/exams like TNPSC etc. They can give awareness programs that will benefit their life.

~Employer, IDI

"

If there is Pan-India presence of the Magic Bus then it would be much convenient to hire at the local level which can facilitate the participants to get jobs in close proximity to the locations where they reside rather than moving to a different city for job.

~ Employer, IDI (Virtual)

"

Shortage of computers is a concern, more computers should be there so more people can learn.

~Students, FGD

"

Already here Tally, communication skills, life skills, programming, etc are being taught. Besides, it would be good if any courses related to software like Java, C, C++,python are taught. Nowadays all software companies ask for this type of course only.

~Student, IDI

"

It would be good if more training centres are opened by Magic Bus.

~Students, FGD

RECOMMENDATIONS

Overall, the Chennai Centre has demonstrated outstanding outcomes compared to the other two locations in the project. Consequently, there is potential for further enhancements, particularly at Lonavala, which has exhibited relatively lower performance across all indicators.

Stakeholders have recommended the addition of more computers, expansion of skill-based courses to new sites, and enhancement of infrastructure to enrich the learning experiences of participants.

It is imperative to continue efforts in disseminating awareness about the program, with a particular focus on reaching out to marginalized communities and educational institutions.

Expanding the program centers is advised to provide job opportunities closer to the residences of participants, thereby minimizing the necessity for relocation.

Extending the duration of the program can allow for a more comprehensive skill development curriculum.

To address travel challenges, participants suggest providing transportation assistance during adverse weather conditions to mitigate transportation difficulties.

It is recommended to revise the syllabus in alignment with evolving job market demands and to incorporate feedback from participants and industry experts for continuous improvement.

Rainbow Homes

Providing Complete Care Program Including Healthcare and Education Support to Girls Living on the Streets

BACKGROUND

Childhood is a crucial stage of life, shaping the adults we become through formative experiences. A child's healthy development hinges on various factors, including the quality of their housing. Studies on homelessness show that homeless children face significant threats to their well-being. Such children are particularly vulnerable, experiencing health issues, hunger, developmental delays, psychological challenges, and academic struggles. Annual Report of the Ministry of Women and Child Development (2015-16) states that around 170 million or 40 per cent of India's children are "vulnerable or experiencing difficult circumstances characterised by their specific social, economic and geopolitical situations, Family income, effective parenting, and a safe environment, key influences on a child's life, are directly or indirectly impacted by housing conditions. However, housing for street children is not a focal point of policy in the country.

Children, form marginalised backgrounds often come from fractured families, are at severe risk of abuse in various forms. Child psychologists stress the critical role of a home in a child's proper growth and character development. Homelessness' repercussions often compound, leading children from troubled families into a cycle of poverty, addiction, poor health, and behavioural issues.

Established in 1998, Rainbow Homes (RH) seeks to address homelessness among society's most marginalised and vulnerable children, aiming to prevent them from falling into poverty and adverse living conditions. Built on the principle of equal opportunity, the Rainbow Home Foundation focuses on shelter as a catalyst for ensuring children's access to education, health, and overall well-being. Through a child-centred approach, the program operates a community care initiative where caretakers oversee the development of a rights-based learning perspective in children. Driven to instil social values in children from fractured homes, Rainbow Homes' vision is to secure every child's rights to a safe home, nourishment, development, education, care, and love.

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 primary data. Quantitative data was collected through online surveys among 73 beneficiaries while the Qualitative data was collected at the 3 shelter homes in Chennai and 2 learning centres in Chennai and Andheri respectively; in the form of In-depth interviews and key informant interviews from various stakeholders. 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.

SAMPLE SIZE

Stakeholders	Quantitative Survey	Qualitative IDIs and KIIs
Shelter Home Kids	73	10 IDIs
Caretakers	-	3 KIIs
Parents	-	5 KIIs
Learning Centre Kids - Chennai	-	10 IDIs
Learning Centre Kids - Andheri	-	10 IDIs
Teachers	-	2 KIIs
Future Girls	-	5 IDIs

THEORY OF CHANGE:

IMPACT

Ensuring accessibility to basic rights of shelter, nutrition and education for children from the most economically and socially vulnerable families.

OUTPUTS

- Enrolment of children in schools
- Improved nutritional indicators of children
- Safe and secure shelter conditions for children
- Developed understanding of child safety amongst children
- Nurtured hobbies and extra-curricular activities

INPUTS
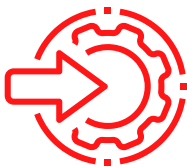
- Support for education to children
- Age and need appropriate nutritious food
- Safe and trustworthy shelter homes
- Counseling sessions for children and parents
- Hygienic environment and access to healthcare facilities

SDGS ALIGNED:

4 QUALITY EDUCATION

OBJECTIVES

- To evaluate the program's effectiveness that provided safe shelter and protection to 325 disadvantaged children
- To evaluate the comprehensive education provided, including bridge courses, mainstream education linkage and life skills development opportunities
- To evaluate that all children have achieved physical growth malnourished children have received specialized diets, assessing the impact of the nutritional program
- To examine the healthcare initiatives, including preventive, curative and promotive healthcare, menstrual hygiene practices, mental health care among children

PROGRAM TARGETS FOR FY 2022-2023

TARGET	ACTUAL	
100 children	130 children	Learning Centres
250 children	**325** children	Shelter Homes
25 Young Adults	**38** Young Adults	Future Young Adults
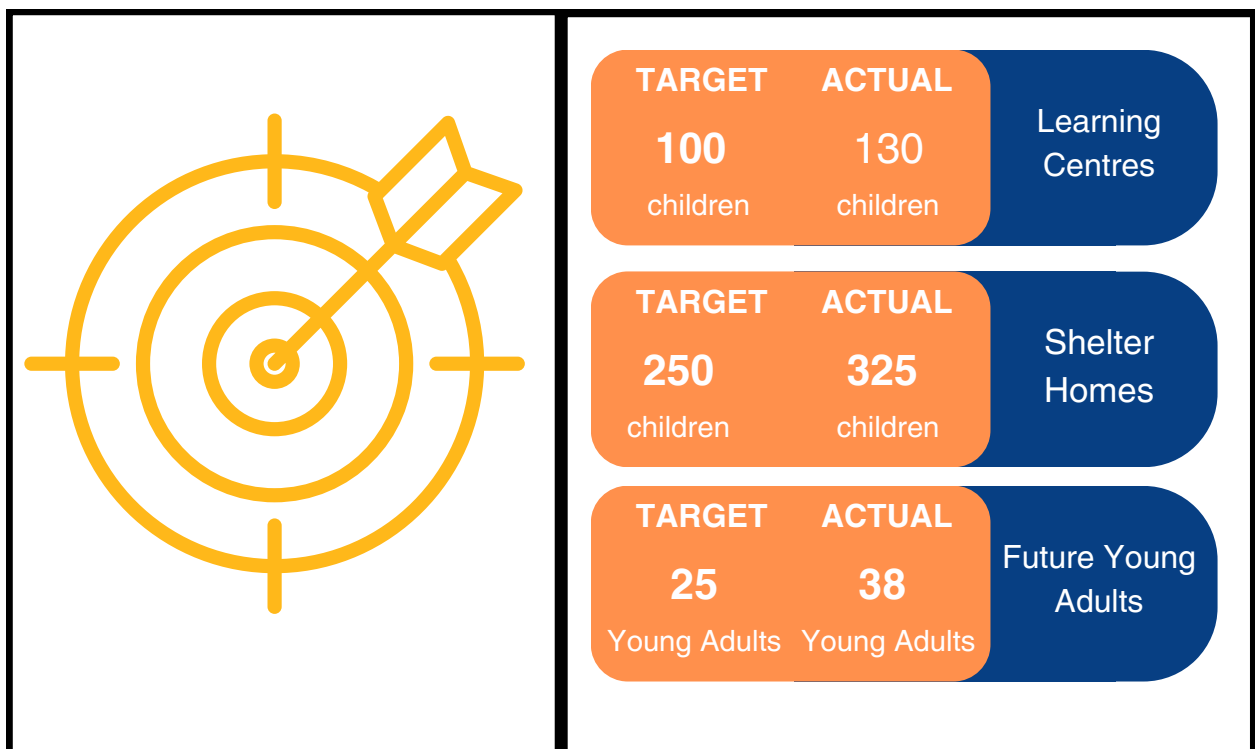
PROGRAM HIGHLIGHTS

Key Provisions at the Shelter Home

Frequent Medical Check Ups and Doctor Visits

School enrolment and after school study support

Shelter home facilities

Nutritive food and diet

Nurturing Talent and facilitating extra-curricular activities

Daily Essential Supplies Provision

Female to Male Ratio

61.6 % Females: 38.4% Males
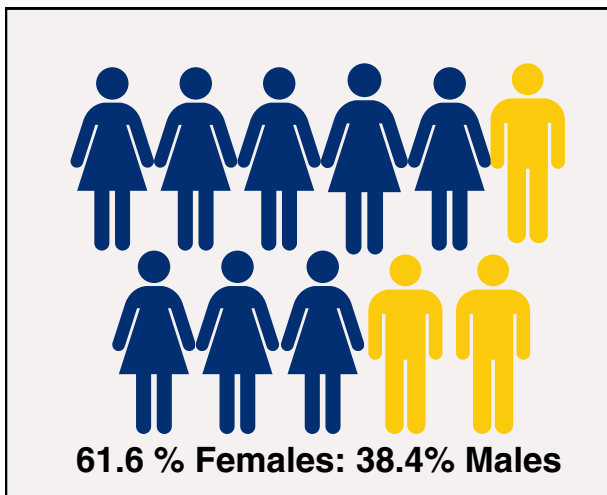
Age group distribution of participants

Age group	Value
6-8	~8
9-12	~49
13-16	~15
17-18	~1
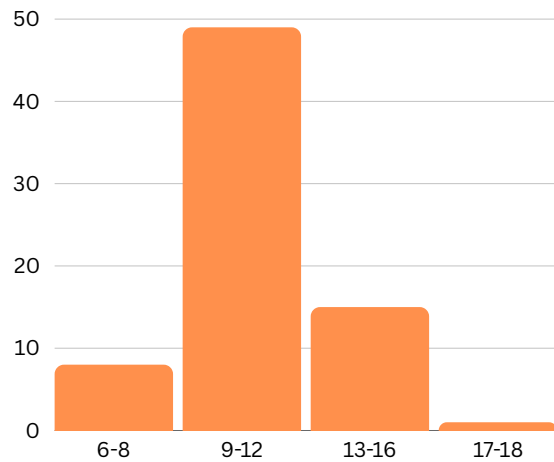
Average duration of stay

65.8%

65.8% children have been living in the home for 1 – 6 years
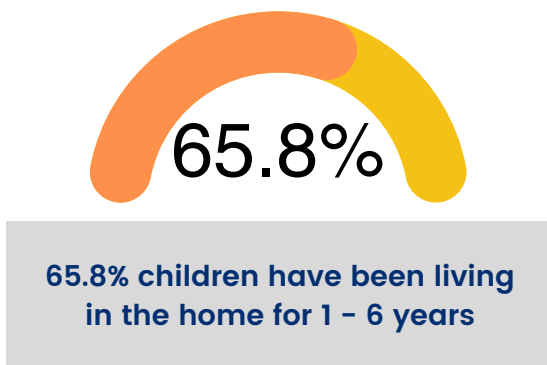
Children rating of the RH Shelter Home

Rating	Value
5 STAR	~51
4 STAR	~21
3 STAR	~1
2 STAR	~0
1 STAR	~0
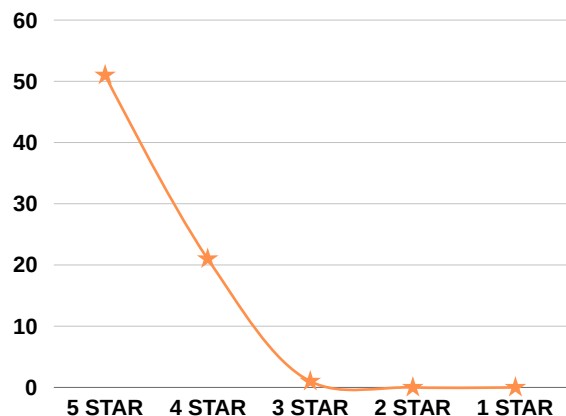
Shelter Home Program

The shelter home program aims to provide safe, hygienic living provisions for children from marginalised households and helps them in continuing their education whilst also harnessing their talents and extra-curricular interests through classes and scheduled activities. The program also aims to improve nutritional outcomes and health and hygiene of these children. The Chennai leg of Rainbow Homes has 3 shelter Homes 2 for girls and 1 for Boys. The shelter home currently accommodates a total of 325 kids across the 3 homes. The average age of kids is 11 -13 years of age and having been living in the home for anywhere between 1-6 years approximately. All shelter kids are sent to CMS school in Chennai and receive financial aid to pursue education till high school.

Effective conflict resolution through Balsabhas

100% students agree that Balsabha effectively resolves their issues

How do you feel after joining the shelter ?

Moderately Happy
12.3%
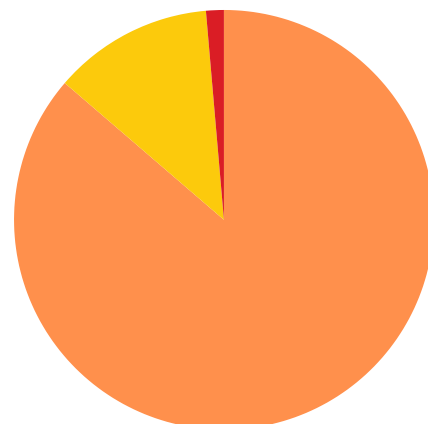
Very Happy
86.3%

Daily Routine

Children are encourages to exercise in the morning to ensure a healthy and active lifestyle. They then attend school from morning till early evening. Post school, children come back freshen up and then sit down for what is called reading time. They then head for tuitions where a teacher helps them finish their homework and resolves queries. The kids then attend the Balsabha wherein they address their issues, challenges and other highlights of the day and then mutually try to resolve problems with the help of the caretaker. **100% of the children agreed that the Balsabha has been able to successfully resolve all conflicts and issues for them.**

Health, Physical Wellbeing and Hygiene

All children in the shelter home get access to healthcare facilities at regular frequency. The shelter organizes health camps, dental check-up camps etc. Children are also taken to visit the doctor in case of any illness or ailments. The shelter home also tailors the food and supplements for kids who may be suffering from deficiencies to help them recover faster. **80.8% of the surveyed children claimed to get occasional doctor visits. 68.5% of children claimed they get access to medical supplies in case of injuries, common cold, fever etc. 100% of the girls in the shelter home are taught about menstrual health and. 81.8% of the surveyed girl students agree that there is always availability of female hygiene products at the shelter home**, if they need it. Considering a large number of the children in the shelter home are girls, it is good to see active measures being take to help students understand menstruation and menstrual hygiene. A student during the interview also mentioned she was receiving extra care at the shelter in terms of receiving special food and frequent doctor visits due to excessive abdominal pain during periods. It goes to show the shelter takes extra measures to prioritize health and comfort of resident children.

Hygiene and cleanliness in the shelter home is as much the responsibility of the children as the cleaning "amma". Children are expected to keep their rooms and surroundings clean and help in cleaning the shelter especially in the absence of the cleaning help. **60% children across the boys and girls shelter home mentioned the toilets not being clean enough,** especially in the absence of the cleaning lady "amma".

Food and Nutrition

Providing nutrition to children in the shelter home is one of the most important tenets of the shelter home program at Rainbow Homes. children are given 3 nutritious meals at the home along with evening snacks. The menu caters for dietary preferences of all kids and **100% of the kids agree that their dietary preferences are catered for at the shelter**. Most kids at the shelter home have come from families where parents are involved in informal gig work and do not have the time and resources to feed their kids 2 square meals a day. Many interviewed children mentioned they did not get access to proper meals at home and had to most often fend for themselves due to their parents' unavailability. The shelter home not only provides them nutritious meals but the cook didi also accommodates requests from children in case they want to eat anything different or special. **65.8% of total surveyed students feel that they have become stronger** and active after joining the shelter home and **43.8% children have observed a healthy increase in their weight in accordance to their BMIs.**

★★★★★ **74% of the surveyed children rated the food 5 star in terms of quality and taste**

Fig. Positive changes in your physical well being after joining rainbow homes

Same as before 17.8%
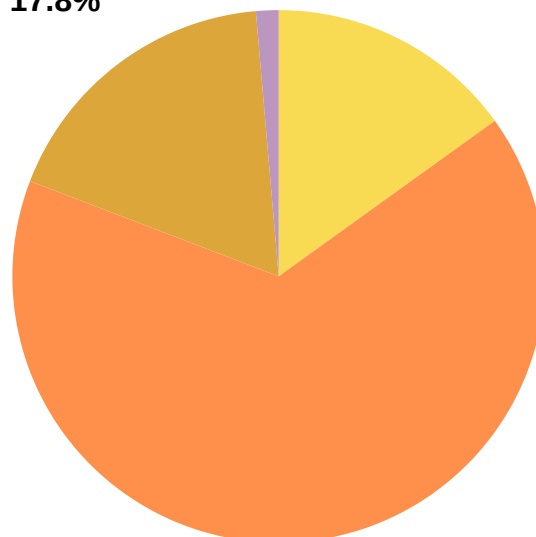
No weight gain but feel stronger and active 65.8%

<u>Child Safety and Support</u>

100% of the students surveyed at the Rainbow Homes shelter receive guidance on child support and are given numbers of all important government helplines in case of any distress. Moreover, to make their environment a safe space and hospitable for children, children are not punished at the shelter home in any way. In case of any wrongdoing, children are given a warning and let off. As part of the Rainbow Homes project, students also got access to a counsellor for their emotional well-being. Besides, many children also take support of their caretakers whom they seem to trust a lot. Most kids have fostered strong friendships within the shelter home and find it calming to be in the presence of their friends if they face any mental distress. A lot of the interviewed kids mentioned missing their mothers and parents due to the physical distance between them, but have found solace in the company and routine at the shelter home.

95.9%
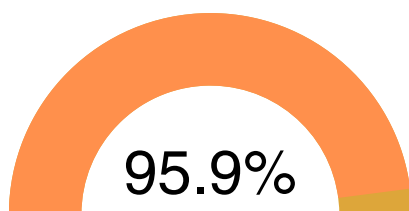
of the students surveyed feel very safe at the shelter home

100% of the students surveyed are provided child safety helpline numbers

Education and Extra-Curricular Activities

100% of the students surveyed at the Rainbow Homes shelter attend school in different grades. They are all provided with essential school supplies and stationary items to facilitate good learning outcomes. Besides school, there is a compulsory reading hour for students to improve their reading comprehension and a compulsory tuition class in the evenings to help them with their homework and queries. Students facing difficulty in a particular subject also access additional material and support to help them. All of the interviewed children have ambitious dreams about their future all geared towards academic pursuits. Many want to be IAS officers, collectors sportspersons, artists etc.

Do you receive help at the shelter home to resolve doubts/queries regarding your homework?

Yes,sometimes
Yes, always   No, rarely

No, rarely
1.4%

Yes,sometimes
26%

Yes, always
72.6%
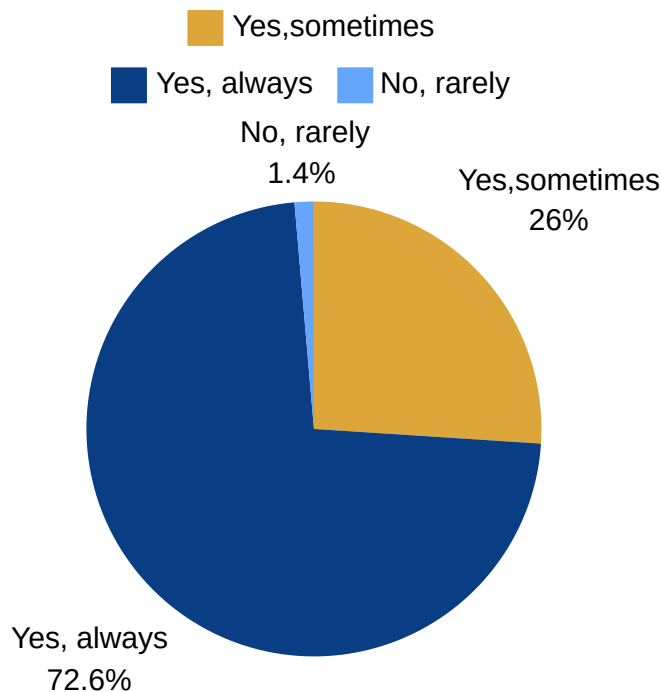
Favourite Subjects of students
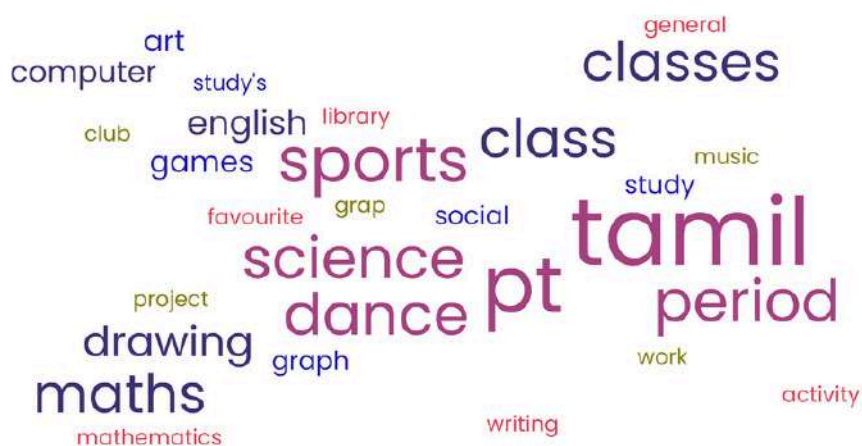
Education and Extra-Curricular Activities

Beyond academics, children are also given music and dance lessons and are encouraged to play sports and exercise daily to ensure their holistic and well-rounded development. Some students with literary interests have received support from the shelter through access to additional reading material issued from local libraries etc. 100% of the children interviewed had an interest in some extra-curricular activity and pursued activities beyond just academics.

"

I was interested in poetry. But I did not know so much about it. So they specially issued poetry books from the library and made me read them. So now I have a fair idea. Then I love spoken English. I wanted to learn it from when I was little. They gave me a guide book. I will read it everyday before going to bed vowing to myself that I will learn at least one new word a day.

-Student, 8th grade

"

Earlier I used to read only by spelling. Now because of daily Balasabha and reading and storytelling practice I am reading fluently.

-Student, 8th grade

KEY FINDINGS: SHELTER HOME PROGRAM

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

Safety
- 10 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 and in their school.

- Better retention rate(attendance) and improved grades at school
- All children found teaching support available after school very helpful.
- All kids have access to additional reading material in case required
- Compulsory reading sessions for improved reading abilities

Academics

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.

> " *At home we cook only once and have the same thing all day. Since I don't have a mother, my older sister will only cook. Sometimes she cooks well with nice vegetables. Very rarely will we eat in the morning. Otherwise we will eat only at night. We will prepare only tomato chutney. Here in Rainbow home everyday there is a variety of food. Mondays - Puttu, Tuesdays - Idly - like that, I am eating thrice a day well.*
>
> -Student, 8th grade

> " *Yes. It's not 'good touch bad touch' any more. It is "DON'T TOUCH".*
>
> -~Student, 8th grade

RAINBOW HOMES FUTURE PROGRAM

The Rainbow Homes Future Program provides continued support for young adults who have graduated out of the shelter homes after turning 18 and graduating high school. The program aims to support beneficiaries to continue their higher education by providing financial and logistical aid besides providing them with essential life-skills training to help them enter the job market. Young adults are provided with college fees, books, stationary, tuitions, additional course specific training and job-hunt support.

KEY PROVISIONS OF THE FUTURE PROGRAM

College Enrollment and Fee

Monthly Stipend

Books and Stationeries

Job hunt support and training

Life-skills development Classes

Counselling

TESTIMONIALS

"

They pay college fees, exam fees, and any other college related fees. If we had any problem at home and needed any spending money they would give us. If we didn't have money to buy books, they would give us. If we submit the bill, they will refund us.

-Student, 20, B.sc. Nutrition Sciences

"

"

I am studying because the Rainbow home paid my college fees and enabled me to study. I am talking very confidently now because of the Rainbow home programme. I would not have done this had I stayed in my home. Back home they would call me dull-head from a young age. After joining Rainbow home, because of their guidance, I am able to go anywhere alone and speak confidently.
-**Student, 20, BBA Final Year**

"

Image source: Rainbow Homes LinkedIn

RAINBOW HOMES COMMUNITY CARE AND LEARNING CENTRE

The Rainbow Homes Community Care and Learning Centre (RHCCLC) is an initiative to help children from economically marginalised homes to access quality education and life-skills development in order to enhance learning outcomes and integrate them into the society. The learning centre acts as an extension of formal schools wherein children receive additional support to improve their academic results and receive guidance from teachers on difficult subjects. Besides helping with academics, the Learning Centre also provides classes on self defence, sports, art etc. It is also organizes competitions and workshops to help students build a well-rounded personality. Children receive snacks and meals at the centre to ensure improved nutrition outcomes for them. The Rainbow Homes Community Care and Learning Centre initiative has two locations; namely Chennai and Andheri, Mumbai and caters to 130+ students spread across both centres.

> " The teachers always help us to understand difficult topics. In other places, people beat and sought out students while teaching. Here, the teachers teach us very nicely and properly by explaining. They also provide us guidance on our aim and objective.
> **-Student, age 15** "

Comparative Analysis Andheri VS Chennai

Indicators	Chennai	Andheri
Teachers	The Chennai learning centre is equipped with 2 full-time teachers for 50 students	The Andheri Centre has only 1 full-time teacher for all 70 students
Curriculum Design and Planning	Month-wise curriculum is planned and followed	Month-wise curriculum is planned and followed
Use of technology and innovative teaching techniques	Have access to smart class, innovative props and charts are used to help students gain conceptual understanding of difficult concepts	Have access to a projector and laptop, teachers use audio visual methods to help students understand concepts
Food and Snacks	Snacks are provided to students	Breakfast is provided and snacks are provided. Occasionally donor also bring food for students
Extra-curricular activities and seminars	Students are given sports classes, silambam classes, karate classes	Students are provided art and craft classes, self defence classes and life skills development seminars etc.
Assessments	Monthly assessments are organised to check student progress	weekly assessments are provided for evaluating student progress

KEY FINDINGS FROM RHCCLC PROGRAM

Academics

- Academic support to slow learners through 'bridge' program
- innovative techniques used for difficult concepts
- All kids are enrolled in schools and tuition program by the centre
- Life-skills development workshops held frequently for children

Extra-curricular activities

- Children provided special classes for sports and self-defence and art
- All children encouraged to pursue one extra-curricular activity beyond studies
- Constant engagement through interactive activities and competitions

Students

- Mostly all children come from nearby slum areas.
- Most of them are enrolled in schools and attend the Learning Centre after school.
- Children receive support for all primary subjects such as English, Maths, Science and Regional Language (Tamil/Marathi).
- Some students are provided additional academic support due to significant gaps in education through a bridge course.
- 100% of the students find learning centre beneficial for the financial aid and support it provides them.

"

The learning centre has helped me so much. I was in the hostel in 2019. Because of COVID-19, the hostel was closed. They sent me home. However, the learning centre was open at that time. The centre is also paying my tuition and school fees. If I participate in any event in the learning centre, they also pay the cost of the travel .
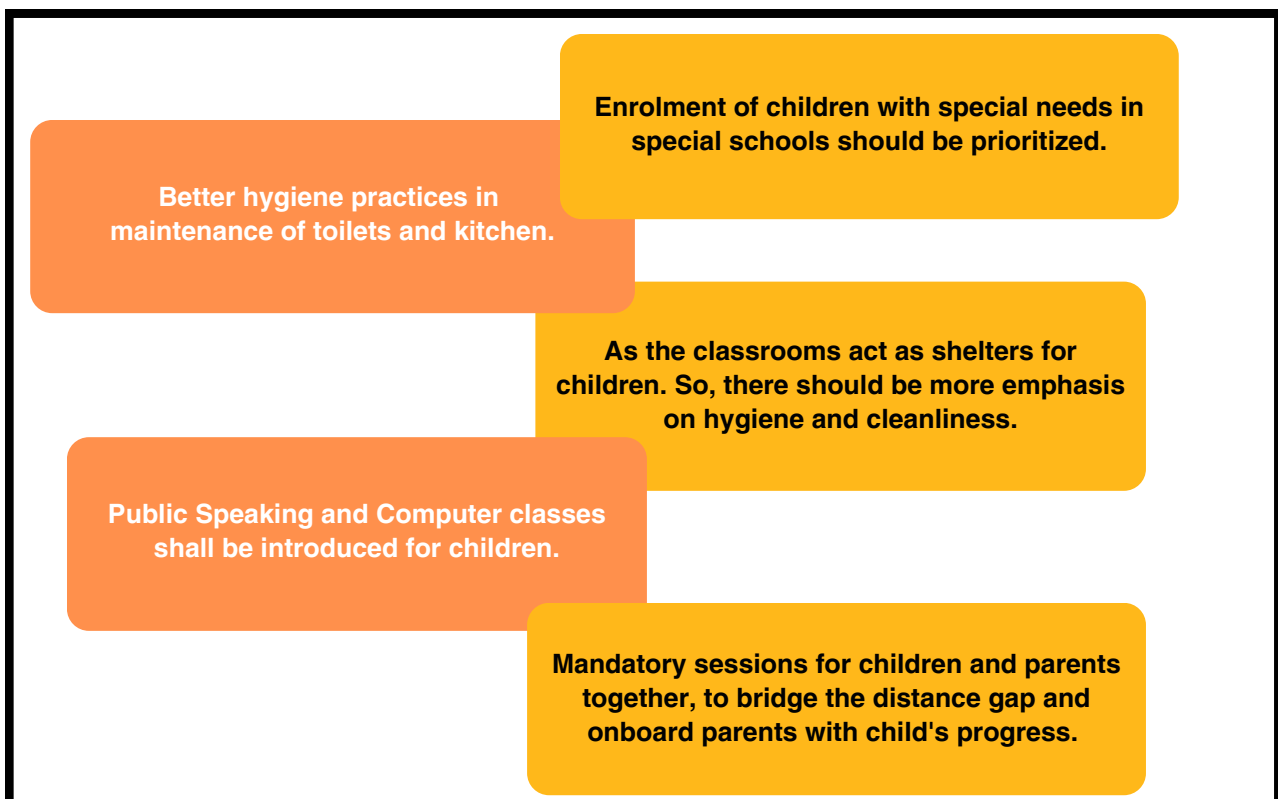
-Student, age 15

"

CONCLUSION

The Rainbow Homes program stands out as a unique initiative that has successfully enhanced the capabilities of government institutions through private partnerships. Employing a life cycle approach, the program adopts a comprehensive child-centric strategy, addressing children's emotional, nutritional, and developmental needs under one roof. The children's assertiveness during assessments demonstrates their strong sense of belonging to the institution.

Parents of the children have highlighted the crucial role played by Rainbow Homes in bridging the education gap, which they themselves were unable to address. To reduce parental dependency on the program and foster greater parental involvement in their children's future, interventions such as enhanced communication and more frequent meet-ups between children and parents can be introduced. Additionally, there can be more efforts to maintain hygiene and sanitation within the shelter home. Many students highlighted toilet hygiene to be an issue which would require a prompt redressal

RECOMMENDATIONS:

Enrolment of children with special needs in special schools should be prioritized.

Better hygiene practices in maintenance of toilets and kitchen.

As the classrooms act as shelters for children. So, there should be more emphasis on hygiene and cleanliness.

Public Speaking and Computer classes shall be introduced for children.

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

V-Excel

Early intervention Programme

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.

Services provided through the program

Awareness buiilding activities	Case based assessment and target setting
Developmental therapy and sessions for children	Counselling services for parents
School enrolment support	Customised diet chart

Targeted SDG

10 REDUCED INEQUALITIES

THEORY OF CHANGE

IMPACT

To create a platform of services for helping children with developmental challenges achieve their full potential and mainstream them into schools.

OUTPUTS

- Awareness creation on the scope of developmental challenges
- Provide need-based developmental and rehabilitation services to the child
- Enrolment of children into mainstream school

INPUTS

- Organising awareness and assessment camps
- Conduct individual assessments for each enrolled child and plan achievable development
- Monitor regularly the progress evaluation, diet charts, and home-based activities for development
- Provide counselling and development sessions with parents

OBJECTIVES

1. To understand how the program is being implemented and what are the different interventions of the program.
2. To understand what are the unique training aspects of the program.
3. To understand the impact of the intervention on the children's psychosocial development.

METHODOLOGY

Conducting a detailed study of secondary sources aimed to investigate the impact of the interventions. Examining many reports from the GIVE platform was necessary to determine the impact of the programme. The objective of the desktop review entailed gathering comprehensive information regarding the overall impact, considering the various stakeholders involved. The study also involved analyzing data from previous case studies to provide a more thorough understanding of the interventions' effectiveness. Furthermore, the goal includes providing recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

KEY FINDINGS

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.

SCREENING SESSIONS	SCHOOLS REACHED
4	4
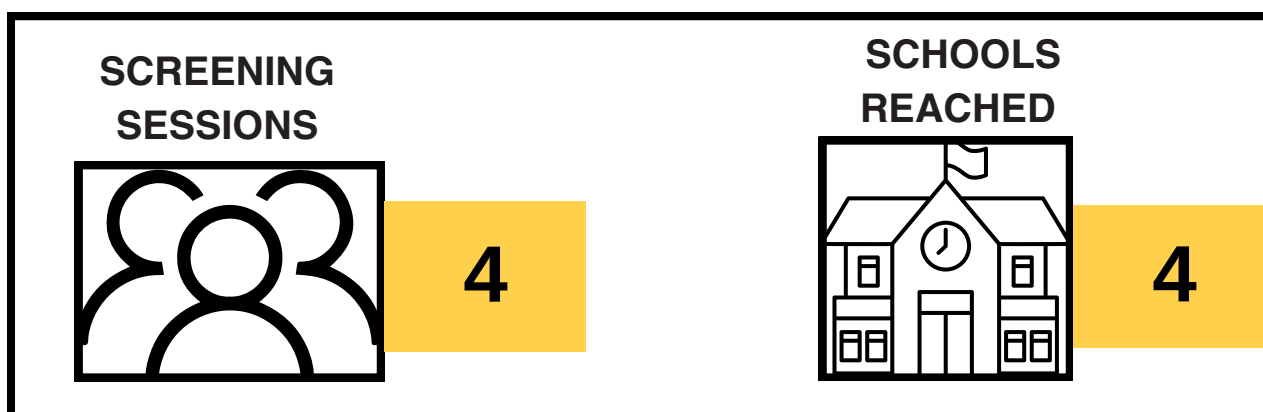
EARLY INTERVENTION UNIT

V-EXcel conducts free screening camps every quarter in Corporation and Government Aanganvadi and Primary schools. Teacher Sensitization Workshops and providing children at risk with Free Therapy and Remedial Services either by setting a resource room or in the centre as per the requirement

Parent Training on Diet and Rhythm
- Parental support and home programs ensure consistency.
- Child focus coupled with parent counselling advocates a child's progress.

Student Readiness Program (Ability Group)
- Concentrating on Therapy, Functional Academics, ADL, arts, sensory integration, basic life skills, movement & functional Development
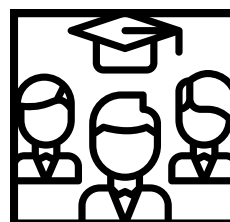

| CENTRE BASED COUNSELLING	STUDENTS SCREENED
12 days	425

KALEIDOSCOPE LEARNING CENTRE

AIM: To support , enrich and dignify every child, disability notwithstanding, and bring meaning to the world of a moderate to severely challenged special child by:

1. Imparting curative education to the child, which is health-giving, holistic and according to the developmental needs of the child. Through this, we see a transformation in the life of the child who begins to make sense of the world and the world begins to understand him.
2. Facilitating establishing a nurturing environment in the homes of these children through parent education, counselling and support. Helping parents with nutrition planning.
3. Providing therapy needs to the children to answer their sensory issues, and help in physical and occupational competence at the body level.
4. To provide functional academic skills to the children which will help them to graduate to a higher level or lead a productive independent or semi-independent life in the future.

BENEFICIARIES	
SENIOR CHILDREN **143**	**JUNIOR CHILDREN** **137**
KLC TRAINERS	
113	

Hours of different activities conducted in FY 2023-2024
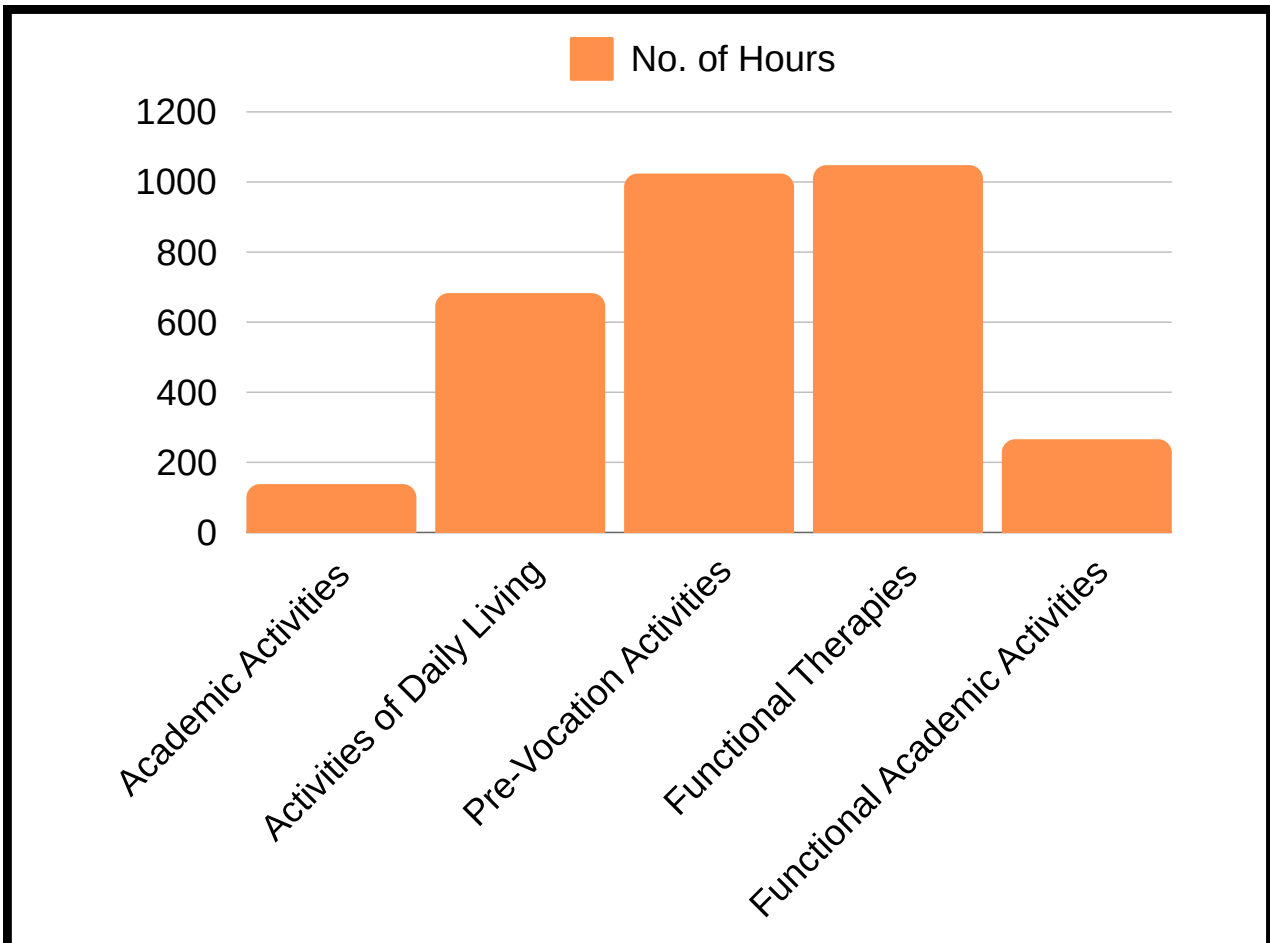
STORIES OF SUCCESS

"

I'm Amsa B., mother of M. K. Hemanth Ram, 6 years old boy who is coming for occupational therapy and remedial classes from July 19th, 2021 to V-Excel Educational trust, R. A. Puram. He had concerns in speech, eye contact, writing skills and some sensory areas. He is not attending school also. After two months, under your guidance, I can see lot of improvement in his speech, writing, listening. I am very happy to see my child writing alphabets, speaking a lot to me, eating a healthy diet, listening to me, and some behavioral changes also. Thanking you for the wonderful support all of you are giving me and my child. I wish my child come out from all the obstacles mentioned above and study well and become a successful person in his1887 life with all your hard work and blessings... Once again thank you so much.

"

"

I'm Hemalatha mother of Agasthya Guhan 3.6 year old. He joined V-Excel Educational Trust on last February since he doesn't have speech for his age; he has problem like flapping his hand often, head nodding and sleeping problem. Now, he is able to respond for name call, able pay attention towards instructions and understand, able to give eye contact and his sitting tolerance has been improved. I'm confident that from the therapy given here, soon he will recover from all the problems and speak properly like other child. I am so grateful to each and every person in the V-Excel Educational Trust. Once again thanks to all.

"

Art 1st Foundation

Art Education

BACKGROUND

The field of art education has a fundamental role in cultivating creativity, promoting critical thinking skills, and facilitating self-expression among children (Stepney, 2017). Since the beginning of education, incorporating art into the curriculum has been crucial for fostering comprehensive growth and enhancing the learning process. The Art1st Foundation provides a foundational framework for students to cultivate essential artistic abilities, encompassing drawing, painting, and several other skills. In addition to fostering technical proficiency, this approach promotes the exploration of students' distinct viewpoints and the expression of their inherent creativity. By engaging in practical research and conducting experiments, students acquire the skill of visual expression, so refining their capacity to effectively convey ideas and feelings.

Furthermore, the Art1st Foundation encourages students to push boundaries and think outside the box, allowing them to develop their own unique style. Through exposure to various artistic mediums and techniques, students are able to experiment and discover what resonates with them personally. This hands-on approach not only hones their technical skills but also helps them develop a deeper understanding of themselves and the world around them. By providing a supportive and nurturing environment, the Art1st Foundation empowers students to unlock their full creative potential and become confident, well-rounded artists. The enhancement of diverse thinking and problem-solving skills is considered one of the key advantages of art. By participating in open-ended artistic assignments, students are prompted to investigate many answers, employ critical thinking, and foster innovation. This cultivates a mentality of resilience and adaptability, crucial qualities for achieving success in a constantly changing world.

Furthermore, art education functions as a potent instrument for fostering cultural consciousness and admiration (Chalmers, 1996). By engaging with a wide range of artistic traditions, genres, and historical settings, students are able to develop a deeper understanding of the intricate and varied forms of human expression that exist across many cultures and civilizations. This practice promotes the development of empathy, tolerance, and respect for a wide range of opinions, thereby increasing the inclusivity and interconnectedness of the global community. In addition to its inherent worth, art education plays a significant role in promoting the comprehensive growth of pupils through the cultivation of emotional intelligence and overall well-being. Participating in artistic endeavours offers kids a method to analyse and articulate intricate emotions, hence reducing stress and anxiety. Moreover, it fosters self-assurance and self-worth as pupils acquire a feeling of achievement through their artistic pursuits.

OBJECTIVES

1. Visual Arts Curriculum: Visual Exploration.
2. Interactive Art Labs
3. Mentoring Model
4. Professional Development: Build teacher capacity
5. Assessment

Targeted SDG

ABOUT THE PROJECT

Art1st Foundation was established in 2009 with the objective of creating and developing learning environments that nurture and strengthen imagination, visual literacy, creative skills and cultural awareness of children and educators. The Art1st art curriculum uses the visual arts as a pedagogical tool to further the dynamic, evolving, and wholesome growth of the child. This strengthens their imagination, visual literacy, creative-critical thinking and cultural awareness. Sessions are also provided for teachers to improve their overall skills so that they can create a safe space in the classroom. Hexaware supports two programs- the Art Mentorship Model for Antar Bharti Balgram School & VivekAshok Sankul School, Sanpada, Mumbai and the Little Light program for Antar Bharti Balgram School & Modern English School.

METHODOLOGY

Conducting a detailed study of secondary sources aimed to investigate the impact of the interventions. Examining many reports from the GIVE platform was necessary to determine the impact of the programme. The objective of the desktop review entailed gathering comprehensive information regarding the overall impact, considering the various stakeholders involved. The study also involved analyzing data from previous case studies to provide a more thorough understanding of the interventions' effectiveness. Furthermore, the goal includes providing recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

THEORY OF CHANGE:

IMPACT

Learning in and through the arts develops essential skills and abilities:
- Creativity, imagination and innovation
- Problem solving and critical thinking
- Communication and collaboration
- Academic achievement
- School, social and civic engagement benefits are greatest for low-income and at-risk students.

OUTPUTS

- Students transformed causing increased expressions of acknowledgment and appreciation between teachers and students. Children and teachers begin their journey of spiritual awakening.

INPUTS

- Strengthen their imagination, visual literacy, creative-critical thinking and cultural awareness.
- The Mentorship Program supports schools and educators to explore pedagogical tools methodologies, Art Appreciation and implement a strong arts education program.

KEY FINDINGS

A detailed analysis of the programme's activities and outcomes reveals a significant impact on beneficiaries across the centre, benefiting a total of 160 individuals annually. Other than Students, teacher also indulge in the programme to enhance overall development. Over the course of the programme, 8 observation sessions were conducted to monitor progress and effectiveness, while 22 workshops were organised and a few remote sessions were also conducted online, totalling 84 hours of instructional time.

The programme primarily targeted students of low-income, implemented at ABB, with one unique centre catering to this demographic. The outcomes of the programme spanned a broad spectrum, focusing on fostering mindfulness, emotional awareness, and self-confidence among children. The programme aimed to equip children with tools to regulate their emotions, build discipline, and develop empathy and respect for diverse perspectives. Additionally, teacher Prajakta was empowered to create a safe and nurturing classroom environment, develop effective communication skills, and cultivate a sense of mutual support.

Observation Sessions

8
7 unique centres

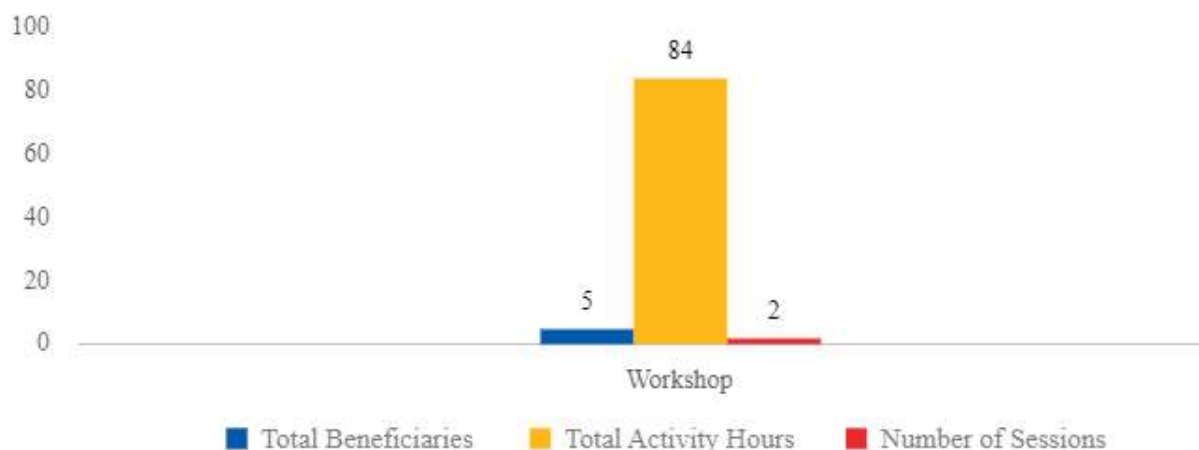### Total Beneficiaries

1
1 unique centres

Through the foundational course, teachers gained a comprehensive understanding of coaching principles and techniques, enabling them to integrate coaching skills into their classroom practices. They learned to harness the power of authentic listening, implement acknowledgement strategies, and share wisdom from their experiences with peers for mutual growth. Moreover, teachers were introduced to the four circles of self, facilitating deeper self-awareness and personal growth both in the classroom and in their personal lives.

Overall, the programme provided a comprehensive framework for enhancing the social-emotional well-being of both students and teachers through art, fostering a supportive and nurturing learning environment conducive to holistic development and growth.

Centres Types by Intervention Modes

NGO

■ Workshop Mode

Activity Types

Workshop

■ Total Beneficiaries   ■ Total Activity Hours   ■ Number of Sessions

Testimonials

"

Prajakta (Teacher: Artist Mentor)- "I have been visiting Balgram since July 2022. My first visit to Balgram was a different experience from the schools I had worked before. The Principal sir at the school is very supportive towards the Art first syllabus. He introduced me to Art teacher, Kumar there. Kumar joined Balgram three years ago. Initial two years he was working as student- attendant in a hostel. It was Principal sir who noted his interest in art when he saw him doing realistic copy paintings and drawings. He appointed him as an Art teacher in Balgram school."

RECOMMENDATIONS

The teachers along with the mentor can plan the lesson plans in a holistic manner by bridging the observed gap between their classroom teaching of the State Board curriculum and Art1st.

Feedbacks can be taken from stakeholders to improve the programme

India Sponsorship Committee (ISC)

Antar Bharati
Balgram Yojana

BACKGROUND

Based on the data from the 2011 Census of India, it was determined that the number of orphans in the country was estimated to be around 4 million (Census of India, 2011). Nevertheless, the precise count of orphans is considerably greater, as some children who have experienced the loss of one or both parents are not officially classified as such.

It is imperative to provide comprehensive assistance to orphans and poor children to promote their overall welfare and achievement 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). Through the provision of this assistance, we can help these children in overcoming the obstacles they encounter and constructing a more promising future for themselves (Human Rights Watch, 2020).

The living conditions of these children are often dire, with much-lacking access to 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 require immediate support and guidance to surmount the obstacles they encounter and ensure a more promising future for themselves.

Destitute children in India face numerous challenges including poverty, hunger, lack of access to education, and poor health. In some instances, young children are compelled to engage in labour to provide for their families, thereby perpetuating a cycle of poverty and a lack of opportunities for a brighter future.

The primary objective of the Antar Bharati Balgram Yojana is to assist underprivileged and deprived children who have been referred by the Child Welfare Committee (CWC). The program's objective is to offer these underprivileged children with all-encompassing care, growth, and education within a residential environment. The programme emphasizes education, health, cleanliness, skill enhancement, self-assurance, emotional equilibrium, and establishment to facilitate the achievement of success in adulthood for these children.

Key components of the program are:

- Secure shelter home
- Physical wellbeing
- Education
- Social skills
- Emotional wellbeing
- Family based care

OBJECTIVES

1. To provide a positive learning environment and make formal education accessible to children and adolescents from Sadans to achieve age and grade appropriate scholastic development.
2. To develop positive social and emotional skills and the ability to nurture social relationships, experiencing success at school, actively engaging in all aspects of Balgram life and achieving skills necessary for a healthy and happy life.

TARGETED SDG'S

METHODOLOGY

A detailed study of secondary sources aimed to investigate the impact of the interventions was conducted. Examining many reports from the GIVE platform was necessary to determine the impact of the programme. The objective of the desktop review entailed gathering comprehensive information regarding the overall impact, considering the various stakeholders involved. The study also involved analyzing data from previous case studies to provide a more thorough understanding of the interventions' effectiveness. Furthermore, the goal includes providing recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

MAJOR ACTIVITIES

1. To enroll all children to access school

2. To improve RTE Compliance in schools.

3. To improve the quality of education in schools.

4. To improve the learning levels amongst children in school.

5. Teacher Training

6. To enable improved planning for career aspirations and positive life skills amongst youth in the sadans.

7. To give elderly care and protection in a secure enviroment to each child in the sadans

8. Facilitate sadan children to participate in Balgram Community projects

9. Provide counsellor access and expert advice for emotional/mental health to sadan children on need basis

10. Organise events and outings for social and emotional interactions on daily/monthly and yearly basis

THEORY OF CHANGE:

The Antar Bharati Balgram Yojana is dedicated to supporting destitute and underprivileged children refereed 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.

IMPACT

Integrating young confident adolescent with potential to be financially independent back in the society.

TARGET	ACTUAL
100	**123**
children in the shelter	**Students in 10 Sadans**

OUTPUTS

- Improved academic performance of children
- Improved nutritional and well-being indicators of children
- Safe and secure shelter conditions for children
- Quality education and employability skills of children

INPUTS

- Secure shelter home and safe space for children
- Nutritious and hygienic food
- Vocational and career counselling
- Life skills sessions and Extracurricular
- Support for education and wellbeing of children by trained House Mothers, and counsellors.
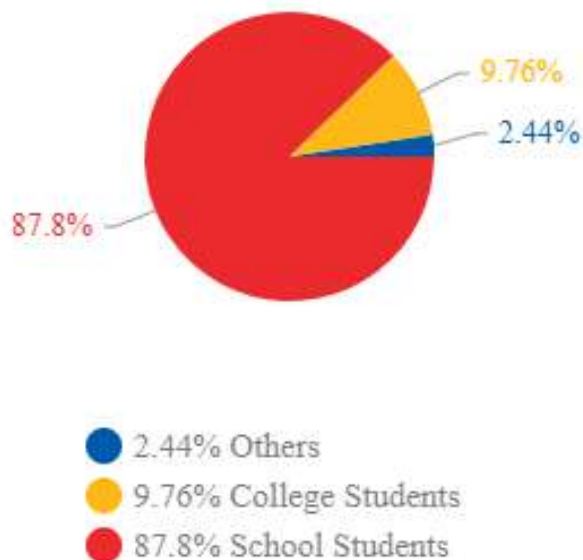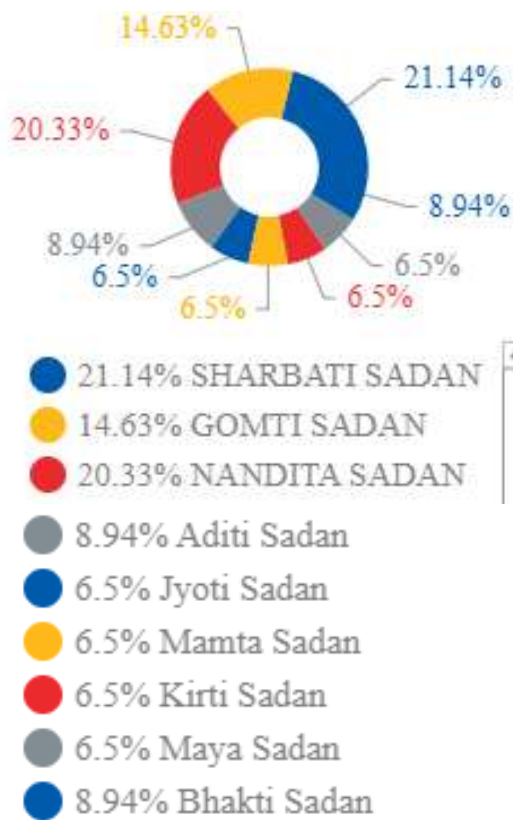
KEY FINDINGS

The programme's comprehensive report details several key metrics and outcomes. Gender distribution among beneficiaries shows a majority of females at 60%, with males comprising the remaining 40%. With a network of ten Sadans established, the programme conducted 493 counselling sessions and organised 284 activities aimed at holistic development. **A substantial budget of Rs. 1,08,11,418 was allocated, with Rs. 1,08,54,087 utilised effectively.** The distribution of students among the Sadans varies, with Sharbati Sadan hosting 21.14% of students, Nandita Sadan coming in second at 20.33%, and Gomti Sadan coming in third at 14.63%. Most students within Sadans are school students (87.8%), with college students at 9.76%, and others at 2.44%.

The programme also focused on providing career guidance and skill development workshops to help students make informed decisions about their future. **Additionally, regular health check-ups and awareness sessions were conducted to ensure the overall well-being of the students. The success of the programme can be attributed to the dedicated team of counsellors and educators who worked tirelessly to support and empower the students in their personal and academic growth.**

Students Distribution in Sadans

- 2.44% Others
- 9.76% College Students
- 87.8% School Students

Sadan wise Students Distribution

- 21.14% SHARBATI SADAN
- 14.63% GOMTI SADAN
- 20.33% NANDITA SADAN
- 8.94% Aditi Sadan
- 6.5% Jyoti Sadan
- 6.5% Mamta Sadan
- 6.5% Kirti Sadan
- 6.5% Maya Sadan
- 8.94% Bhakti Sadan

Overall, the Sadan programme has made a significant impact on the lives of the students, helping them to realise their full potential and pursue their dreams. Noteworthy outcomes of the programme include improved academic performance, regularity and retention in school, enhanced soft skills, and awareness for higher education or vocational training. Additionally, the programme focuses on age-appropriate social, emotional, and physical skill development, aiming to foster healthy and happy children who demonstrate cooperative and collaborative behaviour, thus ensuring comprehensive growth and development among beneficiaries. Through this holistic approach, the programme strives to create well-rounded individuals who are equipped with the necessary tools to succeed in both their academic and personal lives. Ultimately, the goal of the programme is to instil a sense of self-belief and ambition in the students, motivating them to strive for excellence and reach their full potential.

Number of Sadans

10 Sadans

Counselling Sessions

493

Activities

284

Monthly Sadan Updates

Month	No of Activities/Celebrations	No of Counselling Sessions
January	7	44
February	1	6
March	1	6
April	9	55
May	8	50
August	46	74
September	45	72
October	72	50
November	37	50
December	58	86

Stories of Success

"

A Series of Misfortunes, Meena lost her mother in 2007. For the next two years, she stayed with her grandparents in Bihar and was irregular at school. After a childhood filled with setbacks, in July 2016, Meena was transferred to the Bal Gram campus in Lonavala. Hard Work Makes the Dream Work At Balgram, she received sponsorship and joined school in the 9th standard. Even though she came from a Hindi medium school, Meena passed the English medium 10th board exams with 63% and the 12th standard board exams with 72%. The Writer of Her Own Life Today she is a student of Bachelors of Mass Media in Mumbai, working hard towards her dream of becoming a writer-producer. It is only through sheer dedication that Meena turned her life around and is well on her way to becoming an independent woman contributing to society. The Intuitive Nurturer At Bal Gram, she has grown to become a natural caregiver, especially towards children. During the pandemic, when mothers and children were isolated, she selflessly took initiative and ensured care for everyone.

RECOMMENDATIONS

Safety training can be provided to children for learning self-defence.

Awareness regarding different aspects like health, education, career etc. can be increased for better understanding of students.

Building an alumni network of the pass-out students.

Recreational activities, need based sessions etc for students and staffs associated can help improve psychological health.

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 centres in Mumbai, Pune, Bengaluru, and New Delhi prepare women to enter the workplace and contribute to the formal economy.

Mentorship

Industry Relevant Curriculum and and reflexive pedagogical structure

Financial Assistance and Medical Insurance

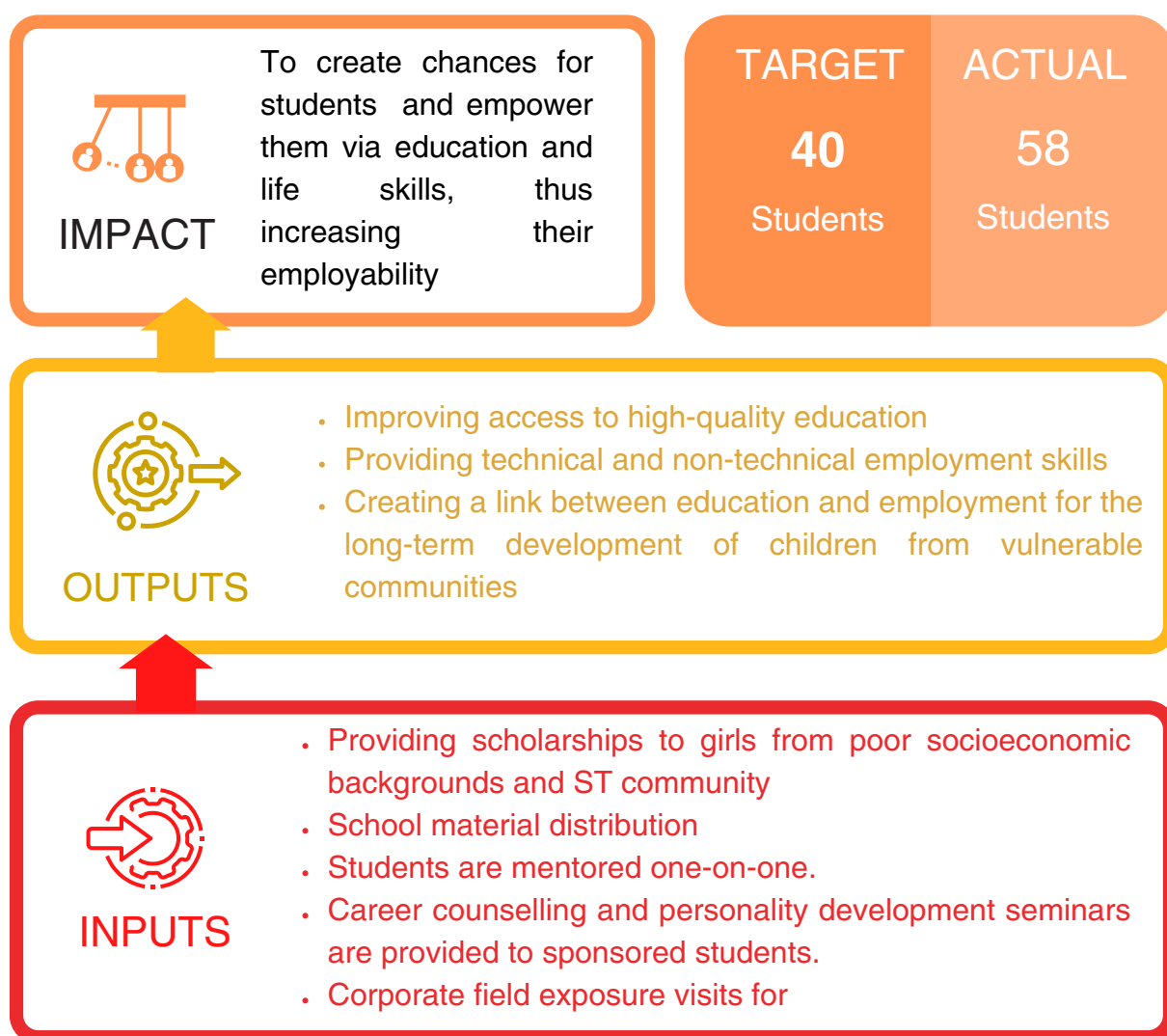**Technical and Non-Technical work-related Skills**

Internships, Corporate Engagement and Placements

SDGs Aligned

4 QUALITY EDUCATION

5 GENDER EQUALITY

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 neighbourhoods are given priority. In addition to tuition reimbursement, all students receive career counselling, personality development workshops, exposure visits, and computer literacy training.
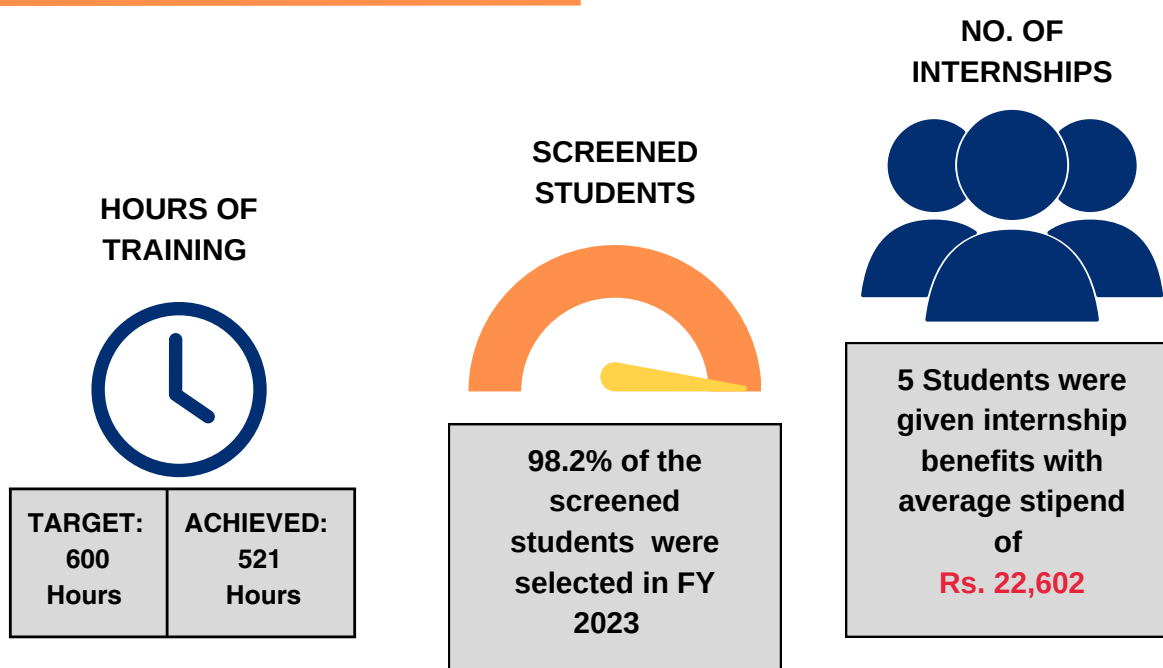
IMPACT

To create chances for students and empower them via education and life skills, thus increasing their employability

TARGET	ACTUAL
40	**58**
Students	Students

OUTPUTS

- Improving access to high-quality education
- Providing technical and non-technical employment skills
- Creating a link between education and employment for the long-term development of children from vulnerable communities

INPUTS

- Providing scholarships to girls from poor socioeconomic backgrounds and ST community
- School material distribution
- Students are mentored one-on-one.
- Career counselling and personality development seminars are provided to sponsored students.
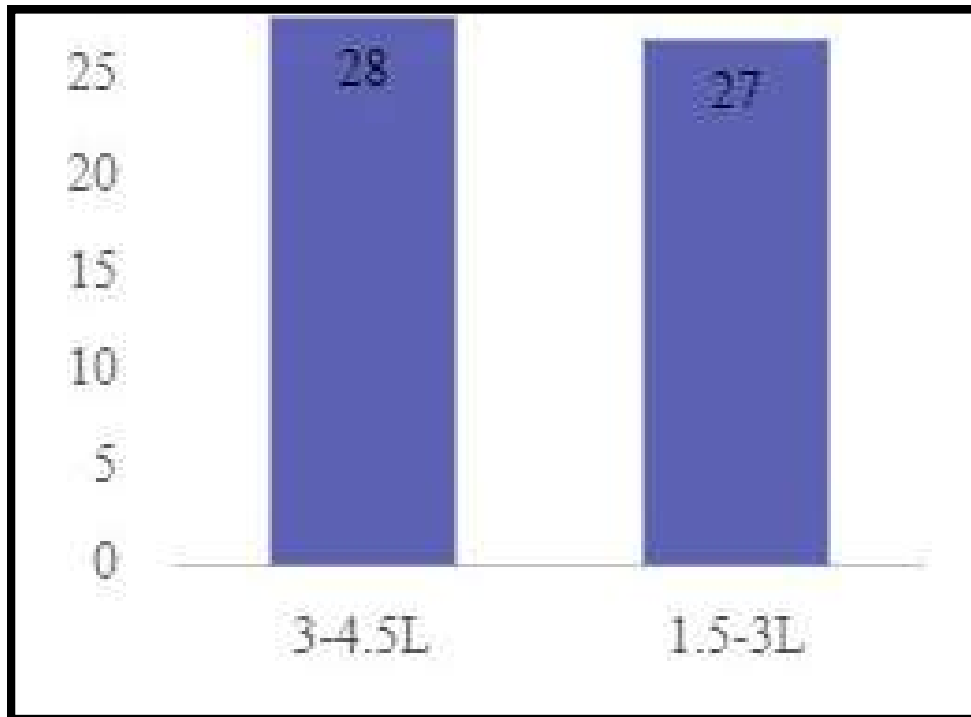- Corporate field exposure visits for

OBJECTIVES

1. To understand the significance of financial assistance and training to promote STEM careers among girls
2. To understand the socio-economic background of the beneficiary students
3. To understand which STEM Course has the most prevalence amongst beneficiary students
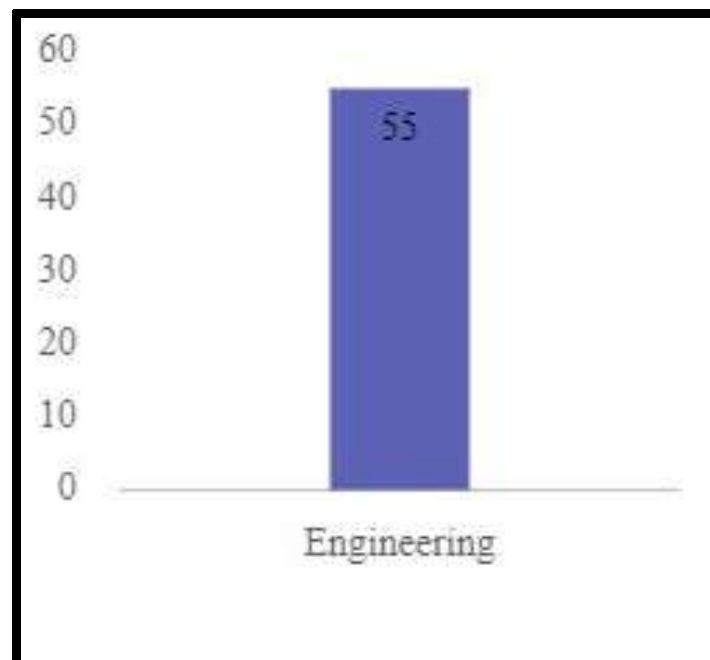
METHODOLOGY

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KEY FINDINGS

HOURS OF TRAINING

TARGET: 600 Hours	ACHIEVED: 521 Hours

SCREENED STUDENTS

98.2% of the screened students were selected in FY 2023

NO. OF INTERNSHIPS

5 Students were given internship benefits with average stipend of
Rs. 22,602

The Average Family Income of all beneficiary students is less than 5 Lakhs Per Annum

All selected students in FY 2022 were from an Engineering background

STORIES OF SUCCESS

"

My name is Sneha U, a second-year candidate pursuing Computer science and engineering in K.S.School of Engineering and management, bengaluru. Coming to my family background- There are 4 members in my family including me. My father is a businessman (sells chairs), my mother is a tailor and my sister is first-year engineering. From childhood, I love to use computers. And later on I was interested in coding and built technical knowledge. I also felt that engineering is a secure job, with Job Security. Engineering has International scope, further study options and also application beyond learning which motivated me the most. Katalyst has conducted many sessions, where we have learned. Globe wise General Knowledge. Beliefs, Values and Motivations. Building Self Awareness and Self Concept. Career Guidance. I have learnt to give presentation. Communication skills. Problem solving skills. Time management skills. Professional English speaking class etc. Medical insurance is provided to both student and mother and thus reducing our financial burden. Secondly we receive laptop which is greatly beneficial. Lastly, Visiting companies has motivated us to study and to prepare well for getting into the job as early as possible.

"

CONCLUSION

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 Finally, data suggests that many of the students receiving financial assistance from Katalyst have had improved learning outcomes, reducing the stress of being dependent on their families.

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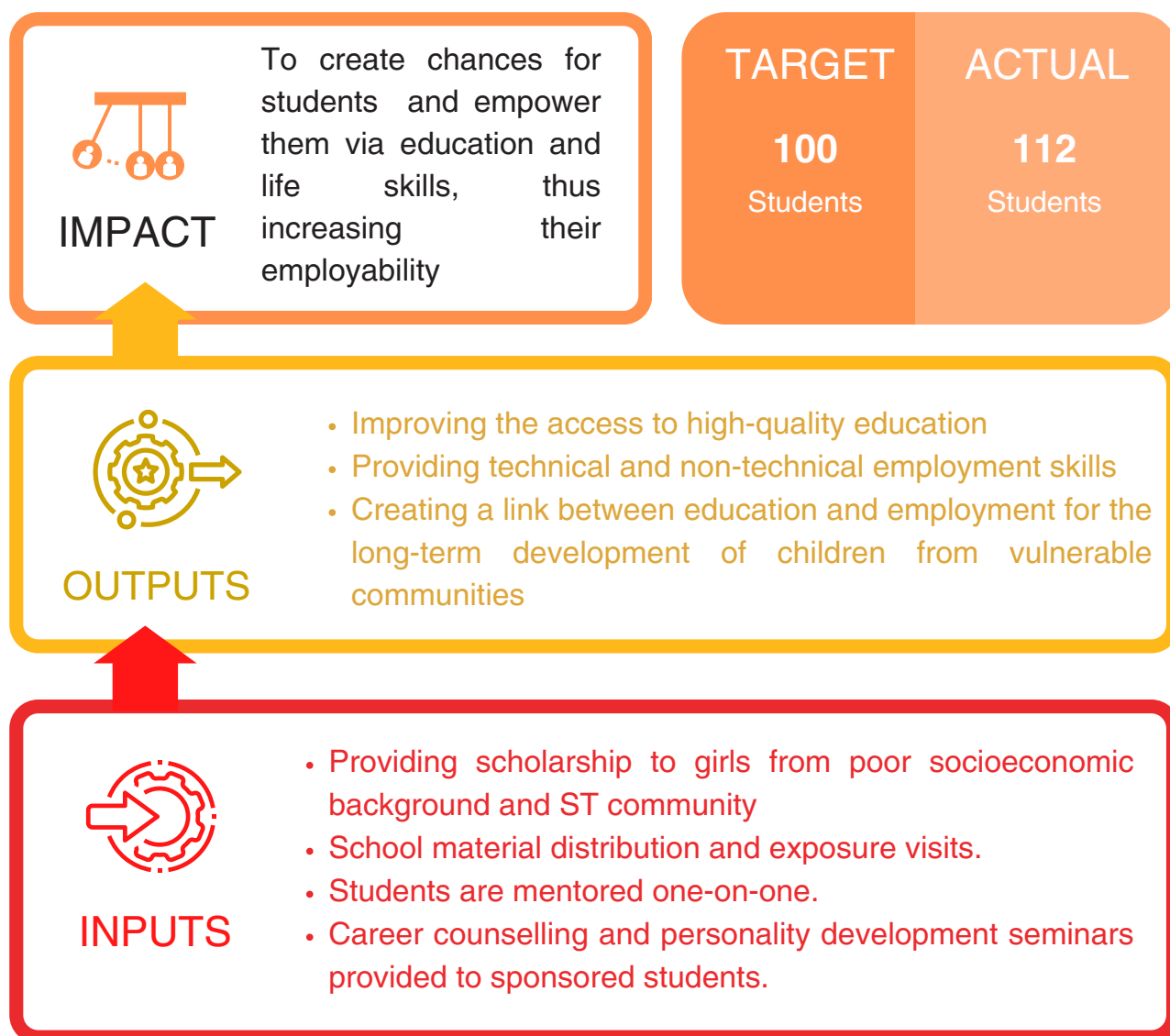
In the year 2020-21, **400 students benefited from the scholarship in three different cities in India.** Students that excelled were recognized and laptops and computers were handed to students pursuing higher education. These valuable resources eventually assisted them in their studies and in future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

SDG Aligned

THEORY OF CHANGE

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

IMPACT
To create chances for students and empower them via education and life skills, thus increasing their employability

TARGET	ACTUAL
100 Students	112 Students

OUTPUTS
- Improving the access to high-quality education
- Providing technical and non-technical employment skills
- Creating a link between education and employment for the long-term development of children from vulnerable communities

INPUTS
- Providing scholarship to girls from poor socioeconomic background and ST community
- School material distribution and exposure visits.
- Students are mentored one-on-one.
- Career counselling and personality development seminars provided to sponsored students.

OBJECTIVES

1. To assess how many students received scholarships through the program in FY 23-24
2. To understand how the program is supporting students beyond education i.e through extra-curriculars, life-skills development etc.
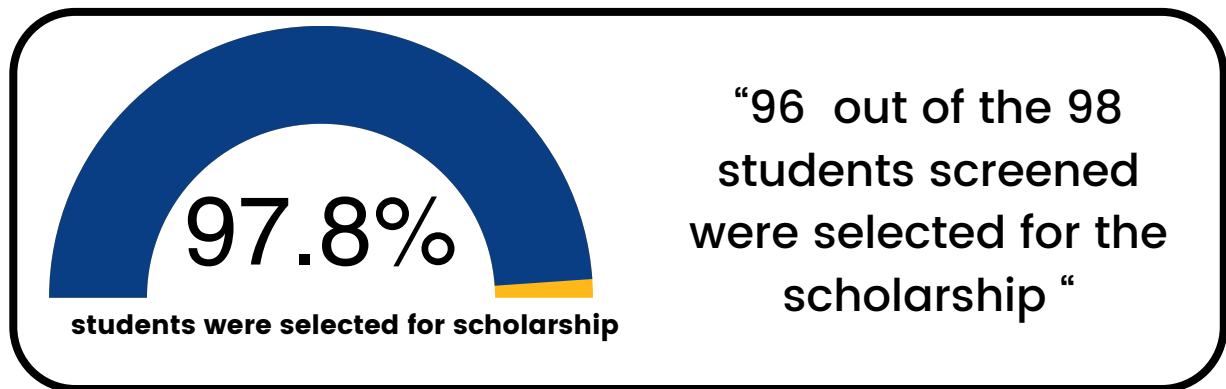3. Examine and compare the progress made in phase VI of the project as opposed to phase V
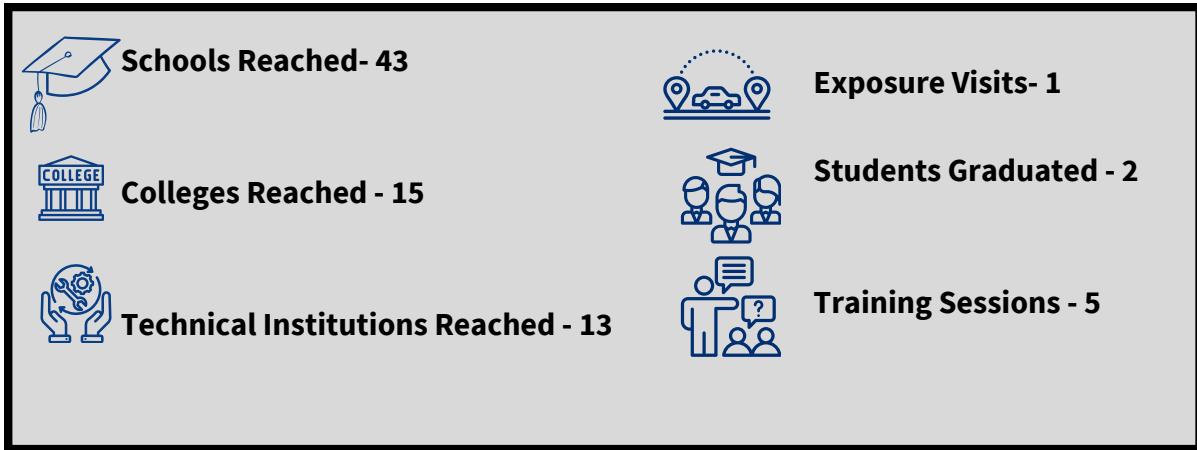
METHODOLOGY

The data was primarily collected through secondary research. Resources such as progress reports, LFAs and other program-related documents were studied to understand the impact of the Hexaware Scholarship Program in partnership with Idea foundation. Data was studied and an analysis was made to understand how the program has progressed in phase VI in accordance to the objectives set for FY 23-24. A comparative analysis was also made using data from FY 22-23 across different indicators to ascertain progress and roadblocks.

LIMITATIONS

Upon evaluation of the present study, carried out utilising secondary research methodologies, it is crucial to acknowledge the inherent limitations that might have impacted the comprehensiveness of the results. The aforementioned factors encompass potential biases contained in the accessible data, the potential for deriving nuanced conclusions as a result of the interpretation of literature, and dependence on a restricted range of sources. The reliability of secondary sources may not acknowledge the dynamic nature of field reality, which implies that understanding recent advancements or emerging patterns may be limited, perhaps resulting in less comprehensive conclusions. The secondary data may not accurately reflect the broader population or context of interest, which may restrict the generalizability of findings.

PROGRAM HIGHLIGHTS

Schools Reached- 43

Exposure Visits- 1

Colleges Reached - 15

Students Graduated - 2

Technical Institutions Reached - 13

Training Sessions - 5

97.8%

students were selected for scholarship

"96 out of the 98 students screened were selected for the scholarship "

KEY FINDINGS

Demographic of students

51.04% of scholarship recipients in FY 2022 are Male and 48.95%% of total scholarship recipients are Female. The number of female students receiving scholarships is roughly 2% less than that of their male counterparts but the difference can be easily bridged if a more gender inclusive approach is prioritized over the course of the next financial year.

48.96%

51.04%
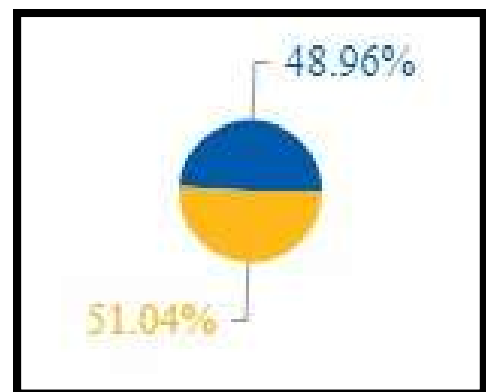
45.54% Female
54.46% Male

Location-wise breakdown of scholarship recipients

Out of the three locations in which the program is active, Chennai has the highest number of scholarship recipient students with a total 54.17% of students enrolled in the program followed by Mumbai with 29.17% students enrolled and lastly, une with 16.67% % students enrolled.


- 29.17% Mumbai
- 16.67% Pune
- 54.17% Chennai
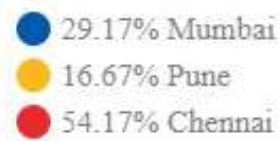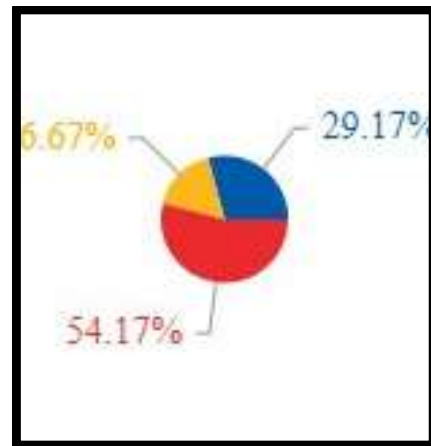
Scholarship Recipients

Out of the total 96 enrolled students in FY 2022, Approx 33% Recipients are pursuing Higher Education, 17% are from Primary School (1st to 5th Grade) and 14.58% of scholarship recipients are in middle school (6th -8th grade).
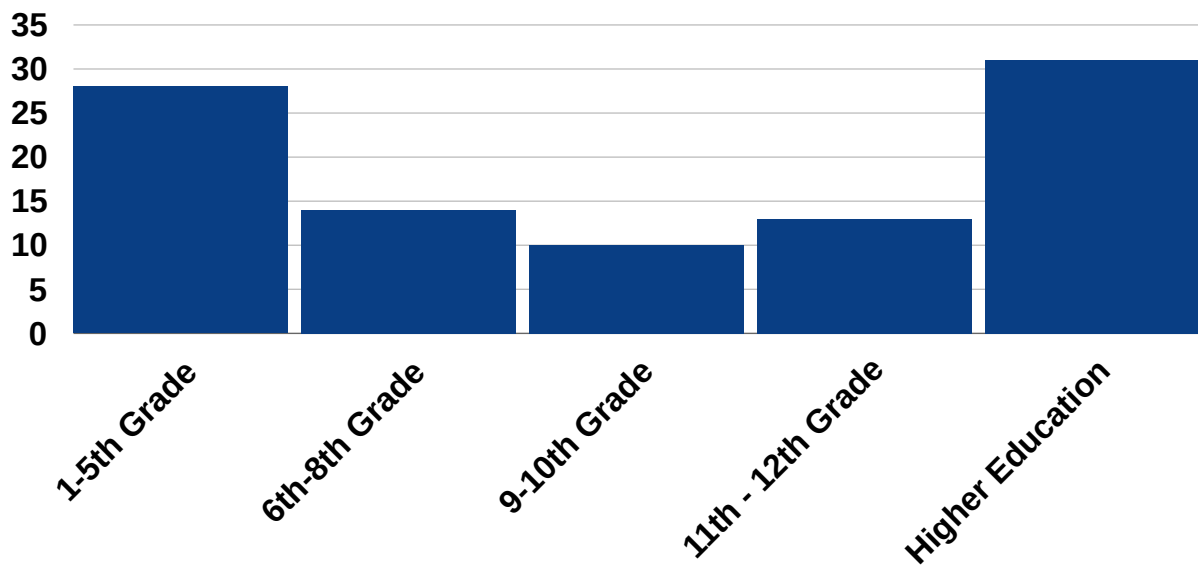
Types of support

One of the most important aspects of the Hexaware Scholarship program is to provide selected students guidance through multiple workshops, co-curricular activities and career guidance sessions. In FY 2022, a total of 5sessions were held for students out of which 80% were life-skill development workshops, and 20% were career guidance sessions. Considering that a significant chunk of scholarship goes to students pursuing higher educational degrees it would be beneficial to conduct more career development sessions so that they are well-equipped to enter the highly competitive job market.

20%

80%

● 20% Career Guidance session
● 80% Life Skills Session
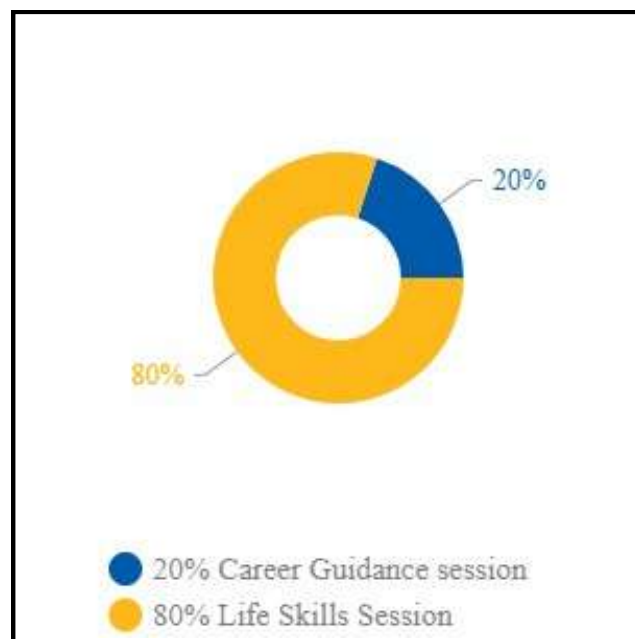
Types of support

Students enrolled in the program receive a variety of support from the partner NGO such as financial support for educational purposes such as college and tuition fees, purchasing books etc. and other kinds of non-monetary support like life-skills development training, personality development workshops, career counselling etc. In FY 2022, 99.58% of students received both financial and non-financial support whereas 0.14% of the inducted students received just tuition support.

99.58%

0.28%
0.14%

● 0.14% Tuition Fees Support
● 0.28% Outside Education Support
● 99.58% Both
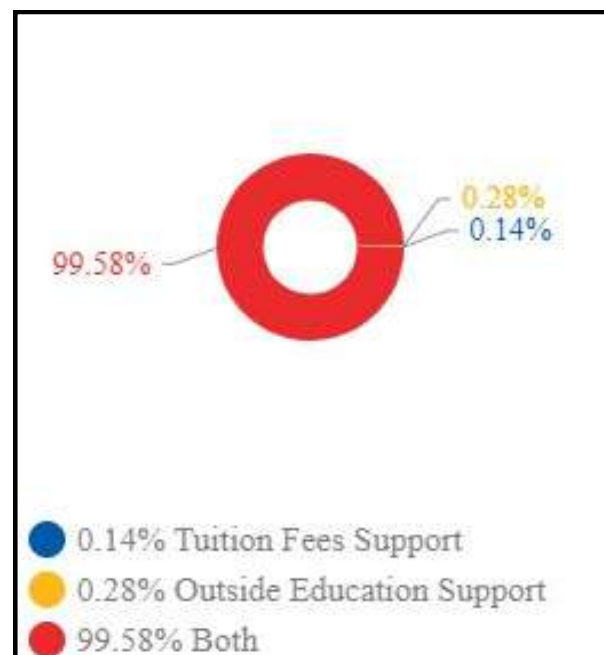
Out of the total 96 inducted into the program in FY 2022, a majority of the students that received both financial and non-financial support were majorly in Primary School (1st - 5th grade), Middle schoolers (6th - 8th grade) and pursuing higher studies. High School students have received relatively less support. This gap in financial and non-financial support amongst students of different grades requires an in-depth examination of the selection criteria. The secondary resources used in this study do not provide a clear reasoning for this parity.
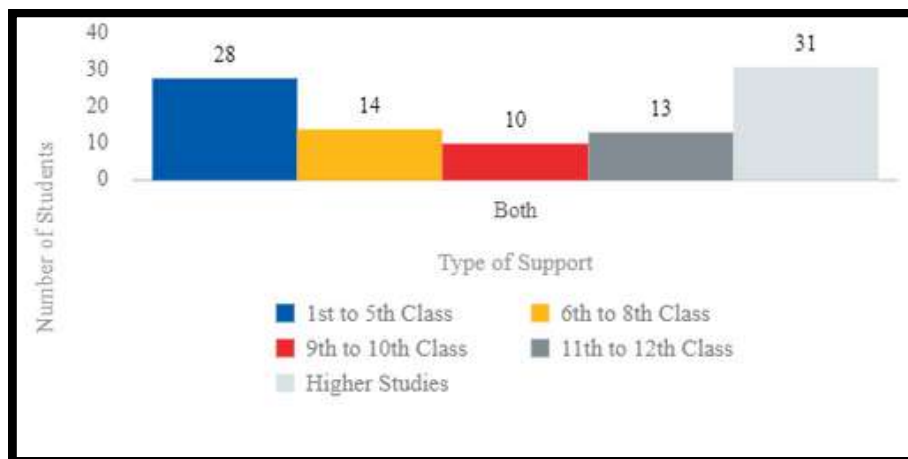
SUCCESS STORIES

"

Sumita's family were originally from Osmanabad and came to Pune before Sumita was born. Both her father and brother operate a fruit shop of their own while her mother is a housewife. However, her mother also occasionally helps in running their shop. Her sister works part-time in a laboratory while pursuing her college education. Sumita has been a beneficiary of the Foundation since she was in the 5th standard. Sumita is currently in the second year of the B.Sc. in Computer Science degree programme offered by MKSSS' Shri Siddhivinayak Mahila Mahavidyalaya in Pune. A deep interest in the field of animation was generated in her because of her love for the medium of manga and anime. Due to this, she plans on pursuing an M.Sc. in animation after she graduates. Her family would probably have had to take out an education loan if the IDEA Foundation and Hexaware had not intervened. Sumita has benefitted tremendously from the sessions provided by the Foundation. It was through the career guidance sessions organized by the Foundation that she came to know about the numerous career possibilities present in the science stream.

It was because of these sessions that Sumita decided to do a B.Sc. Hence, the Foundation has played a key role in shaping the future career of Sumita. She also is very thankful for all the support and guidance provided to her over the years. She has also attended multiple other sessions such as sessions on personality development and Excel. The communication skills which she learned in the personality development session have proven to be immensely to her in her day-to-day life as well as in social and formal situations. She has enjoyed the field visits that have been organized by the Foundation till now. She has gone to the Manashakti Research Centre in Lonavala as well as the Ekvira Temple complex with the Foundation.
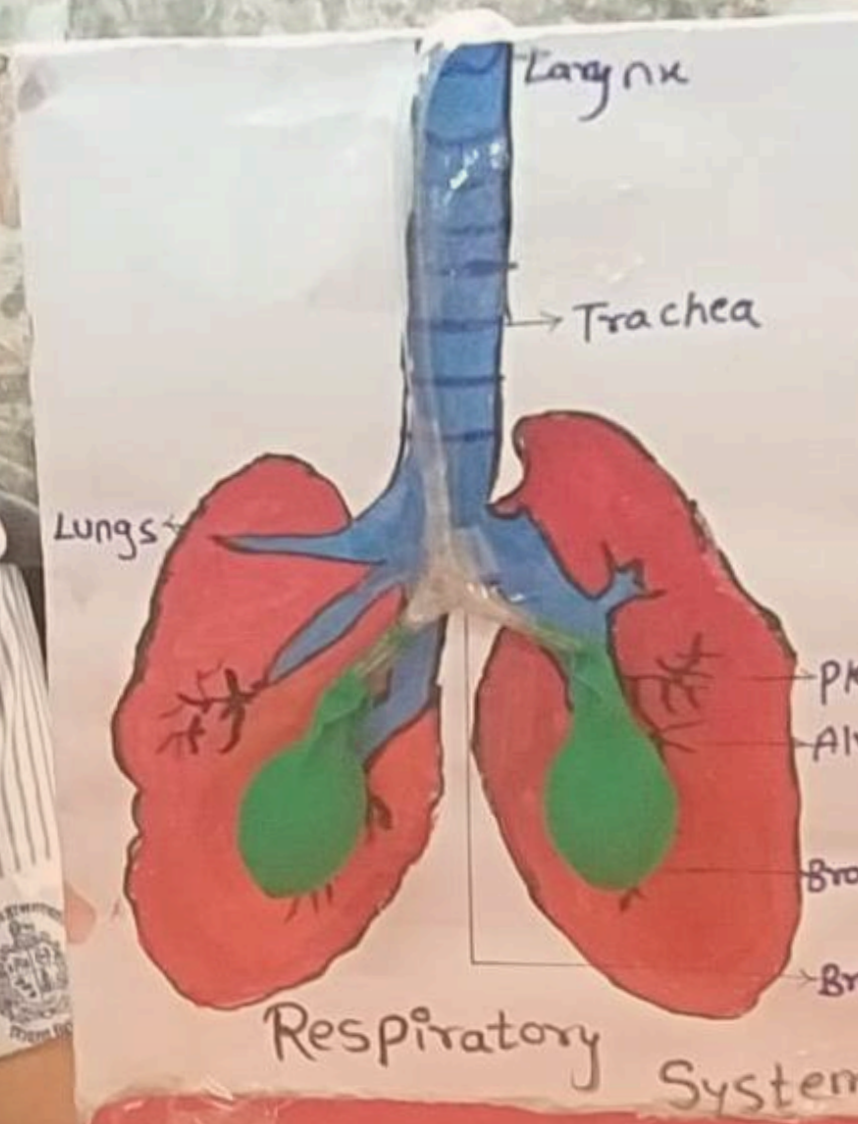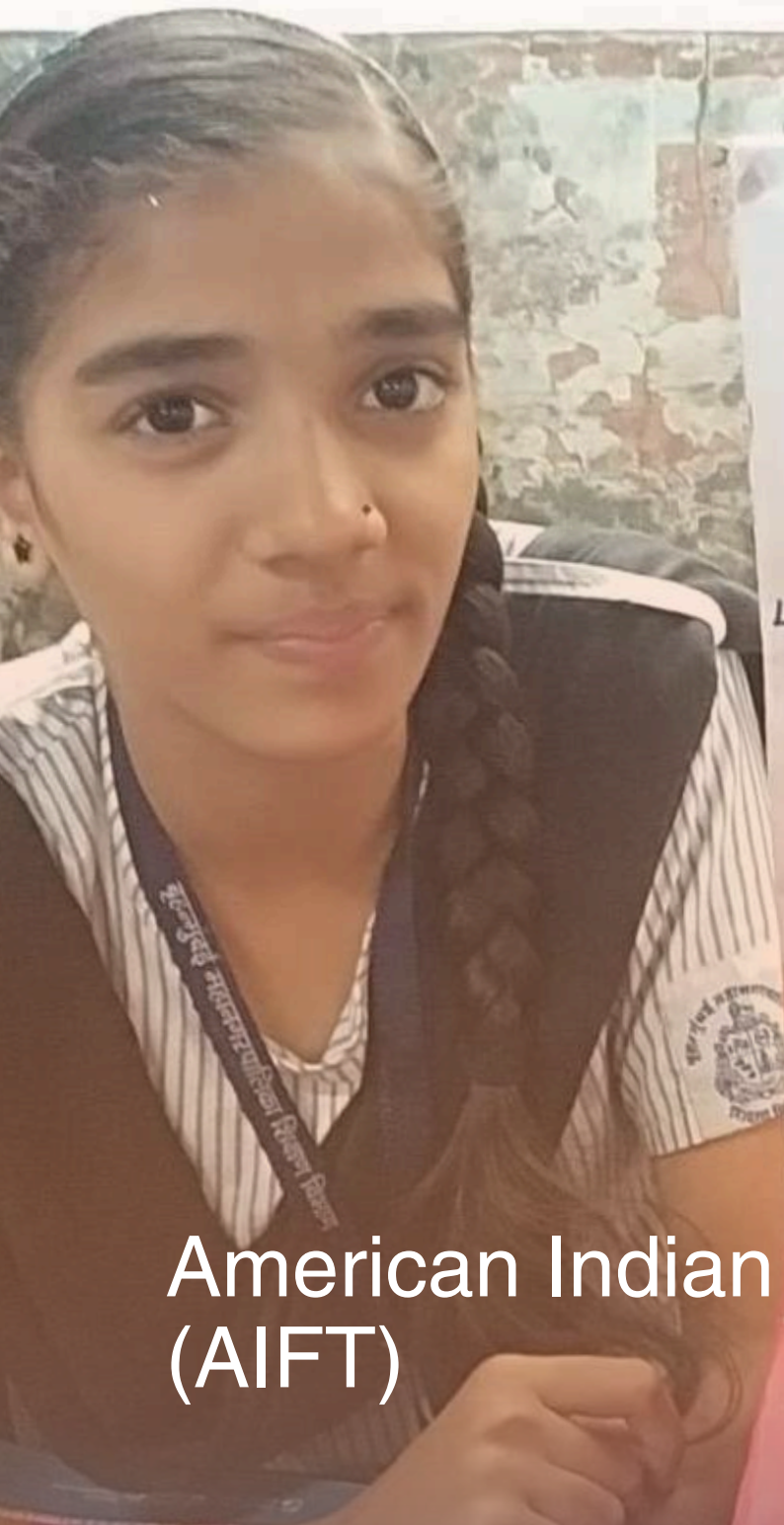
Recommendations

Promote skills for high-wage employment

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, 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.

STEM learning ecosystem

Financial literacy

Digital Education

English Communication
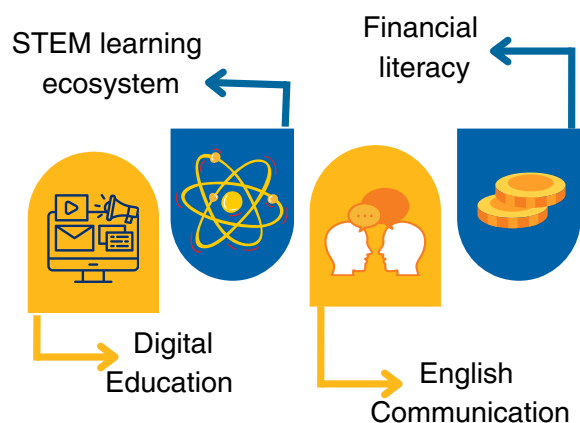
OBJECTIVES

1. To understand how many teachers were trained and equipped to adapt to technology and DE methodologies
2. Evaluate the number of students that have been impacted by the initiative
3. To understand the kind of pedagogy and methodology that is being employed to improve learning outcomes of students in STEM

METHODOLOGY

The data was primarily collected through secondary research. Resources such as progress reports, LFAs and other program-related documents were studied to understand the impact of the Hexaware Scholarship Program in partnership with Idea Foundation. Data was studied and an analysis was made to understand how the program has progressed in phase VI in accordance with the objectives set for FY 23-24. A comparative analysis was also made using data from FY 22-23 across different indicators to ascertain progress and roadblocks.

SDGs ALIGNED

THEORY OF CHANGE:

The Youth Skilling Program project by the 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.

IMPACT
Improved learning outcomes for STEM and life skills for children from government schools

OUTPUTS
- Teachers interested in using digital content.
- Integrate innovative practical material (STEM Kits into pedagogy.
- Improved communication skills and consciousness for managing finances.

INPUTS
- Sharing Digital Content and building capacities of teachers to use digital mediums.
- Introduce innovative material (STEM Kits) to the students and teachers.
- Sessions on english communication and financial literacy.

KEY FINDINGS

TAMIL NADU

3454
beneficiaries

13
Schools

MAHARASHTRA

1046
beneficiaries

10
Schools
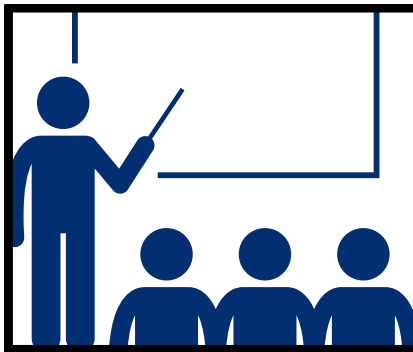
TEACHERS TRAINED:
61

Program Impact So Far

17% Improvement in learning outcomes of grades 8-8th in DE Schools as comp[ared to non-DE SCHOOLS

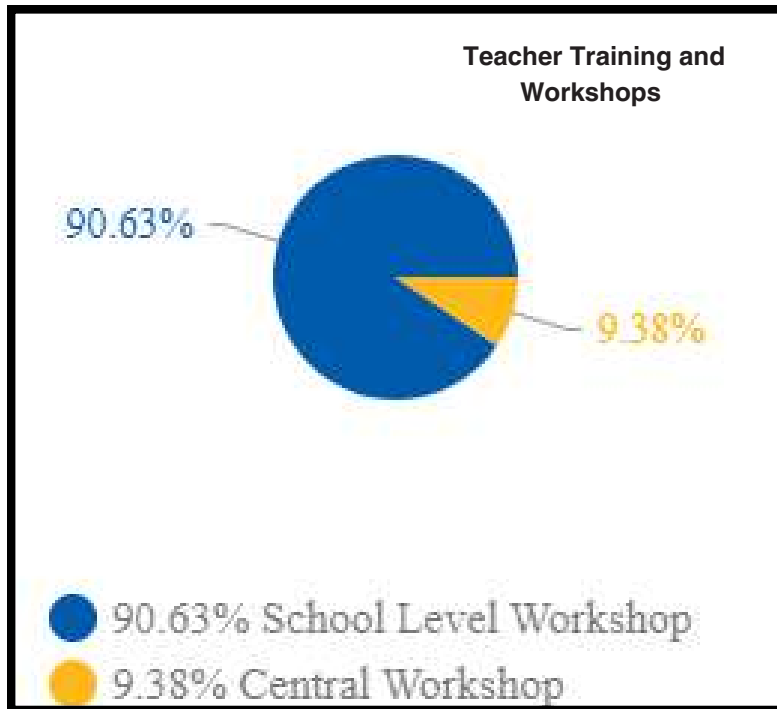**92%** Teachers used technology as a pedagogic tool

66% Increase in students engagement

96% Teachers integrated ICT in lesson plans

70% Students know how to operate a computer

Teacher Training and Workshops

90.63%

9.38%

- 90.63% School Level Workshop
- 9.38% Central Workshop

Total 32 workshops were conducted for teachers across school and central level with a total of 88 attendeat

Teachers undergo comprehensive training in the latest techno-pedagogy teaching methodologies, including DE Way of Teaching and Flipped Classroom, as part of their professional development. This training equips them with the necessary knowledge and skills to effectively integrate technology into their teaching practices, thereby enhancing the learning experience of their students. In addition to the teaching methodologies, the training program also focuses on next-generation concepts such as robotics, machine learning, artificial intelligence, space technology, and other cutting-edge technologies. The teachers will be educated on the latest developments in these fields and how they can be used to create engaging and interactive learning environments for their students

Engagement Methodologies Employed for Enhanced Learning

AIF works to ensure technology-embedded learning with a special emphasis on the delivery and retention of students from marginalized populations in the education system. Their integrated approach looks forward to ensuring the large and growing youth population in India has the skills to break the cycle of poverty that entraps many. To achieve these ambitious goals, it is important to engage with students, their parents and teachers by providing training in techno-pedagogy methodology and engaging students with hands-on activities in STEM to solve real-world challenges.

DE Way of Teaching   1

Flipped Classroom   2

Edu-kit   3

STEM Activities   4
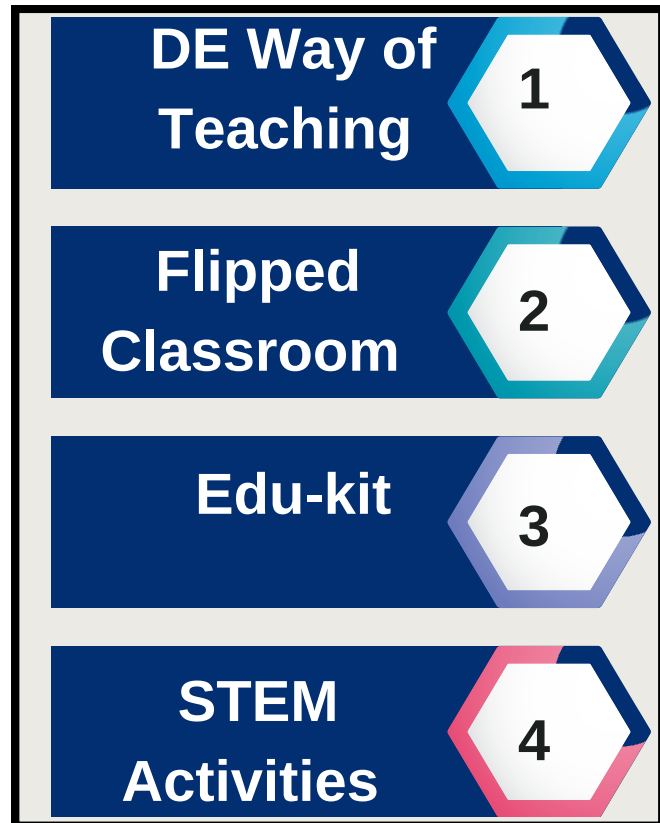
CASE STUDY OF MIROLI PRIMARY SCHOOL

Miroli Primary School and change in approach of students towards STEM

When a team of the American India Foundation visited Miroli School, Ahmedabad and interacted with the principal, it was found that most of the students there come from poor to middle-class families and most of them are farmers, so the family members of most the children there are also less educated as per their age. Coming from such a situation, children were also less aware of education. So, they are less interested in tough subjects like math and science. The principal of the school said that if they are given activity-based education, then surely those children will increase their interest in mathematics and science and at the same, their knowledge will also increase. Later when the Team started visiting the classrooms and started observing and taking quizzes of the children on mathematics and science so that the knowledge of the children could be tested. The team also gave the children an understanding of activity-based learning and said that now one day a week they will be shown and explained concepts through activities, in this way, the children showed enthusiasm. Later, the Team started its regular work in the school and started explaining to the children by showing them STEM activities so that the children were also enthusiastic about it. Students enthusiastically participated in the STEM activities performed experiments and started asking questions. Within 3 months of the project, a significant difference was seen in the education of students in this way. Students now started participating in STEM activities. Some students even started saying that they would do such activities from home and bring them to school. Children started insisting on a team to go to their classroom and do STEM activities. Thus, a change was seen in the school students from the STEM activities and it is also expected that as the project progresses, the children will continue to participate in the activities and also increase their interest in studies.
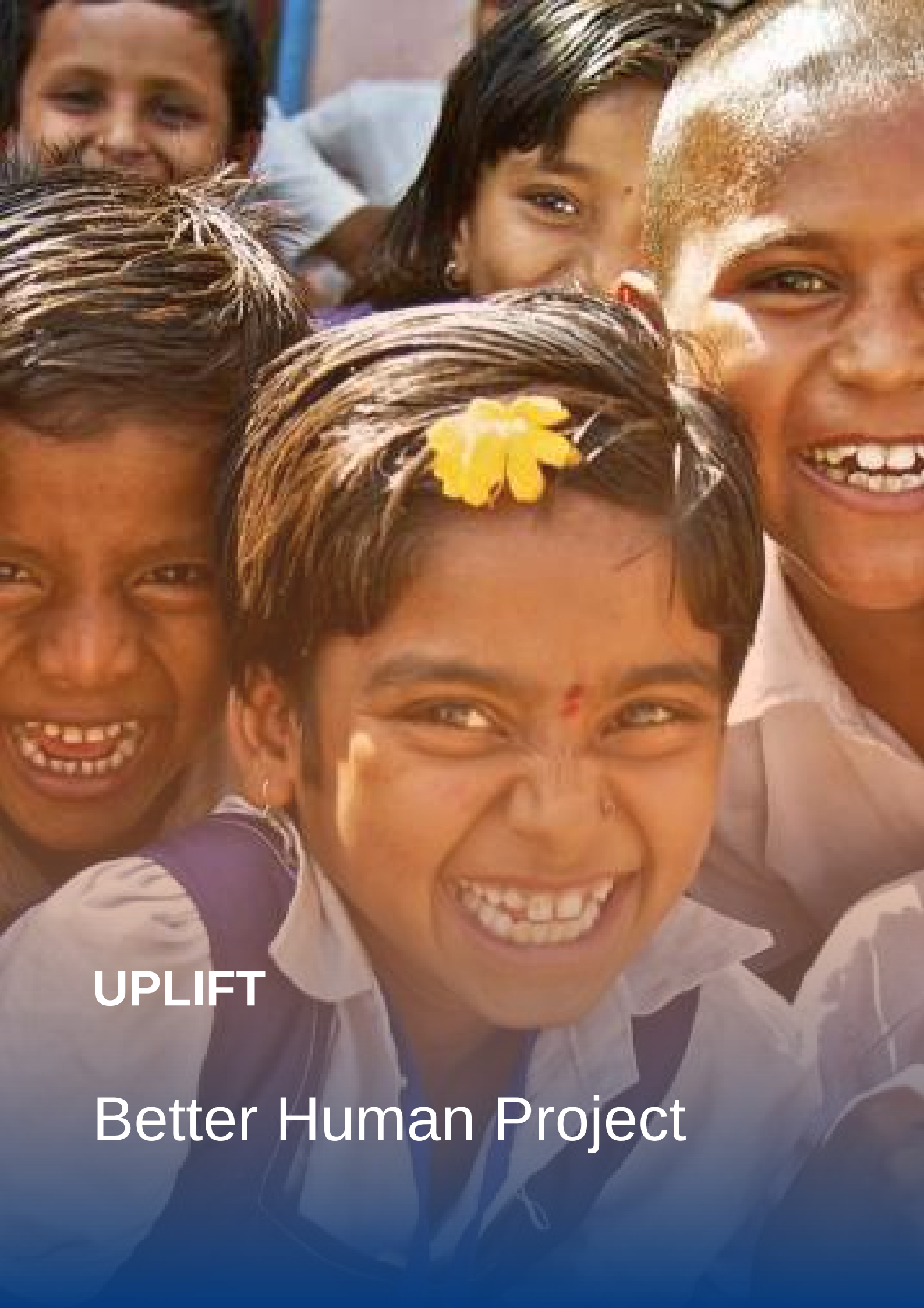
UPLIFT

Better Human Project

ABOUT THE PROJECT

The Better Human Project developed by Pitcher of Grace is operated in Chennai Corporation schools. This model functions in the school premises primarily in the form of Group sessions leading to one-on-one counselling for students, teachers and parents. The group sessions for students creates a platform to build counsellor-student relation that will aid in children seeking professional help without hesitation. Group sessions for teacher and parents are organized to sensitize them on issues like sex abuse, porn addiction, drug abuse etc. The professional will be available in the campus for counselling twice a week during school hours.

Making a child "A Better Human" does not end with only student involvement. It is the responsibility of adults (Teachers, Parents & The Society) to provide the children a safe and healthy environment. Considering the same, The Better Human project exclusively builds empathetic listening and sensitive response for the adults in particular. "Better Human", model is designed in a manner wherein children are protected and built into a strong individual with values that they may carry it to their communities and spread kindness and value.

VISION

To bring about change in the lives of the underprivileged, guiding and empowering them to pursue their dreams by all means necessary.

THEORY OF CHANGE:

The organization's objective is to ensure a safe environment for children where they are heard, their concerns are addressed and guidance is provided

IMPACT

To reduce abuse/suicidal thoughts among children
To enhance their self-esteem
To reduce violence and bring in gender equality
Wise usage of social media platform

OUTPUTS

- Connect better with adolescent children
- Better identified common and particular issues faced by children
- Need based guidance for teachers and parents
- large-scale community interventions

INPUTS

- Organize group classroom therapy sessions and conduct adolescent wellbeing screening
- Conduct individual 1v1 counselling to children
- Provide group counselling sessions to parents and teachers
- Organize community outreach which is planned and executed by children themselves

SDGS ALIGNED

4 QUALITY EDUCATION

3 GOOD HEALTH AND WELL-BEING

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

KEY FINDINGS:

BENEFICIARIES SUPPORTED:
4000

INDIVIDUAL SCREENING:
260

SCHOOLS TARGETED	
	1) Chennai Corporation School, Kalyanapuram,Vyasarpadi Chennai.
	2) Chennai Corporation School, Kolathur, Chennai.
	3) Chennai Corporation School, New Washermenpet, Chennai.
	4) Chennai Corporation School, Bunder Street, Perambur, Chennai.

INDIVIDUAL SCREENING

4 schools in Chennai were identified where Children came from challenging socioeconomic backgrounds, including broken families, parents of such kids were sometimes drug dealers or those that struggled to make ends meet. Uplift Child Trust assigned 4 counsellors/social workers to these four schools. The counsellors were experienced professionals with a heart for working with children. The Better human project reached out to a total of 260 for a one-on-one counselling session with students. Important issues like anger, bullying, depression, anxiety, paranoia, hallucination, peer pressure, substance abuse, family issues, thieving, sex abuse, porn addiction, and suicidal thoughts were addressed. Psychiatric issues which needed medical attention were guided to a psychiatrist. Issues that needed medical attention were brought to the notice of parents, and the children were encouraged to meet a physician.

Teachers looked out for misbehaviour, sudden personality,or behaviour change and were sent for screenings or counselling. A total of 42 students were referred to the counsellors by teachers. The walk-ins mostly consisted of student coming to vent, seeking encouragement, support and a listening ear. A total of 56 Walk-ins students were met.

GROUP COUNSELLING

STUDENTS

At the Kolathur and Washermanpet school, the group sessions conducted for 6th to 12th were on seeking help, self-esteem or deaddiction. Students engaged in the discussion, interacting and raising questions. Incases where drug influence was observed, interventions were planned.ment, support and a listening ear. A total of 56 Walk-ins students were met.

TEACHERS

Group sessions were provided for high school teachers on sensitively observing students and empathetic responses. In addition, Feedback on student counselling was provided to high school teachers who had difficulty with high school students to help rebuild teacher-student relationships.

PARENTS

Group sessions were held for parents of students to address and highlight key issues that are often faced by adolescent kids such as health problems, emotional needs, sex abuse etc. Moreover, parents of girl children that were keen on discontinuing their daughters education after 10th grade to get them married were discouraged by the counsellors and t teachers

STORIES OF SUCCESS

"

A student voluntarily came in as he was depressed due to relationship failure. He was in a relationship with a fellow classmate, which caused distress and fostered a sense of rejection. With active listening, the student was helped out by identifying the context and magnitude of the relationship in the long run. Advised him to focus his energy, emotion and thought on what is relevant. Educated him about his decision has a role in turning the depression and rejection around. With constant follow-up, the student is now back on track.

"

"

Erratic behaviour was observed in a class of 12th students who often impulsively roamed around, sang songs and disturbed the class. While he had good friendships, he hated being told what to do. On one occasion, his teacher asked him to sit in an H.M. room and study. This triggered him, resulting in damaging the cupboard door and using broken shards of plastic to self-harm. He went on the threaten and blackmail people around, saying he would slit his neck. It was predicted that this could be due to substance abuse, and was screened and found positive. He was offered counselling, parent intervention, and home visits. It was found that he worked in the mortuary department during the lockdown and got influenced by substances to get away with the memories /smell of the mortuary. This case continues to be followed up on.

"
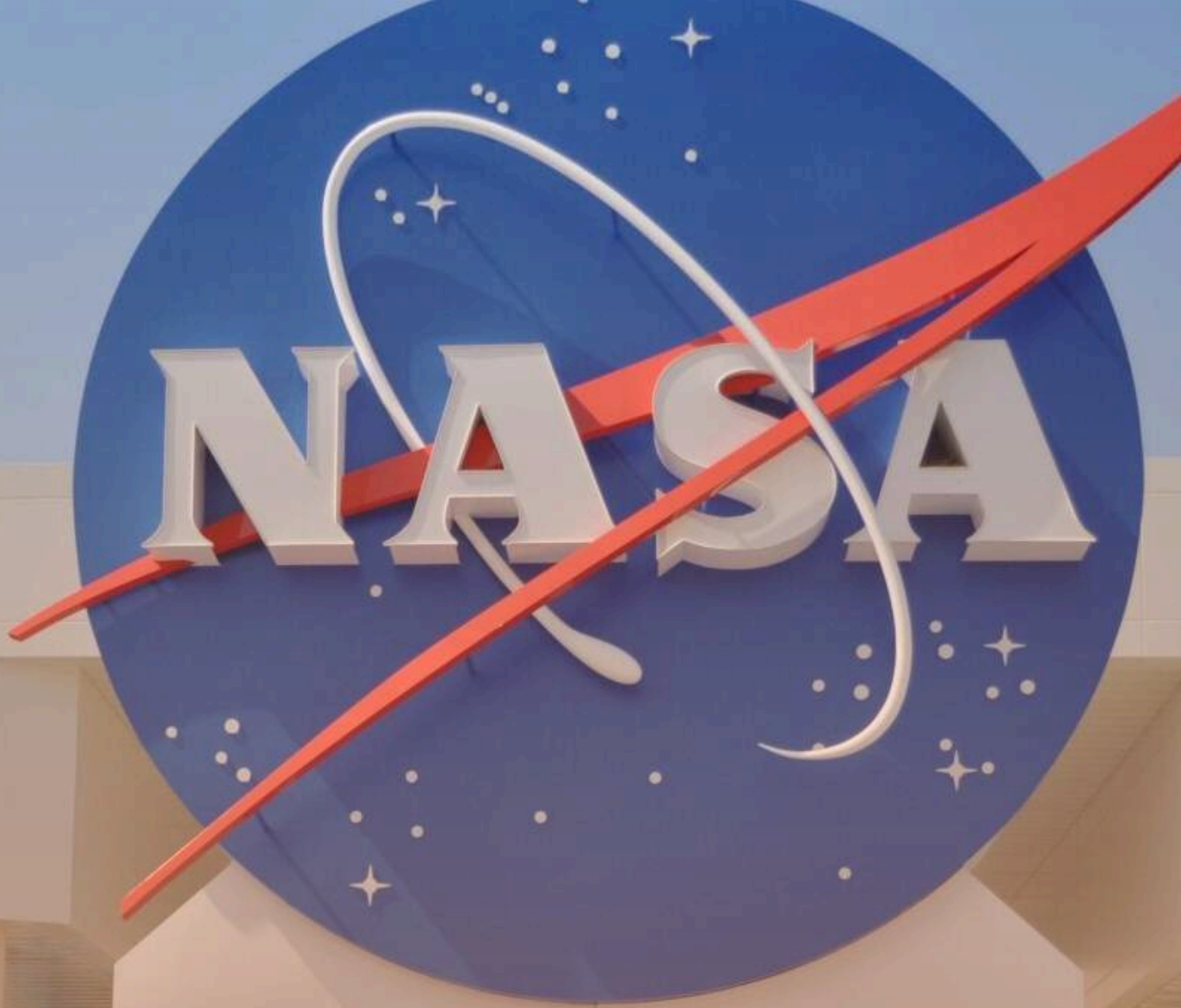
SKI Star Foundation

Young Scientist India

ABOUT THE PROJECT

Space Kidz India", is an Indian Aerospace Startup pioneering in design, fabrication and launch of small satellites, spacecrafts and ground Systems. Space Kidz India is the only Organisation To Launch 18+ Balloon Satellites, 3 Sub-orbital Satellites, and 3 Orbital Satellites. They have been bestowed with the Ambassador status to all the 3 Research centres of the world, the "NASA", "ESA" and "GCTC Russia" Space Camps. With 8+ years of knowledge in Space Industry, Space Kidz India has trained more than 2500+ students in Space Education at NASA, ESA and GCTC Moscow. .

MISSION

To make space exploration accessible and affordable for everyone, especially the student and research community and to inspire and empower students by providing space labs in schools, fostering a dynamic learning environment that enables them to explore and discover the wonders of space science and technology.

VISION

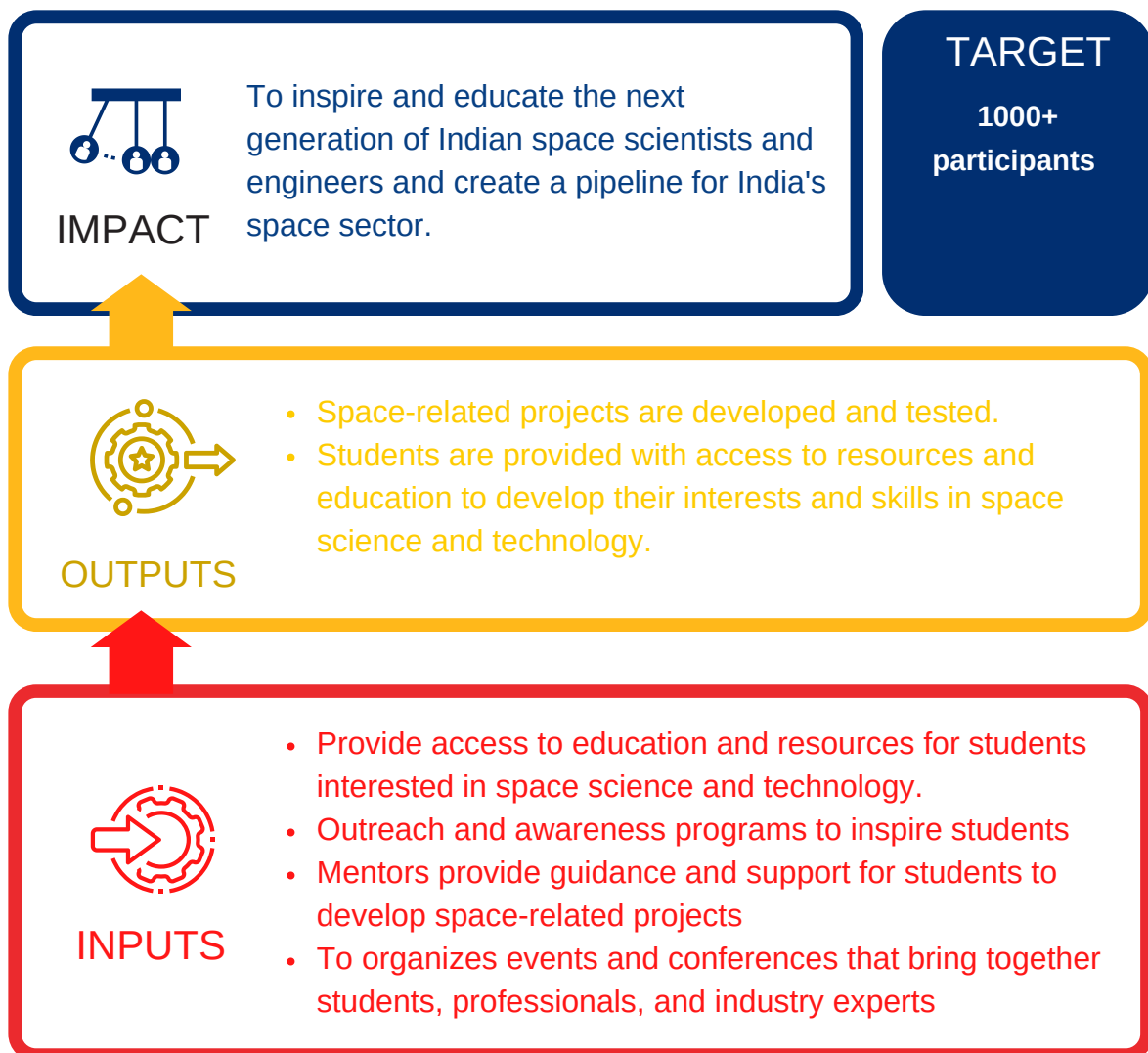To explore and enhance the Space enthusiasm of children in India.

OBJECTIVE

The organisation's aim is to provide students with the opportunity to engage in hands-on experimentation in their space labs. By conducting experiments related to space science, astronomy, and related disciplines, students can actively explore scientific concepts, develop practical skills, and deepen their understanding of the universe.

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.

IMPACT

To inspire and educate the next generation of Indian space scientists and engineers and create a pipeline for India's space sector.

TARGET

1000+ participants

OUTPUTS

- Space-related projects are developed and tested.
- Students are provided with access to resources and education to develop their interests and skills in space science and technology.

INPUTS

- Provide access to education and resources for students interested in space science and technology.
- Outreach and awareness programs to inspire students
- Mentors provide guidance and support for students to develop space-related projects
- To organizes events and conferences that bring together students, professionals, and industry experts

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

A detailed study of secondary sources aimed to investigate the impact of the interventions was conducted. Examining many reports from the GIVE platform was necessary to determine the impact of the programme. The objective of the desktop review entailed gathering comprehensive information regarding the overall impact, considering the various stakeholders involved. The study also involved analyzing data from previous case studies to provide a more thorough understanding of the interventions' effectiveness. Furthermore, the goal includes providing recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

KEY FINDINGS

Young Scientist India fellowship started in October 2021 till February 2022 and prize winners were announced in March 2022

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

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

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 across India how to build and launch a piece of small equipment into space. 750 girl students from 75 rural schools from Kashmir to Kanyakumari were chosen to build AzaadiSAT

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.

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 2022, Hexaware supported 37 para-athletes and 4 female athletes as part of its collaboration.

Hexaware supported women and para-atheletes in following areas:

Wheelchair & Prosthesis

Foreign & Domestic Coaching

World-Class Equipment

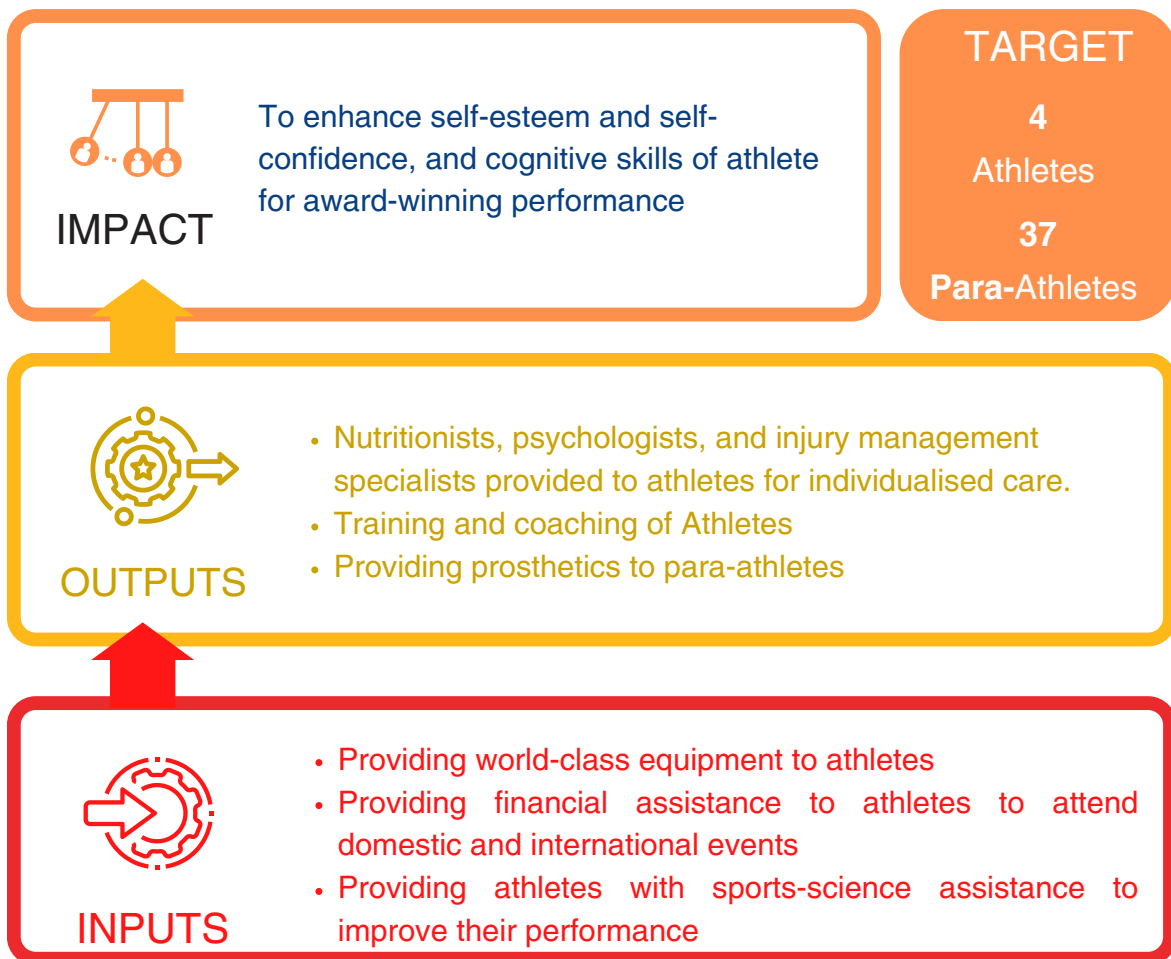**Exposure to Domestic & International Training and Tournaments**

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

Rehabilitation Support

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.

IMPACT

To enhance self-esteem and self-confidence, and cognitive skills of athlete for award-winning performance

TARGET

4
Athletes

37
Para-Athletes

OUTPUTS

- Nutritionists, psychologists, and injury management specialists provided to athletes for individualised care.
- Training and coaching of Athletes
- Providing prosthetics to para-athletes

INPUTS

- Providing world-class equipment to athletes
- Providing financial assistance to athletes to attend domestic and international events
- Providing athletes with sports-science assistance to improve their performance

SDGS SUPORTED

3 GOOD HEALTH AND WELL-BEING

8 DECENT WORK AND ECONOMIC GROWTH

# 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

METHODOLOGY

Secondary research was conducted using existing literature and documents regarding the project. A comprehensive analysis was made using the data available for FY 2022. Due to the limitations in accessing the field and speaking to beneficiaries first-hand the scope of the study is limited to desktop research.
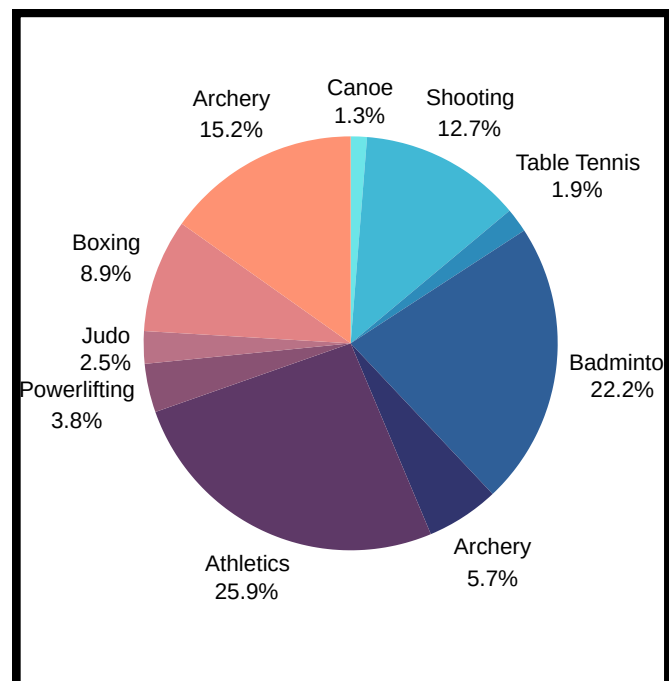
KEY FINDINGS

44 Tournaments Participated

67 Medals Won

11 Sports Supported

191 Total Athletes supported
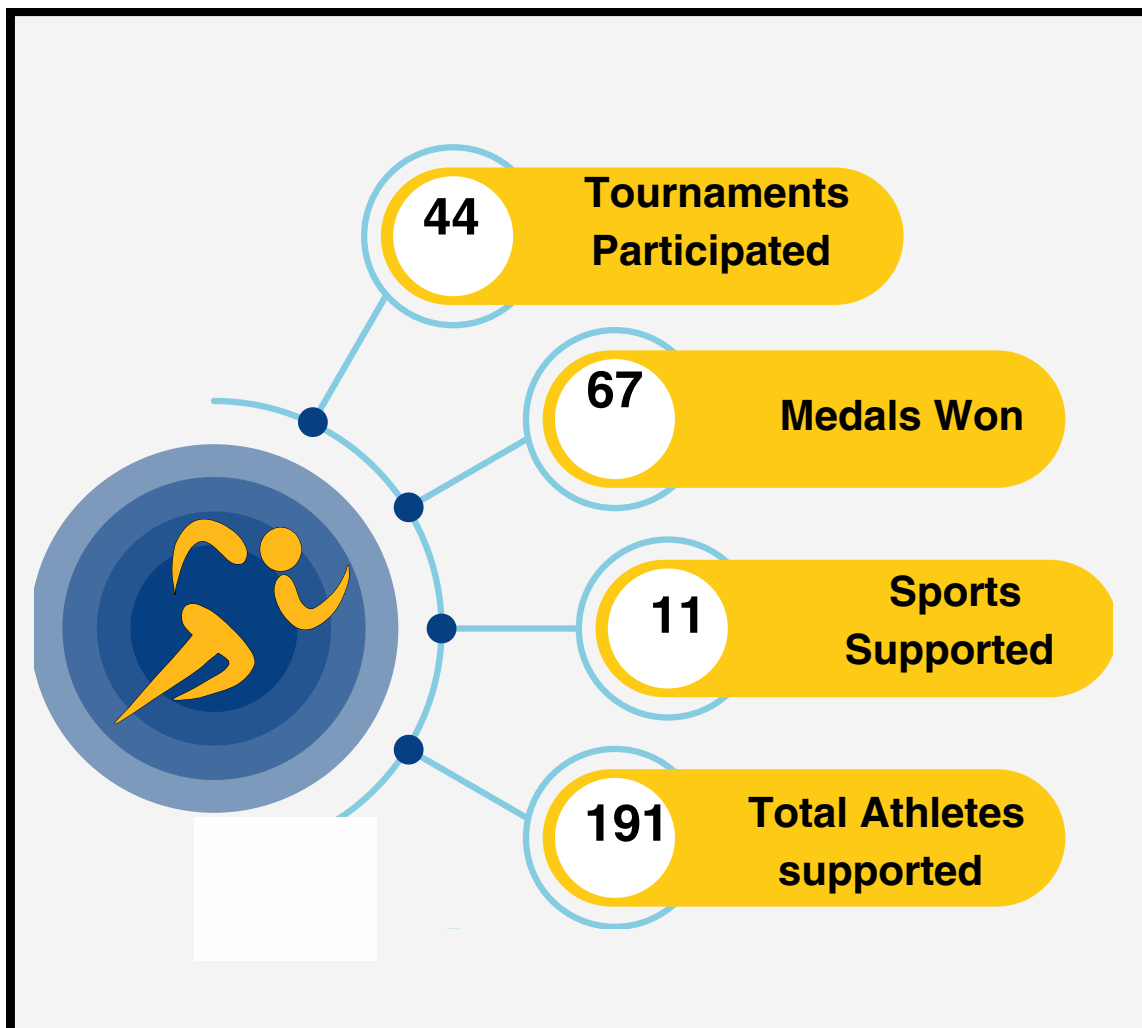
Gender Diversity Ratio

Athletes

60%
Male

40%
Female

Para-Athletes

29.31%
Female
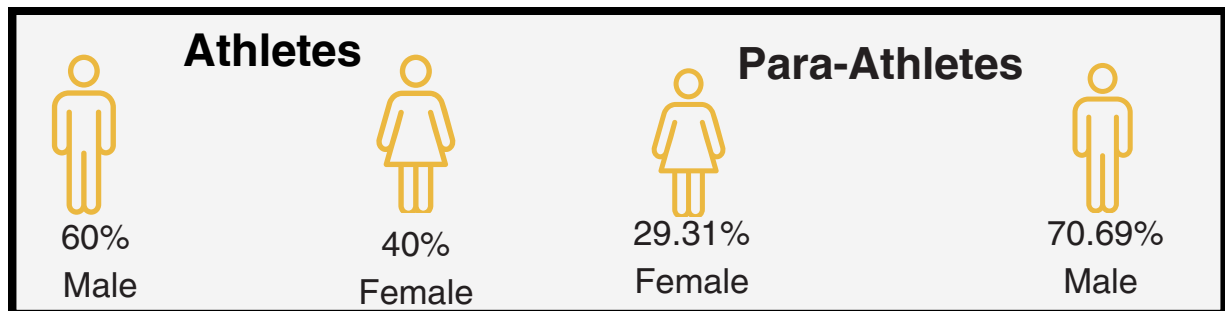
70.69%
Male

As per data, amongst athletes, 60% constitute of Male athletes and 40%% constitute as female athletes. This gender divide is higher amongst Para-Athletes where male paraathletes constitute 70.69% and female athletes constitute only 29.31%.st adequate resources weren't available for us to understand this gender divide but looking at the number of Female Paratheletes that brought glory to the country during the 2020 Paralympics it is important that more financial and infrastructural be provided to them.

Sporting Categories Supported

According to the data, as per FY 2022, 11 Sporting categories were supported by the program as can be seen in the chart adjacent. The highest number of para-athletes supported was in athletics at 35.34% followed by Badminton at 30.17%. As per the data, Canoe, Powerlifting and table tennis had the least amount of athletes. Athletes across these sports amounted to less than 10% of the total number of athletes supported by the program.

Archery
15.2%

Canoe
1.3%

Shooting
12.7%

Table Tennis
1.9%

Boxing
8.9%

Judo
2.5%

Powerlifting
3.8%

Badminton
22.2%

Athletics
25.9%

Archery
5.7%

Percentage distribution of para-athletes from different sporting categories

Percentage distribution of athletes from different sporting categories

Bronze
20.9%

Gold
46.3%

Silver
32.8%
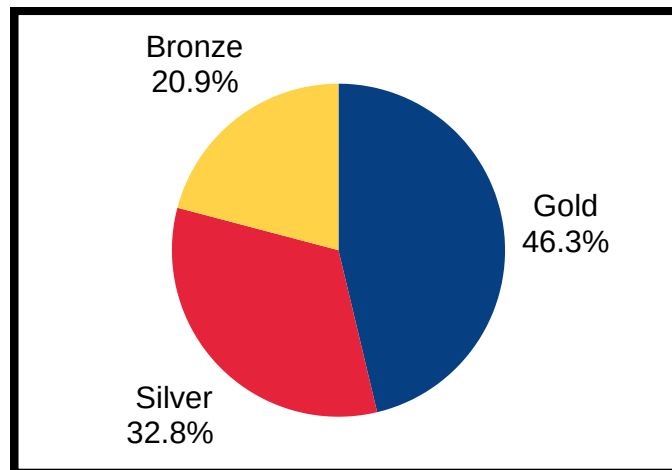
STORY OF CHANGE

Aakarshi kashyap

Aakarshi Kashyap, 22, originally from Bhilai, Chhattisgarh, received support from OGQ to relocate to PPBA in Bangalore in 2017. Since then, her progress has been remarkable. She became the Junior National Champion in 2018 and swiftly transitioned to senior-level international tournaments.

By April 2020, she climbed 80 places in world rankings to reach No. 104, also securing the top spot in India's Women's singles rankings. Notably, she won her first international medal at the BWF Future Series Tournament in Kenya in 2020. Supported by OGQ with coaching, tournament participation, and physiotherapy, she now aims to break into the World's Top 100, showcasing a promising future.

Conclusion

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.

TRRAIN

Providing training to people with disability to get employment in retail industry

BACKGROUND

According to the Census of India (2011), there are 2.68 crores (2.21% of the population) in India who have disabilities, and only 26% of them are employed. Due to a policy gap that disregards functional-level special needs, this workforce participation fraction is much more affected by gender. Women with disabilities face even greater challenges in finding employment. 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.

Based on the assumption that impairment characteristics are the only determinant of an individual's capability to hold a position at a specific skill level, the identified occupations are extremely limited and frequently arbitrary. (Dawn, 2012). The provision of a 3% employment reservation for individuals with disabilities is not mandatory for private employers under the PWD Act, in contrast to the requirement in the public sector. The private sector is still characterised by a lack of sufficient regulation and a reliance on central government incentives (Mishra, 2006). According to the North Carolina Public Employment Development Programme's (1999) assessment of the top 100 multinational firms in the country, the employment rate of people with disabilities in the private sector was 0.28%, while the employment rate in multinational corporations was 0.05%, and the employment rate in the top 100 information technology companies was just 0.58% (quoted in DEOC, 2009). The low employment rates can be attributed to the issues that restrict employment prospects for individuals with disabilities in India. These interrelated and intricate factors have contributed to the marginalisation of individuals with disabilities, both in terms of social and cultural aspects, as well as their exclusion from the workforce, leading to their economic and political marginalisation (World Bank, 2007; Thomas, 2005). Although specific reports suggest that affirmative action policies are expanding employment prospects for individuals with disabilities in the private sector, information regarding employee retention rates is either non-existent or not provided.

The widespread problem of discrimination against individuals with disabilities continues to exist, appearing in several ways such as offices and public areas that are not accessible, as well as instances of harassment experienced in their everyday life and prospects for job progression (DEOC report, 2015). According to Houtenville (2012), the presence of systemic bias is intensified by the socially constructed perception of individuals with disabilities, which hinders their complete inclusion in the workforce. Discussions primarily revolve around the financial costs and perceived deficiency in accommodating people with impairments, highlighting the deeply ingrained biases present in workplace procedures.

However, studies suggest that the alignment between work requirements and the ability of individuals with disabilities significantly influences employers' employment choices (Fraser, 2011; Smith, 2004). There has been a growing global conversation on disability and employment, acknowledging the significant impact that integrating individuals with impairments into the workforce may have. Employment not only improves their financial independence but also promotes social integration, addressing the widespread isolation faced by many individuals (WHO, 2011). It functions as a pivotal tool for alleviating poverty and dismantling obstacles to engagement, hence confirming the necessity of cultivating inclusive work environments for those with disabilities.

ABOUT TRRAIN

Trust for Retailers & Retail Associates of India (TRRAIN) was 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

Pankh-Wings of Destiny is a training program for Persons with Disabilities (PwDs) run by TRRAIN and provides them with employment opportunities in the retail industry. The initiative aims to create sustainable livelihoods for PwD and promote inclusive growth in the retail sector. **TRRAIN collaborated with Hexaware** to empower individuals with disabilities to not only gain valuable skills and certifications, but also secure stable employment in the retail sector in areas of **Mumbai, Thane, Pune, and Chennai**. Additionally, by sensitising employers on the importance of inclusivity and accessibility, the programme helps create a more welcoming and supportive environment for employees with disabilities. TRRAIN's endeavours ultimately have a substantial influence on the retail sector at large, in addition to altering the lives of individuals.

OBJECTIVES OF THE STUDY

- To examine the skilling opportunities, jobs, and services provided by the programme to individuals with disabilities (PwD).

- To investigate the outcomes achieved through the programme on the livelihoods of individuals, including their economic empowerment and social inclusion.

- To analyse the impact of collaborative efforts between TRRAIN and Hexaware.

- To provide recommendations for future endeavours.

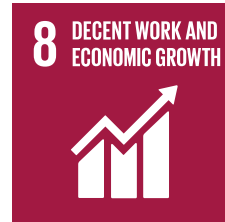Skilling opportunities

Job readiness and certification

Residential training support

Placement support

TARGETED SDG'S

METHODOLOGY

A detailed study of secondary sources aimed to investigate the impact of the interventions was conducted. Examining many reports from the GIVE platform was necessary to determine the impact of the programme. The objective of the desktop review entailed gathering comprehensive information regarding the overall impact, considering the various stakeholders involved. The study also involved analyzing data from previous case studies to provide a more thorough understanding of the interventions' effectiveness. Furthermore, the goal includes providing recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

LIMITATIONS OF THE STUDY

The study, conducted through secondary research methods, recognizes inherent limitations affecting the depth of results. These include biases in available data, nuanced conclusions derived from literature interpretation, and reliance on a limited range of sources. Secondary sources may not capture recent advancements fully, potentially leading to incomplete conclusions. Moreover, the data may not accurately represent the broader population or context, limiting generalizability.

PROJECT MILESTONES

Mobilization, screening and Admission of PwDs candidates

Inauguration of new batches every three months (quarterly) and start of the training program.
(Target: 25 Batches per year)

Assessment and Certification of Trained candidates, Graduation of batch

Networking and Interviews of trained PwD candidates at Retail Employers

Placement of the Candidates who have been selected

THEORY OF CHANGE

IMPACT

To create capability and capacity to provide training and sustainable livelihood as a career

BENEFICIARIES

625

Trainees

25

Batches

OUTPUTS

- Mobilise and Enroll PwDs in our training program;
- Train and certify PwDs with the required skills;
- Trainees placed in the retail sector and allied services such as food courts, E-commerce, housekeeping etc.

INPUTS

- Conduct mobilization drives and awareness activities to promote enrolment
- Provide an industry-leading training and mentoring program;
- Interviews and placement of trainees

KEY FINDINGS:

The demographic breakdown of beneficiaries participating in the programme reveals that 77% are male, while the remaining 23% are female. This disparity in gender distribution has raised concerns, further analysis is needed to understand why there is such a significant difference in participation rates between males a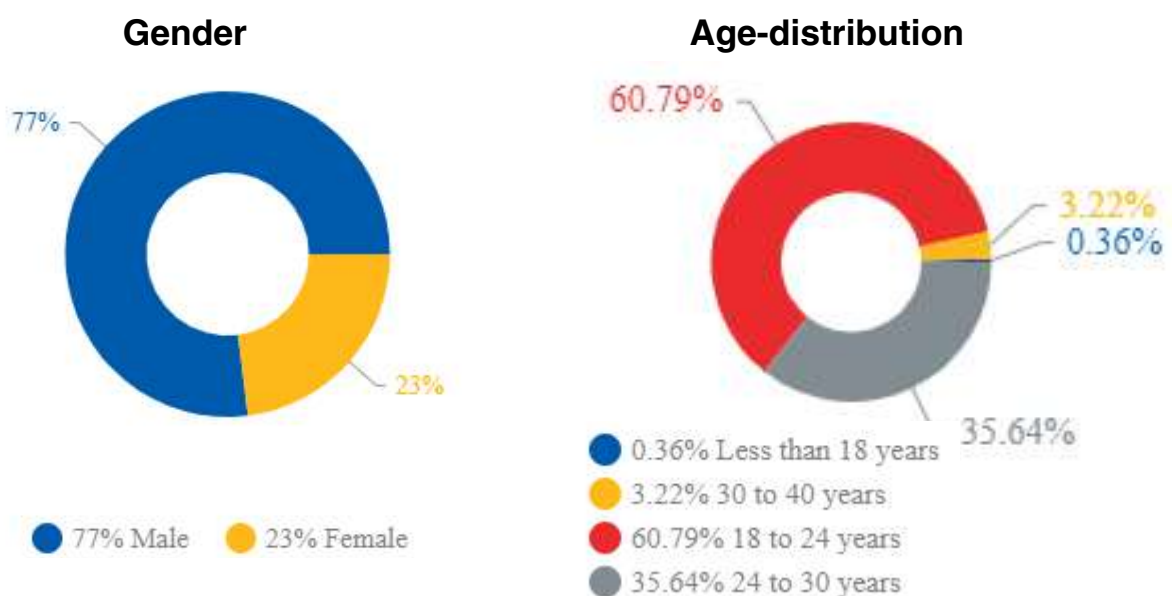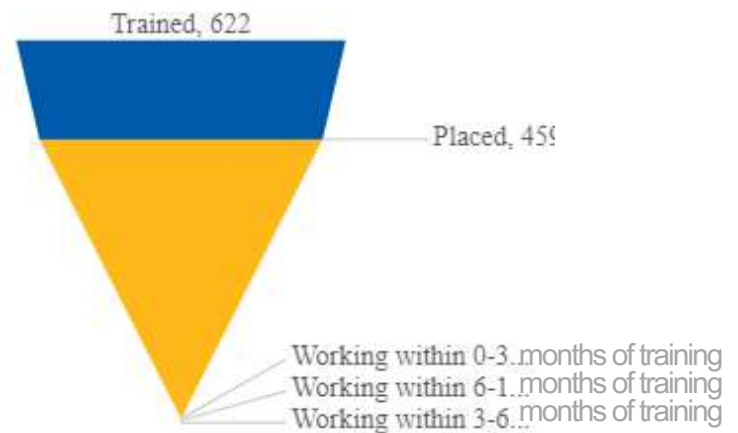nd females and to ensure that all individuals have equal access to and benefit from the programme. Additionally, efforts should be made to address any barriers that may be preventing more women from participating to promote gender equity in programme participation.

The majority of people in the age groups are between 18 and 24 years old (60.79%), then people between 24 and 30 years old (35.64%), and finally people between 30 and 40 years old (3.22%). Interestingly, the data also shows that there is a higher participation rate among younger individuals compared to older ones. This could be due to various factors, such as accessibility, awareness, and interest in the programme. This information will be valuable in shaping future programme initiatives and ensuring equitable access for all demographics.

Gender

Age-distribution

77%

23%

77% Male   23% Female

60.79%

3.22%
0.36%

35.64%

0.36% Less than 18 years
3.22% 30 to 40 years
60.79% 18 to 24 years
35.64% 24 to 30 years

The programme aims to benefit a total of 625 individuals, with 622 trained in the calendar year from January, 2022 to December, 2022. The training centres offer a variety of courses, including technical skills training, soft skills development, and job placement assistance. The programme has already seen success in helping participants secure employment and improve their overall quality of life.

Status of Trainees Post Training

Trained, 622

Placed, 45?

Working within 0-3 months of training
Working within 6-1 months of training
Working within 3-6 months of training

The grant approved for the **programme amounts to Rs. 69,00,000 out of which Rs. 62,23,549 has been disbursed**. The support provided by the training centres has been instrumental in helping individuals build successful careers and improve their future prospects.

Training Batches
34

Trainers Supported
41

Total Training Hours
9180

The programme's proposed placement target has been 65%, with current placements standing at 73.79%. This success can be attributed to the strong relationships the programme has built with various companies and organisations, as well as the dedication of its career services team. Additionally, the programme's focus on providing students with practical skills and real-world experience has made them highly sought after in the job market. As a result, the programme continues to exceed expectations and set a high standard for placement rates in the industry. 41 trainers have facilitated a total of 9180 training hours over the course of 34 training batches, including 1385 training days. A total of 839 trainees had registered for the programme.

Training Centers Supported
72 Active Centers

Trainees Registered
839

Average Annual Salary
Rs. 88,199.49

The extensive training provided by the dedicated trainers has undoubtedly contributed to the success of the programme. **The average annual salary for participants stands at Rs. 88,199.49, reflecting the value of the training received and the potential for growth and advancement in the workforce.** The project has successfully addressed the needs of individuals with disabilities (PwD). However, there is room for improvement in meeting project milestones more effectively. By expanding the network for placing trainees in various industries, we can enhance the project's overall efficacy and impact.

168 Persons with Disabilities skilled
792 Persons with Disabilities skilled
2368 Persons with Disabilities skilled
4128 Persons with Disabilities skilled
1438 Persons with Disabilities skilled

2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22

21 Persons with Disabilities skilled
567 Persons with Disabilities skilled
1217 Persons with Disabilities skilled
2638 Persons with Disabilities skilled
5073 Persons with Disabilities skilled
2672 Persons with Disabilities skilled

More than 21000 Youths trained under our initiatives till date

Pankh Pune Centre Batch ID MHPUNKGF1442201

Pankh Chennai Centre Batch ID TNCHNHLT0822201

Stories of Success

16th June' 2022 Pune Centre Batch ID MHPUNDSD1202201

1st Graduation ceremony of the year held at Pune Centre.

We have called our alumni for the ceremony. Alumni has shared their experience of the training and workplace, this motivated our trainees to grab the jobs and gain the experience. Few of them are selected in Big basket and tea post.

Stories of Success

6th June 2022 Mumbai Capital Mall Centre
Batch ID MHVASCRH1412201
1st Batch and 1st graduation ceremony held at our new centre
Capital Mall- Mumbai

25 Orthopedically Impaired trainees have completed their retail
training and ready to be gainfully employed. Few of them have
recently been placed with Local retail stores.

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; like IT, Healthcare, Hospitality, Finance, Art & Entertainment.

V-Excel

Vocational Training Center and Support for Persons with Disability

BACKGROUND

Individuals with disabilities in India face a multitude of challenges when it comes to acquiring employable skills and securing gainful employment (Suresh & Dyaram, 2020). Regrettably, a limited number of individuals with disabilities are employed in paid positions, despite the existence of a state policy that promotes the hiring of individuals with disabilities and offers incentives to firms who comply. Despite the implementation of these rules, numerous firms in India continue to exhibit reluctance in hiring individuals with disabilities as a result of prevailing prejudices and stereotypes. This form of prejudice exacerbates the marginalisation of individuals with disabilities and perpetuates their exclusion from the labour market. Consequently, a significant number of individuals with impairments face difficulties in securing consistent employment and endure poverty, despite their eagerness and capacity to work. The policy's limited comprehension of disability highlights the absence of skill development and certification initiatives tailored to those with impairments. This exclusion sustains a recurring pattern of joblessness and inadequate employment for individuals with disabilities, constraining their prospects for financial autonomy and societal integration. According to a survey conducted in 1999 by the National Centre for Promotion of Employment for Disability People (NCPEDP), the private sector exhibited a notably low prevalence of disability employment, with a rate of 0.28%. In contrast, multinational enterprises demonstrated a higher prevalence rate of 0.05%. Studies indicate that individuals with disabilities (PwD) are actively marginalised from mainstream economic activities as a result of insufficient knowledge, education, job opportunities, bias, inadequate policies, limited financial resources, and insufficient oversight (Singh, 2014). Individuals typically engage in their communities through employment.
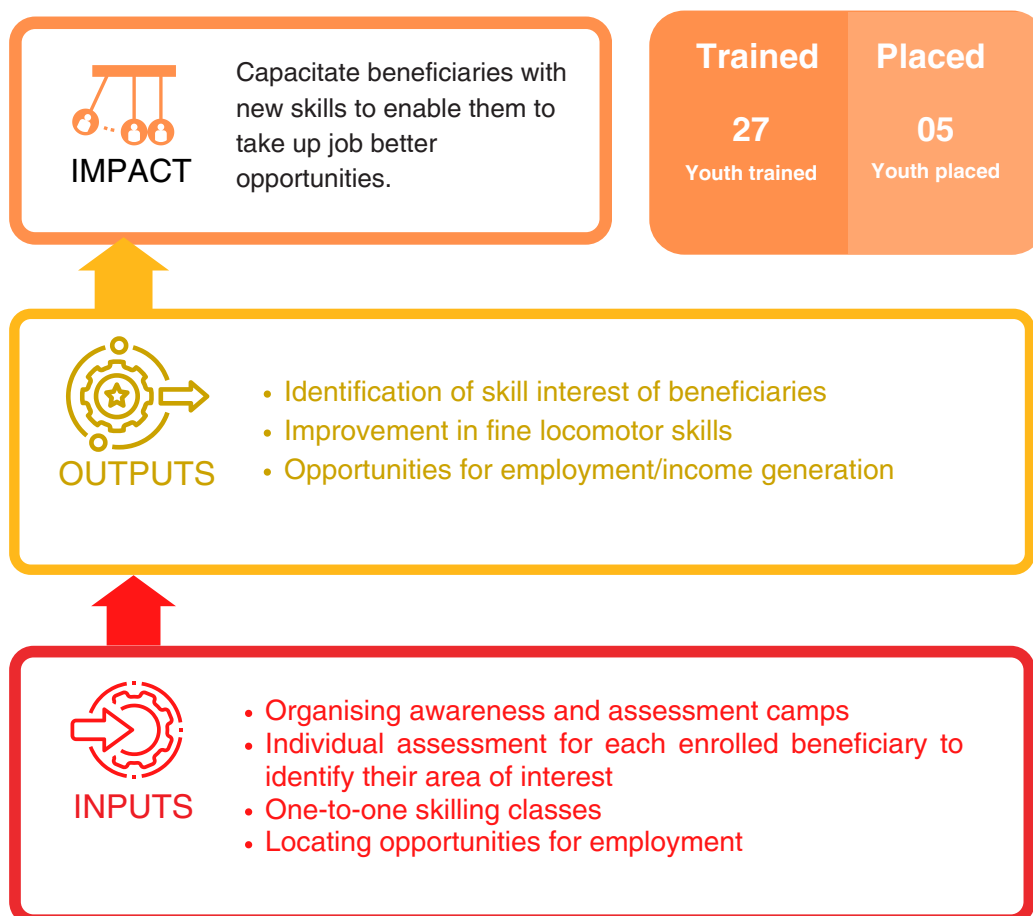
Vocational training

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 centre is based in Mylapore, Chennai and is an extension of the skill development project of the Printing and Documentation project supported by Hexaware Technologies. It aims 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. These skills are an integral part of the training program. Computers, screen printing, front-office training, tailoring, baking, cooking, photocopying, and craft work are currently among these vocational skill areas. Great emphasis is given to the sustainability of trainees in the workplace. The ultimate aim is for these young adults to become self-sufficient and independent members of society.
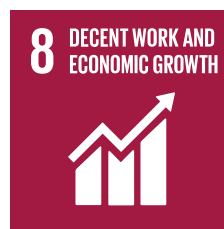
THEORY OF CHANGE

IMPACT

Capacitate beneficiaries with new skills to enable them to take up job better opportunities.

Trained	Placed
27	05
Youth trained	Youth placed

OUTPUTS

- Identification of skill interest of beneficiaries
- Improvement in fine locomotor skills
- Opportunities for employment/income generation

INPUTS

- Organising awareness and assessment camps
- Individual assessment for each enrolled beneficiary to identify their area of interest
- One-to-one skilling classes
- Locating opportunities for employment

OBJECTIVES

1. Increase enrollments
2. Device a structured training program
3. Progress assessment process
4. To provide counselling services
5. To provide therapy services
6. Communication and Soft skill training
7. Aggressively pursue open employment/internship opportunities for our trainees
8. Pursue assignment-based projects and on-the-job training
9. Offer post placement support, career guidance and counselling services for general mental health for the alumni group
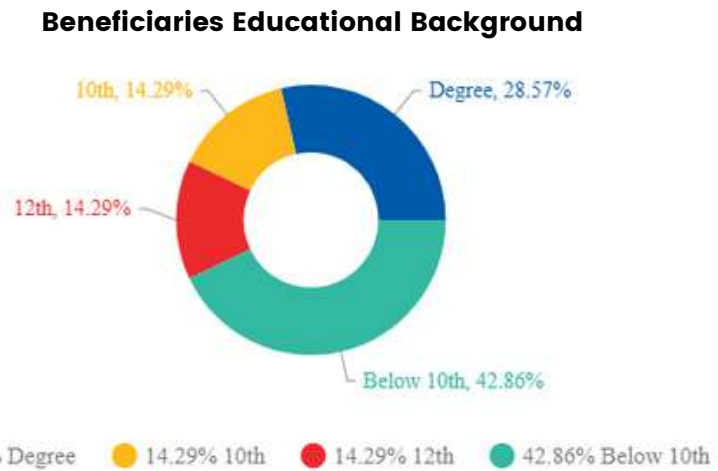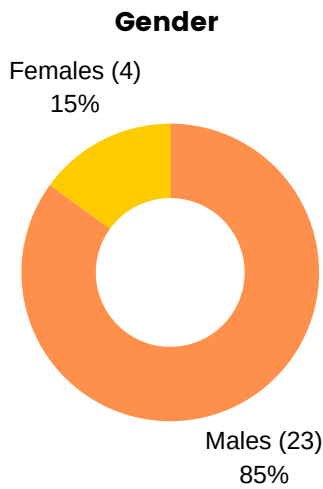
TARGETED SDG'S

METHODOLOGY

A detailed study of secondary sources aimed to investigate the impact of the interventions was conducted. Examining many reports from the GIVE platform was necessary to determine the impact of the programme. The objective of the desktop review entailed gathering comprehensive information regarding the overall impact, considering the various stakeholders involved. The study also involved analyzing data from previous case studies to provide a more thorough understanding of the interventions' effectiveness. Furthermore, the goal includes providing recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

KEY FINDINGS

Gender

Females (4)
15%

Males (23)
85%

Beneficiaries Educational Background

10th, 14.29%
12th, 14.29%
Degree, 28.57%
Below 10th, 42.86%

● 28.57% Degree   ● 14.29% 10th   ● 14.29% 12th   ● 42.86% Below 10th

The gender distribution among participants in the programme indicates that approximately 15% are females, while approximately 85% are males. This gender distribution highlights a potential gender imbalance that may need to be addressed in order to promote diversity and inclusivity within the programme. It is important to consider implementing strategies to attract more female participants and create a more balanced representation.

In terms of educational background, majority (42.86%) is below 10th-grade education, another 28.57% having completed Degree, and equal percentage have cleared their 10th and 12th grade (14.29%). The age range of participants spans primarily from 21 to 25 years, with some falling below the age of 21. Throughout the duration of the programme, a total of 2276 manhours of training have been provided to the participants.

Total hours of Training

2,276

Beneficiaries per age group

| 21-25 | 26-30 | <21 | >35 |
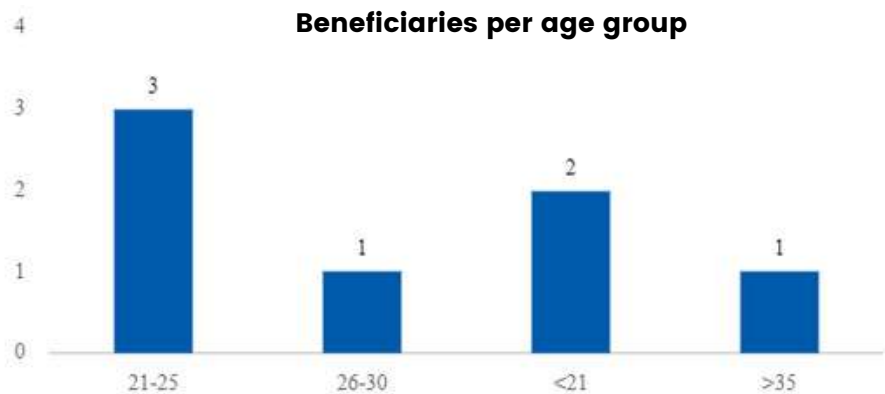
Average Annual Income
beneficiaries post-training
₹ 1,47,000
Highest
₹ 1,68,000

Beneficiaries Family Income Group
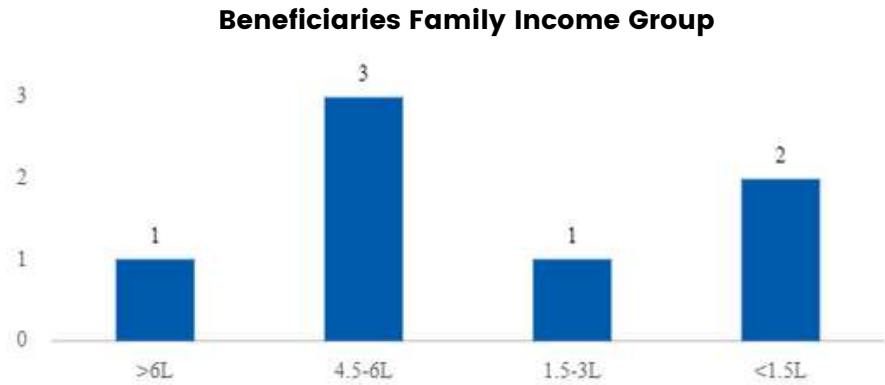
On average, participants receive an annual income post-training of Rs. 1,47,000 with highest being Rs. 1,68,000. The majority of participants come from families with an income of less than six lakhs, with some belonging to households earning less than 1.5 lakhs. **The programme's budget received amounts to Rs. 10,00,000 of which Rs. 9,99,529 has been utilized.** The maximum trainees have been trained in May, 2022 (55 trainees) and the Product making Activity was the most trained type with 311 numbers of hours dedicated to this type.

Beneficiaries trained by month

Training type-By Number of Hours
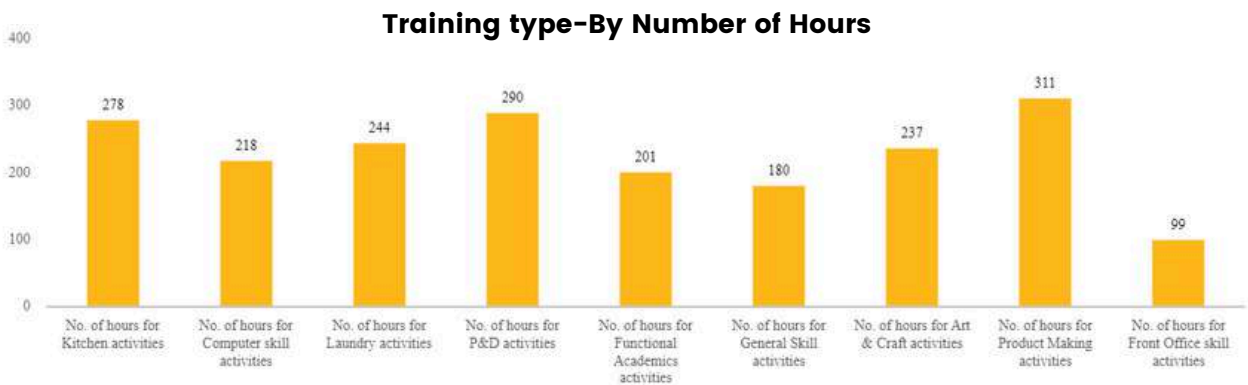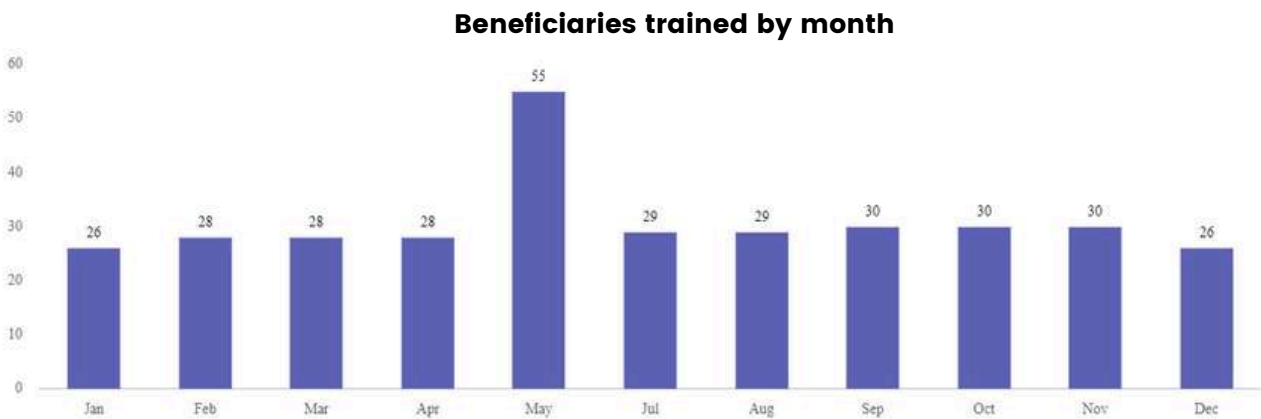
Major Achievements have been listed in the chart below, although the challenges like COVID-19 Pandemic continued, the programme has been able to produce the best possible outcomes through its dedication and hard work. The success of the programme can be seen in the positive impact it has had on individuals from low-income households, providing them with a source of income and valuable skills training. With continued support and funding, the programme has the potential to uplift even more individuals and families in need.

ACHIEVEMENTS

Fine tuned the vocational skill development program to make it a complete program and smooth pathway to independent living.

Internships and placement of 5 trainees

Parents feedback is very good

Improvement in the awareness of this disability sector

Trainees got an opportunity to present their talent and got a trophy for the same.

OVERALL CHALLENGES FACED

2022 began with the third wave of the pandemic.

First 3 months of the year had uncertainties

Staff retention is a challenge.

Photo Album

Photo Album

RECOMMENDATIONS

Encourage enrollment in government disability schemes for additional benefits.

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

Financial literacy assistance can be provided to beneficiaries for better placements and self-management of finances

More number of beneficiaries should be trained to meet the project targets.

Mission for Vision

Restoring Sight and Transforming Lives

BACKGROUND

Cataract remains a significant public health concern globally, particularly among individuals aged 50 years and above, where it stands as the leading cause of blindness and visual impairment (Pesudovs et.al., 2024). While cataracts are treatable through surgery, access to healthcare services and resources remains a challenge for many individuals in low- and middle-income families. Additionally, the prevalence of cataracts is expected to increase in the coming years as the global population continues to age (Asbell et.al., 2005). It is crucial for governments and healthcare organisations to prioritise cataract prevention, detection, and treatment initiatives to ensure that individuals at risk have access to the care they need.

A cataract is the leading cause of blindness (66.2%) and visual impairment (71.2%) (Sarkar et.al., 2023). Cataracts are most commonly found in older individuals, but can also develop in younger people due to factors such as diabetes or trauma. Surgical removal of cataracts is a highly effective treatment that can restore vision and improve quality of life. Even though there are effective treatments like cataract surgery, immediate visual rehabilitation, and the implantation of intraocular lenses (IOL) that can prevent 80% of blindness and visual impairment in affected populations, it is still hard for many people to get these important services. Key barriers, including availability, accessibility, affordability, and acceptability of eye care services, continue to impede the eradication of preventable blindness and visual impairment. Efforts to address these barriers through increased awareness, education, and outreach programmes are crucial in ensuring that individuals have access to the necessary eye care services. Collaboration between governments, non-profit organisations, and healthcare providers is essential to overcoming these challenges and improving the overall eye health of communities. Beyond the physical implications, visual impairment profoundly impacts individuals' quality of life, hindering their ability to learn, earn, and actively participate in society. It is important to prioritize early detection and treatment of eye conditions to prevent further vision loss and improve overall well-being. By working together, we can create a more inclusive and accessible environment for individuals with visual impairments, ultimately enhancing their independence and opportunities for success.

Thus, understanding and addressing the barriers to accessing cataract surgery and eye care services are paramount to promoting eye health equity and enhancing overall well-being. It is crucial to advocate for policies that ensure equal access to eye care services for all individuals, regardless of their socioeconomic status or geographic location. Additionally, raising awareness about the importance of regular eye exams and early intervention can help prevent unnecessary vision loss and improve the quality of life for those with visual impairments.

ABOUT PROJECT

The mission for Vision and Hexaware joined hands in 2022 to prevent blindness due to cataracts by supporting high-quality cataract surgeries among 1,000 people belonging to socially and economically marginalised rural communities across Tamil Nadu. In 2023 (Phase 2), the partnership continued to support another 1000 surgeries. By providing access to these life-changing surgeries, Mission for Vision and Hexaware were able to make a significant difference in the lives of those who may not have been able to afford or access this vital healthcare service otherwise.
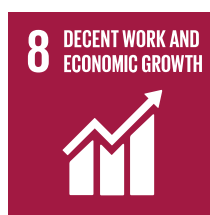
OBJECTIVE/ GOAL

Objective:
- To ensure optimal visual acuity among patients' post-surgery as per WHO standards

Goal:
- Eradication of blindness due to cataract
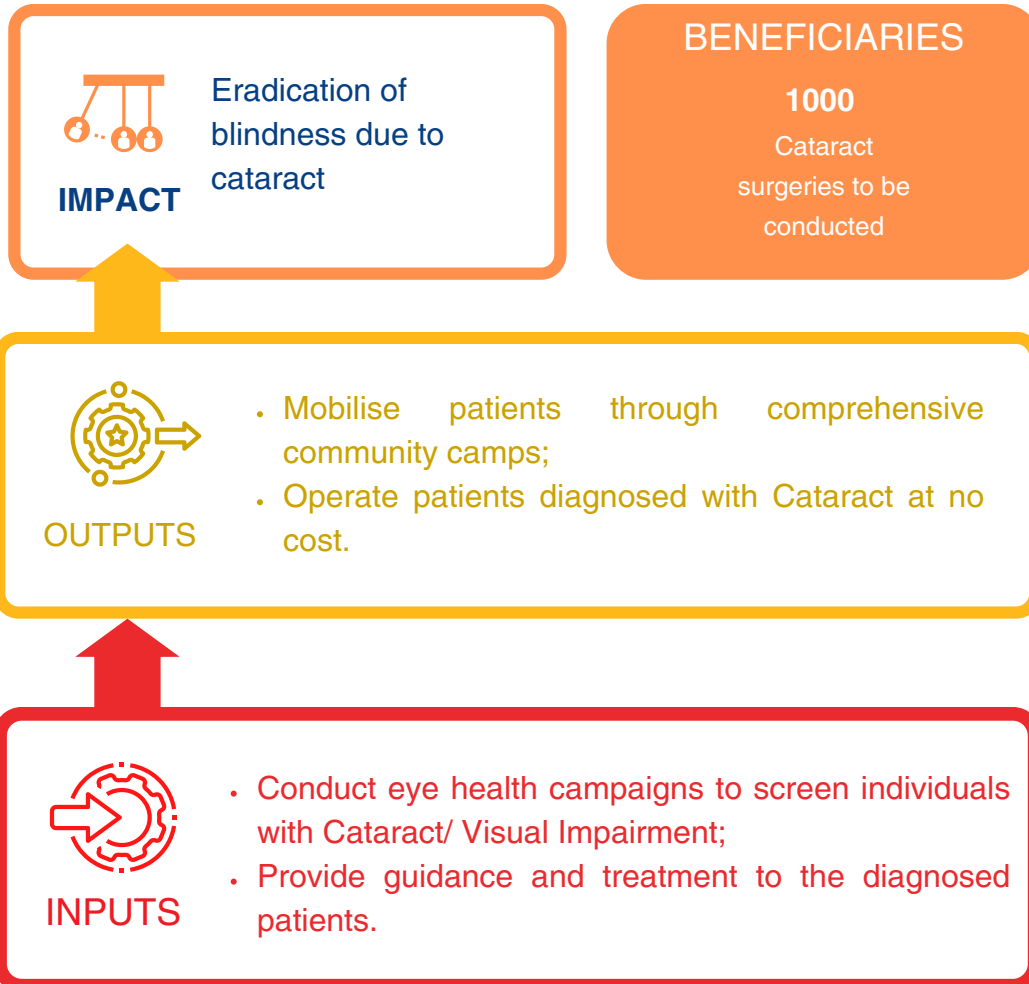
TARGETED SDG'S

METHODOLOGY

We conducted a detailed study of secondary sources to investigate the impact of the interventions. We examined many reports from the GIVE platform to determine the impact of the program, taking into account the various stakeholders involved. We also analyzed data from previous case studies to gain a more thorough understanding of the interventions' effectiveness. The objective of the desktop review was to gather comprehensive information regarding the overall impact and to provide recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

LIMITATIONS OF THE STUDY

Upon evaluation of the present study, carried out utilising secondary research methodologies, it is crucial to acknowledge the inherent limitations that might have impacted the comprehensiveness of the results. The aforementioned factors encompass potential biases contained in the accessible data, the potential for deriving nuanced conclusions as a result of the interpretation of literature, and dependence on a restricted range of sources. The reliability of secondary sources may not acknowledge the dynamic nature of information, which implies that understanding recent advancements or emerging patterns may be incomplete, perhaps resulting in less comprehensive conclusions. The secondary data may not accurately reflect the broader population or context of interest, which may restrict the generalizability of findings.

THEORY OF CHANGE

IMPACT

Eradication of blindness due to cataract

BENEFICIARIES

1000

Cataract surgeries to be conducted

OUTPUTS

- Mobilise patients through comprehensive community camps;
- Operate patients diagnosed with Cataract at no cost.

INPUTS

- Conduct eye health campaigns to screen individuals with Cataract/ Visual Impairment;
- Provide guidance and treatment to the diagnosed patients.

KEY FINDINGS:

Through a comprehensive analysis of the annual reports and other relevant literature, it is clear that the gender distribution of beneficiaries was a marginally greater proportion of females, accounting for 63.07%, in contrast to males, who make up 36.93%. **The initiative has effectively performed an overall total of 991 cataract procedures, and a total surpassing 1000 surgeries including different surgeries.** This observation highlights the significant influence of the programme in effectively addressing vision impairments within the community. Upon further examination of the age distribution of beneficiaries, it is evident that the majority are situated within the age range of 51 to 70 years. Specifically, 39.35% of beneficiaries are aged between 51 and 60 years, while 42.18% fall within the age range of 61 to 70 years. It is worth mentioning that there is also a presence in other age groups, although to a lower degree.

Gender

36.93%

63.07%

● 36.93% Male ● 63.07% Female
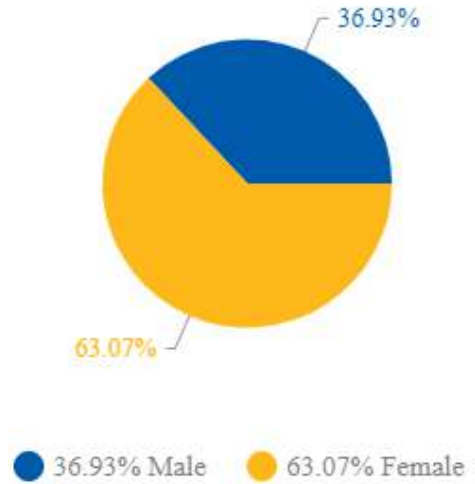
Number of Cataract Surgeries conducted

991

Age-Distribution of Beneficiaries

42.18%

5.85%
1.21%
0.2%
0.5%

10.7%

0.5%

39.35%

● 0.5%(80+)
● 39.35%(51-60)
● 0.2%(21-30)   ● 1.21%(31-40)   ● 5.85%(71-80)   ● 42.18%(61-70)
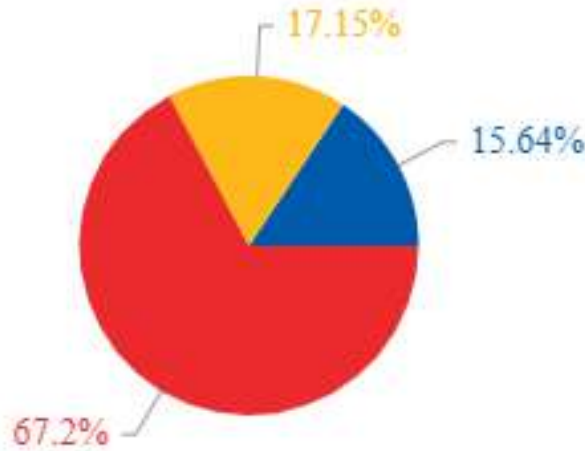● 10.7%(41-50)
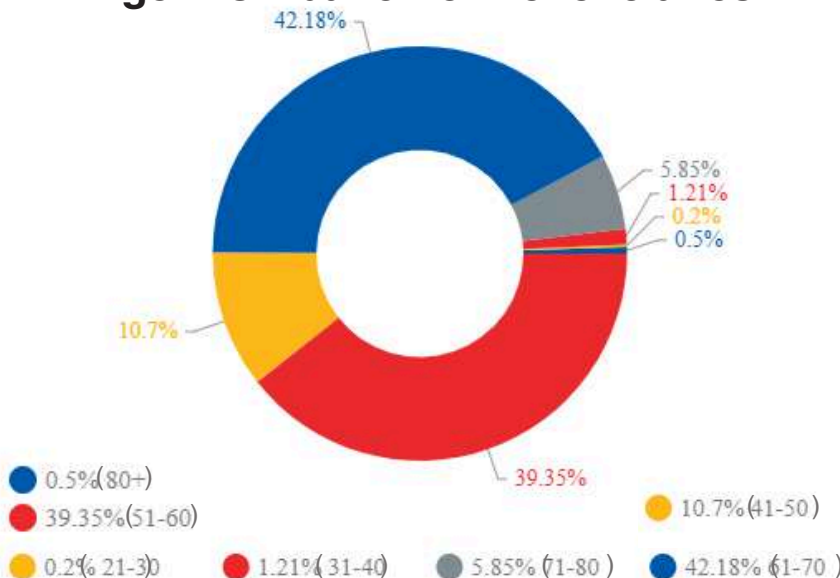
Programme Budget

Rs. 26,25,000

Types of Surgeries conducted

- 15.64% PE- phacoemulsification
- 17.15% ECCE - Extracapsular Cataract Extraction
- 67.2% SICS - Small incision cataract surgery

The initiative has provided a variety of procedures to treat vision impairments caused by cataracts. Among these interventions, **short incision cataract surgery is the most frequently conducted procedure, constituting 67.20% of all surgeries.** The procedures of phacoemulsification and extracapsular cataract extraction account for 15.64% and 17.15% of the total number of surgeries performed, respectively.

These surgical interventions have significantly improved the visual acuity of patients suffering from cataracts, allowing them to regain their independence and quality of life. The program's geographical coverage encompasses **Chitoor, Kanchipuram, Nellore, Ranipet and Tiruvallur,** to promote equal access to cataract surgical services among various communities.

Month wise Distribution of Surgeries
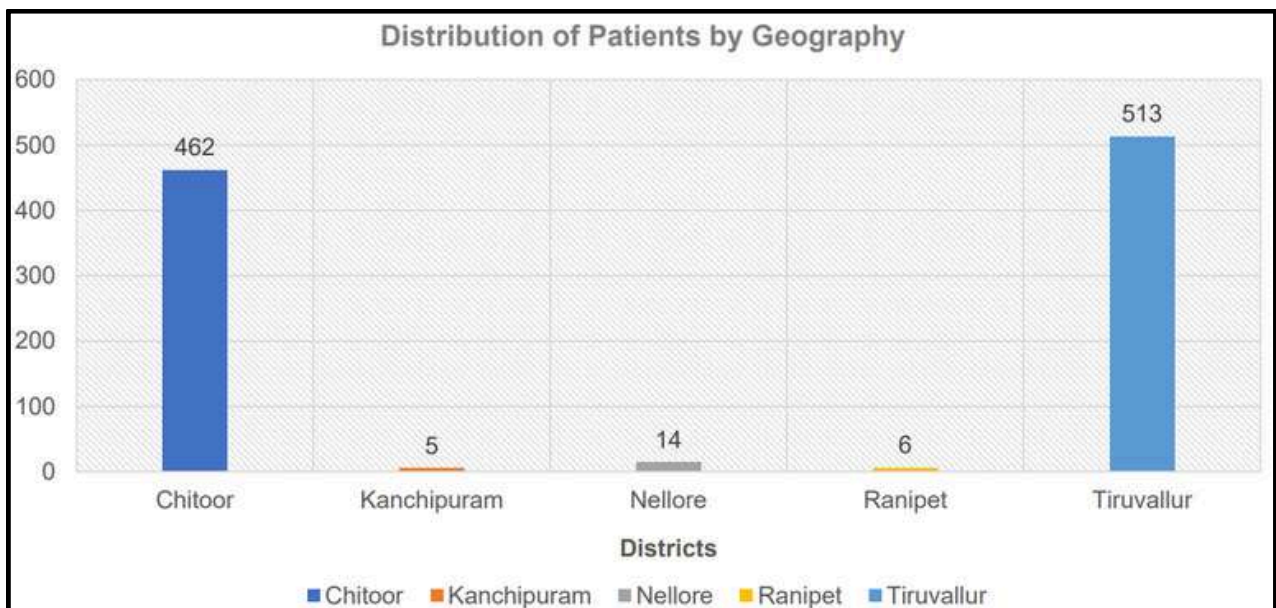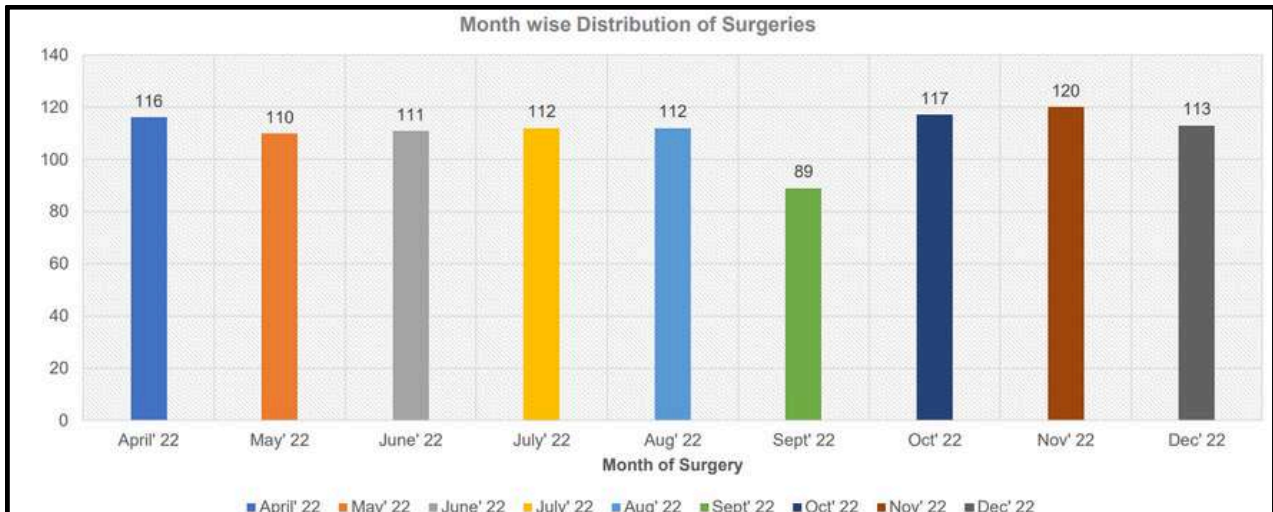
However, there is a requirement to expand the number of treatment sites to maximise the benefits of this project. **The results obtained from the comprehensive analysis indicated that the implemented interventions yielded a noteworthy and favourable influence on the community, leading to enhanced outcomes for both individuals and organisations engaged in the process.** The subsequent section of the study presents case studies that further substantiate these findings, thereby underscoring the efficacy of the programme in attaining its objectives. **Overall, the research has shown that the interventions have been successful in creating meaningful change and have the potential to further expand their reach and impact in the future.**

Visual Impairment Severely Impacts the Elderly Population

Work Force Participation and Productivity → **Limited Mobility; Risk of Falls and Fractures** → **Social Isolation; Cognitive Decline** → **Higher rates of Violence and Abuse** → **Quality of Life** → **Mental Health**

Barriers to Eye Care → Availability of Services → Accessibility → Affordability → Acceptability

Multiplier effect of Cataract Surgery

Reintegration into the workforce

Mobility and independence leading to a more meaningful participation in society

Enhanced Quality of life; Prolonging Life

Mental wellbeing

Stories of Success

"

Ramila is a widow of 60 years from Chittoor District, Andhra Pradesh. Her husband's demise forced her to start living alone and work on the farm to earn her livelihood. Both her son and daughter are married and live away from her, leaving her to fend for herself. Blurred vision was posing a challenge for her especially when working in the field. Upon visiting the eye screening camp, organized by Mission for Vision, with support from Hexaware, she was diagnosed with cataract in both her eyes. She was advised immediate surgery for her left eye cataract. The surgery was organized at Mission for Vision's partner hospital Sankara Nethralaya in Chennai. Her vision has improved to 6/9, classified as the 'Good' category as per WHO from 6/24 i.e., the 'Borderline' category, bringing about a transformative change in her ability to see. She is now back on the farm. This has helped her in restoring her income in a more efficient manner and manage herself and her farm well.

"

Paras is 62 years old from Chittoor district of Andhra Pradesh. Paras lives alone with his ailing wife after his daughter got married and moved to another village. Two years back, while returning from the fields, Paras missed seeing a pit and had a bad fall, fracturing his right leg. The injury took a long time to heal and it was only 4 months back that Paras could walk again independently. Reason for the mishap was Paras poor vision due to cataract. As soon as Paras could move around again, he visited an eye camp organized near his home under the Hexaware supported Mission Netra. During the eye screening camp, Paras was diagnosed with Bilateral cataract and was advised surgery. He got operated at Sankara Nethralaya, Mission for Vision's partner hospital in Chennai. Paras now walks around confidently and has also been visiting his daughter. Good vision is essential for mobility and safety and we are grateful to Hexaware for helping restore vision for so many lives.

RECOMMENDATIONS

As there is only one partner hospital, the program can be extended to multiple hospitals and locations, so that larger section of the marginalised society can be benefited by the programme.

Increased awareness of the programme among masses so people can benefit.

General Eye Health related campaigns can be arranged in schools, colleges and other institute to spread awareness.

Invest in training and equipping healthcare professionals to perform cataract surgeries efficiently and safely.

YUVA Unstoppable

Promoting Hygiene, Sanitation Practices in Government Schools

BACKGROUND

Poor WASH conditions are major causes of preventable illness and deaths throughout the developing world and are the leading causes of diarrheal deaths in children. Lack of access to safe water and basic sanitation undermines efforts to reach other Millennium Development Goals. Poor sanitation and high-risk hygiene behaviours confine the students in a vicious cycle of poor health, environmental degradation and malnutrition. For women and adolescent girls, the lack of privacy and dignity has harmful impacts on health and safety, self-esteem, education and well-being. Women and girls are affected unreasonably by lack of access to clean water and basic sanitation and as a consequence spend a great deal of time each day seeking private spots to defecate, putting them at risk for sexual and other violence. Providing access to quality education and expanding learning opportunities for the students of underserved communities in both rural and urban areas continues to be a major challenge.

METHODOLOGY

An in-depth review of secondary documents to study the impact of the Hexaware intervention was conducted. The study involved a comprehensive analysis of various reports from the Yuva Unstoppable program to examine the impact and methodology of interventions implemented by the Yuva organization across different locations. The desktop review aimed to collect insightful information about the impact from a holistic perspective, encompassing the involved stakeholders. Additionally, it aimed to offer suggestions for enhancing the model and scaling up in the long run.

OBJECTIVES

- To enhance the students' health and hygiene.
- To eliminate open defecation, improve access to improved sanitation and increase sustainable access to safe drinking water.
- To make learning more interactive and fun for all stakeholders.

Targeted SDGs

PROBLEM STATEMENT

In recent years, safe water, sanitation, and hygiene (WASH) have become critical global concerns, exacerbated by a lack of education among vulnerable communities. This urgency is highlighted by the UN General Assembly's acknowledgement in 2010 of the human rights to water and sanitation, as well as the necessity of achieving universal primary education. The United Nations has identified the urban-rural knowledge and education gap as a major obstacle in today's world (source: https://www.mdgmonitor.org/millennium-development-goals/). A similar scenario is evident in India, where significant disparities exist in WASH and educational indicators among various communities. Tribal communities, in particular, are among the least studied and most underserved in terms of WASH indicators.

Some of the major problems that have been seen in the traditional methods which have led to gaps in practice are as follows:

Problems with traditional teaching: Many schools lack a conducive classroom environment, which is crucial for motivating children to learn. Children face numerous challenges in engaging with learning with a significant issue being the lack of active participation in the learning process.

Lack of resources: Many schools do not possess adequate resources for investing in teaching and learning aids. Evidence suggests that achievement levels tend to decline as children progress along the educational hierarchy due to this resource gap.

Drinking and cleaning water facilities: Many schools lack separate provisions for cleaning and drinking water, leading to the wastage and contamination of pure drinking water. Further unhygienic conditions in the drinking water area worsen the condition.

Sanitation: Poor sanitation conditions in schools contribute to high dropout rates, particularly among girls, and expose students to diseases.

THEORY OF CHANGE

IMPACT

- Improved students' academic performance along with student enrolment and attendance as learning becomes more fun and interactive.
- Reduction of obesity in children, improved BMI score, and improved hygiene practices among children.

OUTPUTS

- Technology-integrated teaching is being followed in schools and improved learning outcomes among children
- Improved access to better hygiene practices and facilities in the school.
- Reduction of diseases among children

INPUTS

Creation of Education enabling environment
- Construction of smart classrooms and Educational paintings across the campus
- Setting up of multi-purpose sports ground

Improvement in Health and Hygiene facilities of students
- Clean toilet facilities and better washrooms were created at each school along with the provision of drinking and dishwashing areas.
- Ensuring a cleaning and maintenance routine of the WaSH facilities in all the beneficiary schools.

KEY FINDINGS

The intervention has impacted a significant number of participants, spanning across 5 schools in the portable classroom and sanitation program, 5 schools in the digital classroom program, and approximately 3 schools in the drinking water and sanitation program. In total, the intervention has reached approximately 532 male students and 556 female students.

During the year 2022, activities were conducted in 4 schools, namely Mandar Vidhya Mandir, Nagsen Vidhyalaya, R.Z.P. School Kelvane, and ZP School Dahisar, all located in Mumbai. These activities included the establishment of WaSH infrastructures, such as drinking and dishwashing areas, and the construction of separate toilets for girls and boys. Additionally, renovations were carried out in smart classrooms, with educational and wall paintings, as well as STEM labs. These initiatives were complemented by the renovation of sports grounds, classroom construction, and the installation of solar panels, aimed at creating holistic improvements among the children.
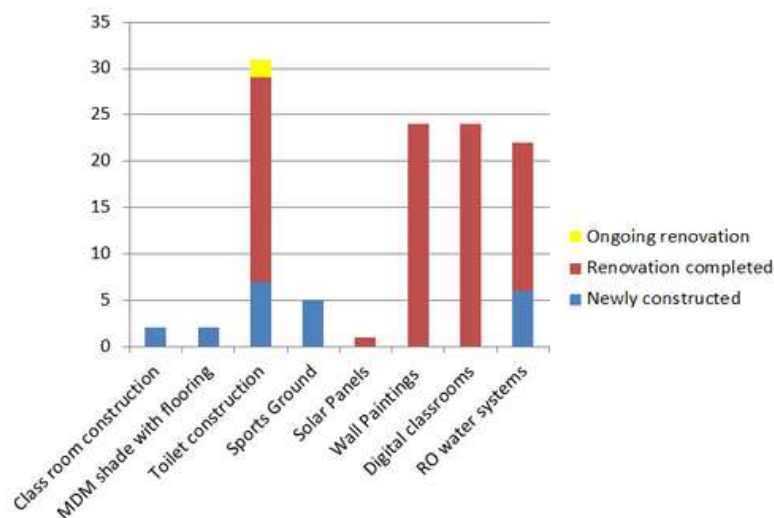
These actions have resulted in improved attendance and overall student development, empowering teachers to acquire IT skills. Learning has become more interactive, enjoyable, and practical for students, enhancing their interest in education.

Furthermore, the inclusion of sports activities, coupled with enhancements in health and hygiene, has contributed to a reduction in obesity among children. The program has increased access to cleanliness, clean water, and overall hygiene for participants, while also providing enhanced privacy and security for girl children in schools. Consequently, there has been a decrease in obesity, diseases, and absenteeism among students, leading to improvements in their BMI.

PHOTO ALBUM
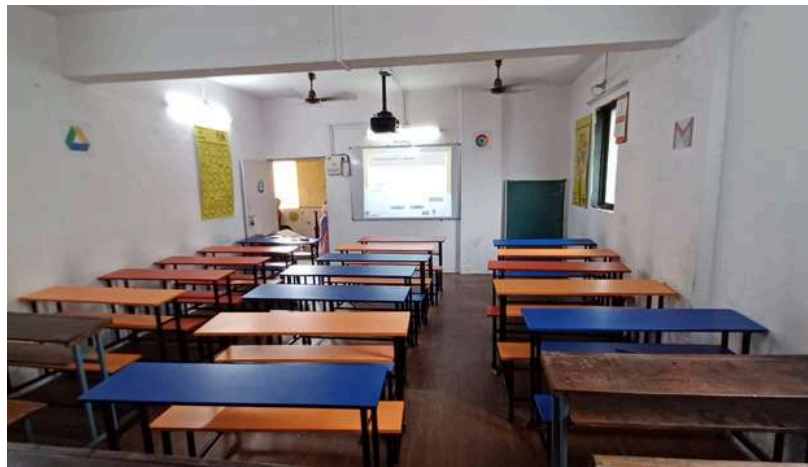
RECOMMENDATIONS

Infrastructural changes are good but this should be combined with interventions in awareness creation and change in behavioral measures to create sustainable change.

While infrastructural change is a major element in any social action intervention, the infrastructural change should be followed by acceptance of responsibility by community members for proper maintenance and functioning of the structures created

Environmental Foundation of India

Pond Restoration
Projects

Background

The United Nations declared the decade from 2021 to 2030 as the Decade on Ecosystem Restoration. This declaration highlights the urgent need to address land degradation and climate change, which pose significant threats to global well-being and economic stability. With billions of people at risk and substantial economic losses projected, prioritizing ecological restoration efforts becomes imperative.

Desertification, in particular, has profoundly impacted a large portion of the global population, leading to a significant reduction in productive land and biodiversity loss. The decline in forested areas further exacerbates these challenges, with implications for water security, climate regulation, and overall ecosystem health.

Organizations like the Environmental Foundation of India (EFI) play a crucial role in addressing these issues through their focus on ecological restoration projects. By implementing physical restoration projects and engaging communities in conservation initiatives, EFI and its partners, such as Bajaj Finserv, contribute to biodiversity conservation, water security, and climate change mitigation.

Through collaborative efforts and sustained action, initiatives like those led by EFI and Bajaj Finserv can help reverse the negative trends of ecosystem degradation and promote the sustainable management of natural resources for the benefit of present and future generations.

Methodology

Impactdash conducted an in-depth review of secondary documents to study the impact of the Hexaware intervention. The study involved a comprehensive analysis of various reports from the Environmental Foundation of India (EFI) to examine the impact and methodology of interventions implemented by the EFI at its site in Chennai. The desktop review aimed to collect insightful information about the impact from a holistic perspective, encompassing the involved stakeholders. Additionally, it aimed to offer suggestions for enhancing the model and scaling up in the long run.

Targeted SDGs

| 6 CLEAN WATER AND SANITATION | 11 SUSTAINABLE CITIES AND COMMUNITIES | 13 CLIMATE ACTION | 14 LIFE BELOW WATER | 15 LIFE ON LAND | 17 PARTNERSHIPS FOR THE GOALS |
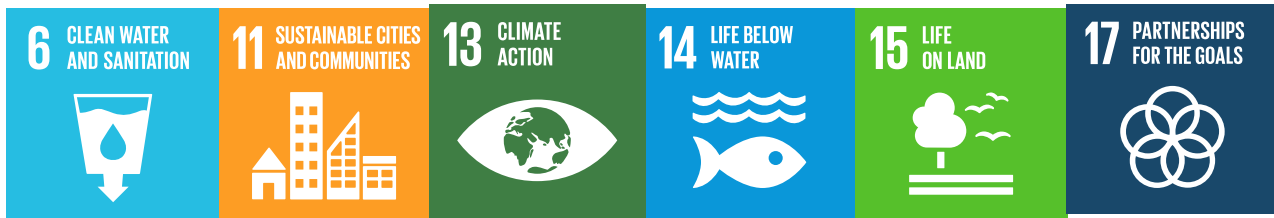
Objectives

- Ecosystem restoration and afforestation of 3 acres of land situated adjacent to VR Mall Chennai.

Goals
- Deepening, de-silting, and de-weeding the pond: based on field assessment
- Preserving the boundaries of the pond from misuse and encroachment
- Removal of garbage and invasive plants from the water body
- Creation and strengthening of bunds to protect the nearby community in the advent of floods.
- Re-introduction of native plants for better subsurface water retention and increased percolation
- Beautification of the pond with plantation and boards for education.

Limitation of the Study

Upon evaluating the present study conducted using secondary research methodologies, it's important to recognize the inherent limitations that may have affected the comprehensiveness of the results. These factors include potential biases present in the available data, the possibility of deriving nuanced conclusions due to the interpretation of literature, and reliance on a limited range of sources. The secondary data may not accurately represent the broader population or context of interest, thereby limiting the generalizability of findings. Additionally, since this project involves ongoing intervention, there is a lack of data regarding the assessment of the project's impact as it is still in progress.

THEORY OF CHANGE

IMPACT

Ecosystem restoration and reintroduction of traditional vegetation in the land area

TARGET

Planting 5000 species of trees

OUTPUTS

- Creation of a playing/ recreational area for community members
- Creation of urban forest around the Chennai city

INPUTS

- Creation of sports infrastructure within these facilities
- Creation of decorative and supportive infrastructural structures within the space
- Creation of plantation and promotion of traditional species
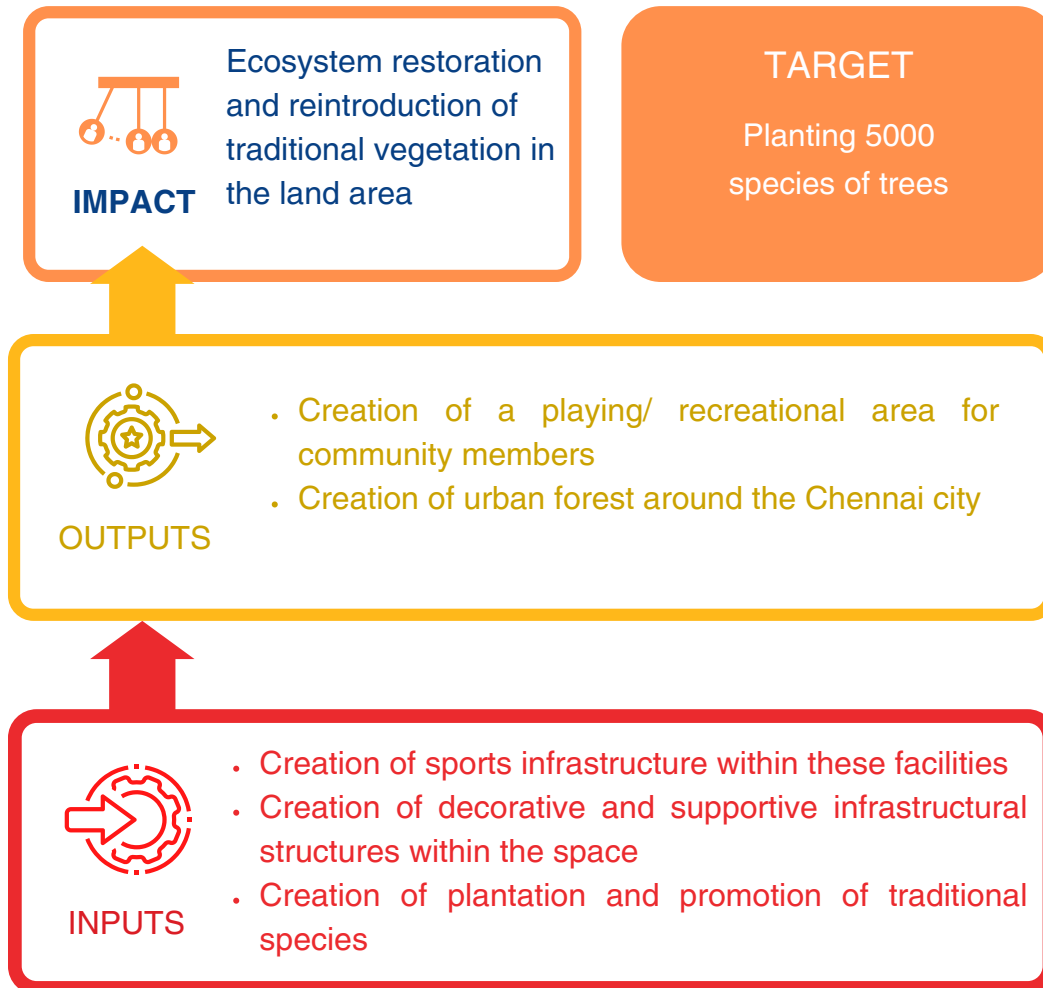
About the Project

The ecosystem restoration project was started in April 2019 and covers 3 acres of land adjacent to the VR Mall Chennai and the Chennai Metro station, spanning from Koyembadu to Thirumangalam and alongside the Covum River. The baseline assessment revealed the need to remove approximately 330 loads (equivalent to 1980 loads) of debris from the compound's perimeter, along with addressing changes in the 121.4 acres of lake/pond area. Additionally, the baseline assessment identified the presence of two invasive species in these areas that require removal.

OSR Land - Site Plan

Street light
Walk way
Plantation area
Plant
Borewell
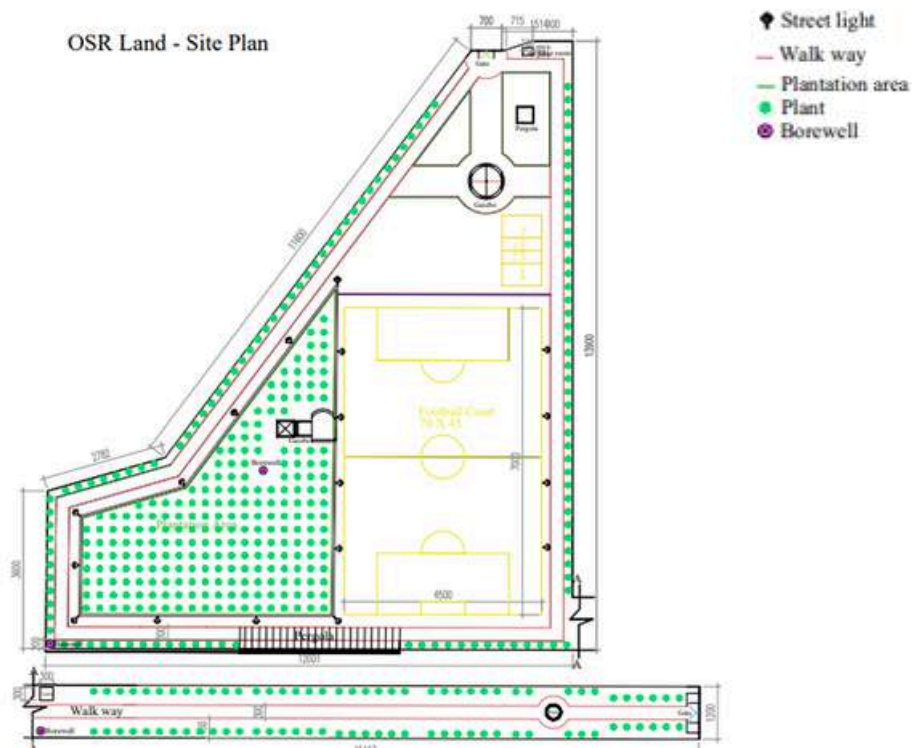
Types of construction involved in intervention

Infrastructural needed for workers and other personals

Plantation and other supportive structures

Sports and Recreation activities within the facility

Decorative and other supportive infrastructural structures

Key Findings

Since this is an ongoing project the status of the intervention materials has to be divided into two categories namely: Infrastructures which are yet to be started and Infrastructures which are in the process of construction.

Yet to be constructed Infrastructures

The list of materials that are yet to be constructed is as follows:
a. Volleyball court (16m length * 9m wide)
b. 2 Pergolas
c. Walking track through the periphery with kerb stone laid.

For this study, we would be looking more into the elements of intervention that are either in 'under construction' status.

Under Construction Infrastructures

A. Sports and Recreational activities within the Infrastructure

Football Court

Two feet of plantation area was excavated and relocated to the east side of the football court. Approximately 300 loads of debris soil were transferred to the football field work site. To achieve surface uniformity on the football field, gravel-type soil filling was implemented. Additionally, eight 25-foot poles were erected on the sides of the football court, and four poles were installed on each of the two lengthwise sides of the court. These poles will support 200-watt lights to illuminate the entire football field.

B.Decorative and other Supportive Infrastructural spaces

Gazebo

The construction of a hexagonal gazebo with a base dimension of 3 meters is underway. The base of the gazebo has been constructed using 1-foot height brickwork connecting the two posts in a straight line, with soil-filled and compacted inside as part of the basement. On top of this, a 4-inch thick layer of concrete has been poured and levelled to create a flat floor surface.

Street Lights

To cover the entire walking track, a total of 24 streetlight poles, each 15 feet in height, were erected. These poles are distributed as follows: 8 poles on the toilet-second gate side and the remaining 16 poles on the plantation side. Each of the 24-foot poles is equipped with lights of 50 watts power to illuminate the entire area.

C.Infrastructural need for workers and other personals

Compound wall and other gates in the compound

Figure: Front gate of the compound

Figure: Compound wall of the compound

The site features a front gate, a back gate, and a compound wall.

- The front gate measures 20 feet in length and 6 feet in height, consisting of 4 panels, each 5 feet in length and 6 feet in height.

- The back gate, also 20 feet in length and 6 feet in height, had gaps accessible to stray dogs, which were addressed by welding 1.6mm thick GI sheets to close the gaps. Additionally, the 2-panelled gate, originally 10 feet in length, was replaced with a 4-panel gate measuring 5 feet in length. A separate gate on the right side, measuring 4.5 feet in length and 5 feet in height, was provided to close a gap.

- The compound wall spans a total of 212 feet in length. One section measures 4 feet in height and runs for 107 feet, while another section measures 3.5 feet in height and runs for 105 feet. To close the gap at the top of the 4-foot section, grills were installed. A total of 13 grills, each measuring 13 feet in length and 4 feet in width, were installed on this section of the compound wall.

Caretaker room

The caretaker's room, constructed according to government specifications, measures 2.4 meters in length and 1.8 meters in width. It features two windows and one door, all equipped with outer grill closures for added security. Inside, each window and door is fitted with a glass shield framed in aluminium, enhancing safety measures within the room.

Workers Room

Workers' rooms were constructed using sheets to provide accommodation within the property premises and facilitate material storage. Each room has dimensions of 10 feet square. Additionally, three separate rooms within a single structure were built to serve as toilet facilities for both males and females. These structures were designed to ensure separate usable toilets for men and women at the park. Each set of three rooms has dimensions of 1 meter in width and 1.5 meters in length. A ramp, measuring 1 meter in width and 2 meters in length, is provided on the right side. Anti-skid tiles are laid on top of the ramp to ensure safe access for both regular visitors and those with physical disabilities.

D. <u>Plantation and other supportive structures</u>

Borewell for watering of the plants

Figure: Borewell for watering the Plantation

Two borewells were created on the site to facilitate the watering of plants. The first borewell, located in section A-A of the plan, is 90 feet deep. Water is present from a depth of 30 feet, and it yields water up to 60 feet. A Texmo 1HP pump has been installed to extract water from this borewell, primarily for watering the plantation area.

The second borewell is deeper, with a depth of 160 feet. It is equipped with a 2HP pump and is primarily used for watering seedlings in the plantation area.

Plantation works

The soil at the site contained red soil, which was subsequently moved to the plantation area along with concrete waste for levelling the football field. Additionally, efforts were made to improve the fertility of the soil by collaborating with the Market Management Committee Koyambedu (MMC) to obtain vegetable waste from the Koyambedu vegetable market. Approximately 66 tons of vegetable waste were dumped at the site, allowed to dry for a week, and then mixed with the red soil. Furthermore, 250 kg of vegetable waste and 18 tons of garden waste from the plantation area were also added to the soil to enhance its fertility.

Planting of saplings

Planting of saplings involved digging pits approximately 2 feet in depth and width, with a spacing of 10 feet between each seedling to ensure proper growth. The species were thoroughly watered after planting. The planting process occurred in two phases:

Phase 1:
- Initially, 450 seedlings of medium growth (over 6 feet in height) were planted.
- Subsequently, 130 saplings, measuring over 8 feet in height, including three varieties - Pungai, Marutham, and Banyan trees were planted. Among these, 90 saplings were planted in Section A-A, along the sides of the compound wall.

Phase 2:
Flowering seedlings of various varieties, totaling 390, were planted at the site. The remaining 40 saplings were planted in the plantation area.

Conclusion

With climate change and species extinction becoming increasingly urgent issues, ecological restoration has emerged as a vital strategy to mitigate these challenges. In line with this, the Environmental Foundation of India (EFI) has been actively engaged in the creation of urban forests and recreational spaces to promote afforestation and biodiversity conservation.

Teaming up with Bajaj Finserv, EFI has undertaken the ecological restoration of 3 acres of land in Chennai. The project commenced in April 2019 and continues to operate, with approximately **one-fifth of the targeted afforestation already accomplished.** Initial land setup and **Phase 1 and Phase 2 of plantations within the area have been completed.** Moreover, **66.6% (6 out of 9 projects) have been initiated and are in advanced stages of completion, while only 33% of project elements remain to be initiated.** As of now, the project has resulted in the **improvement of 1,21,406 sq km of land, along with the removal of 2 invasive species and 1980 tons of soil debris**, indicating significant progress in intervention efforts.

Recommendations

The addition of tree naming, butterfly garden, and areas of the biological park on these venues would help the community engage on a larger level within these parks

Biologically created adventure parks and sensory parks would be a nice way to attract children to these park

Usage of renewable resources based electrical equipment would help in the total cost and in reducing the damage to the environment.

Apne Aap Women Collective

Udaan
Program

BACKGROUND

The sex industry in India encompasses a marginalized and vulnerable segment of society, particularly affecting women who often find themselves in brothels due to trafficking, socioeconomic pressures, or deception. According to the National Crime Records Bureau (NCRB) in 2023, over 3,000 individuals were trafficked, with Maharashtra and Telangana being prominent locations for such activities.

Although limited, studies have shed light on the experiences of children born to sex workers in red-light areas. However, extensive research has been conducted on the trauma and violence endured by inhabitants of these areas.

A study examining firsthand experiences of sex workers revealed that economic hardship, physical violence, and poverty are primary factors driving individuals into sex work (Sonal Pandey et al., 2015). Furthermore, once involved in the industry, brothel owners perpetuate economic difficulties to ensure the continued exploitation and entrapment of sex workers.

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 through the UDAAN project. Through the program physical, mental, and social well-being of girl children of sex workers in Kamathipura, Mumbai is focussed on. The program is structured in such a way that girl children of sex workers in red light are empowered to know their rights and go for diverse and dignified career options by developing their skill sets for aspirational professions. Thus leading to genuine socio-economic mobility and consequently preventing the inter-generational cycle of prostitution among daughters of women in brothel-based prostitution.

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. Through their shelter, AAWC is looking to empower girls in the red light area to know their rights while updating their knowledge in diverse and dignified career options by developing their skill sets for aspirational professions and thus equip them to gain upward socio-economic mobility.

IMPACT
To break the inter-generational cycle of prostitution and poverty through education.

150
Beneficiaries

190+
Beneficiaries
1000+
Outreach

OUTPUTS
- Providing a safe environment for personal development
- Improvement in the health of girls and removal of malnourishment among the girls.
- Bring the girls to mainstream education and support them to access career options of their choice
- Improve the life skills and behvaiour of the girls

INPUT
- Provide shelter for girl children of sex workers
- Post-secondary education assistance
- Regular physical and mental health support, nutritional support, and behavioral monitoring
- Recreational activities for holistic development

Udaan Program

The principal aim of this program is to break the inter-generational cycle of prostitution and poverty through education. Over the years in association with Hexaware, more than 200 girls were directly benefited. However, from the year 2022-23 onwards, the major concentration of the Udaan Program has been on the proper functioning and empowerment of girl children at its new shelter in Navi Mumbai.

Art Reach Activities at Shelter, Navi Mumbai

For the purpose of this study will also be looking more in-depth at the interventions within the center.

OBJECTIVES

- To access the organisation's intervention in the field of education, skilling, and health among the girls sheltered
- To investigate the impact of the program through annual reports
- To analyse the outcomes achieved in the financial year from January 2022, to December 2022

TARGETED SDG'S

4 QUALITY EDUCATION

5 GENDER EQUALITY

3 GOOD HEALTH AND WELL-BEING

METHODOLOGY

A detailed study of secondary sources was conducted to investigate the impact of the interventions. The research examined many reports from the GIVE platform to determine the impact of the program. The objective of the desktop review was to gather comprehensive information regarding the overall impact, taking into account the various stakeholders involved. Furthermore, the goal is to provide recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

LIMITATIONS OF THE STUDY

Upon evaluation of the present study, carried out utilising secondary research methodologies, it is crucial to acknowledge the inherent limitations that might have impacted the comprehensiveness of the results. The aforementioned factors encompass potential biases contained in the accessible data, the potential for deriving nuanced conclusions as a result of the interpretation of literature, and dependence on a restricted range of sources. The reliability of secondary sources may not acknowledge the dynamic nature of information, which implies that understanding recent advancements or emerging patterns may be incomplete, perhaps resulting in less comprehensive conclusions. The secondary data may not accurately reflect the broader population or context of interest, which may restrict the generalizability of findings.

Additionally, since this project involves ongoing intervention, there is a lack of data regarding the assessment of the project's impact as it is still in progress.

MAJOR ACTIVITIES

The activities under the Udaan project mainly target the girl children of sex workers in the Kamathipura red-light area. The major activities conducted as part of the intervention are as follows:

- **Outreach activities:** Outreach programs are initiated to identify new girls in vulnerable situations and understand the problems they face, as well as their needs and requirements. During these meetings issues concerning their behavior, regular absenteeism, health, education, etc were discussed with the mother.

- **Education:** During the year, 6 girls were re-admitted to Glider Lane and Kamathipura Municipal School and one of the beneficiaries was admitted to 1st year, Junior College- Maharashtra. Regular internal tests, along with ensuring regular schooling and tuition, are conducted to improve their education. Mother's visits are ensured monthly to ensure that the students are happy while staying away from their parents in the center.

- **Health:** Various measures are taken to address the basic health and behavioral issues of the girls. They are taught about themselves, their emotions, ways of expression, self-control, etc. Dance therapy sessions are also used as a calming down process. Activities such as hygiene maintenance, providing nutritional food, counseling, sound therapy sessions, and vaccination camps during COVID-19 are undertaken.

- **Developmental activities:** A wide range of activities, with the 'Child Management Committee' (CMC) meeting held monthly to discuss and find solutions to their issues. Sessions were also conducted on art, music, craft, goods made out of waste material, and easy cooking sessions.

- **Conduction of Recreational activities among the beneficiaries:** Celebrations like Dahi Handi, Ganesh Chaturthi, Raksha Bandhan, Teacher's Day, Navaratri, Christmas, Diwali, and Children's Day are celebrated. Additionally, monthly birthday celebrations and daily TV-watching time are promoted to keep the girls away from stress due to education and keep their spirits high.

-

AWARDS AND ACCOLADES

During 2022- 23 these are the major awards that were won by the beneficiaries at Udaan Shelter home:

- Udaan girl's painting got selected by the India Post office for postcard introduction. Inauguration of the post cards was done in Raj Bhavan by honorable Governor of Maharashtra Shri.Bhagat Singh Koshyari Ji along with the Post Master General Mrs. Swati Pandey

- One of our beneficiaries appeared for the yellow belt in Karate but upon examination, she excellently performed and was honored 'Greenbelt instead of yellow which is one level ahead.

- One beneficiary has won a gold medal and trophy in the state-level karate championship.

- Girls who participated in Balmahaotsav an inter-organizational sports event conducted by the Department of Women and Child Welfare won the following prizes:
1. two beneficiaries received 3rd prize in the drawing competition,
2. one beneficiary won 1st prize in an essay competition
3. one beneficiary won 2nd prize in an essay competition
4. one beneficiary won 3rd prize in a speech competition
5. one beneficiary won 2nd prize in a speech competition

- One beneficiary has won 1st prize in the bio rangoli and Slogan Competition. She has also won 3rd prize in best out of waste in intercollegiate competition.

- One Beneficiary, who already had a prize from DWCD and CWC, won 2nd prize on an event of Children's Day Celebration for Drawing on Beti Bachao and Beti Padhao.

KEY FINDINGS

The association between Hexaware and Udaan Foundation started in 2016 and has helped a large number of people. Over the years, the nature and type of intervention have become more streamlined and diverse.

- **2016-17:** Through educational support during this period, we achieved a 100% pass percentage in exams. Three beneficiaries enrolled in post-graduation programs, and two beneficiaries enrolled in undergraduate programs. Beneficiaries attained around 80% in 10th-grade exams.

- **2017-18:** Two beneficiaries enrolled in higher education post-graduation programs, and three beneficiaries enrolled in undergraduate programs. Around 250 beneficiaries' identity documents such as PAN cards, voter IDs, Aadhaar cards, etc., were filed. Around 266 savings accounts were opened. Nine beneficiaries received training in high-end beauty salon skills.

- **2018-19:** A beneficiary completed a post-graduation degree in horticulture. Six beneficiaries were selected to perform with 'Border without Clowns' in 20 other countries. Job placement assistance was provided to 35 beneficiaries, leading to improved nutrition and health.

- **2019-20:** Support provided quality education to Udaan girls along with coping mechanisms for education. One beneficiary scored 90% in her board exams and aimed to enroll in the best fine arts college in Mumbai. Girl beneficiaries received vocational training.

- **2020-21:** Due to rising COVID rates, UDAAN focused on ensuring improved health among beneficiaries.

- **2021-22:** Hexaware provided toiletries and ration kits for women in the community. The ration kits especially helped women beneficiaries suffering from TB and HIV to maintain their immunity levels and increase their CD4 count. Improvements were seen in education and exam results.

- **2022-23:** Hexaware supported a new shelter project, renting a congenial shelter away from the community for girls in the Navi Mumbai area.Along with 253 beneficiaries undergoing skill development training.

All these activities have led to a higher number of vulnerable young girls from red-light areas having access to a healthier upbringing away from the community. The new shelter project away from the red-light area has led to a reduction in absenteeism and dropouts and an increase in the effectiveness of program implementation due to sustainable resources for training and activities. It also leads to the prevention of intergenerational prostitution in the daughters of trafficking victims and brothel-based prostitution by empowering girls with education.

CHALLENGES

- **Lack of Staffing:** Lack of staff makes it difficult to conduct activities as planned with the girls and provide complete attention leading to behavioral issues among girls.

- **• Lack of outdoor space:** Lack of outdoor space in the current shelter leads to constraints in conducting any outdoor activities and regular garden visits had to be put on halt making the girls restless and disinterested in indoor activities.

RECOMMENDATIONS

More activities concentrating on dream building among students could help in increasing aspirations among students

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

Recruiting and retaining a gender-sensitive mental health counsellor

Stories of Success

"

Rakhi, a 5-year-old, has been associated with AAWC for the past 3 years and is part of the younger group of beneficiaries in the Shelter Home. Initially, she performed well in her studies but exhibited behavioral issues in the class. She was stubborn, refused to listen to anyone, would fight with others, and be disruptive.

One day, while the teacher was measuring the circumference of a student's head, Rakhi showed great interest and listened intently to what the teacher was saying. Observing her interest, the teacher jokingly remarked that misbehaving in class could shrink one's brain. This idea resonated with Rakhi, and she made a conscious effort to improve her behavior, expressing her determination to the teacher by saying, "Now my brain will not get smaller, teacher." This strategic approach to understanding Rakhi's mindset led to a positive transformation.

Currently, Rakhi is excelling in her class and actively participating in all sessions. She demonstrates good and respectful behavior towards her teachers and peers, marking a significant improvement from her previous behavior.

"

Neelam, 10 years old is associated with Apne Aap Women's Collective. She has been residing in the community with her mother. As her mother is busy during the day time she only provides her with basic food considering that Neelam opts to consume outside junk food most of the time. This has led to a reduction of Neelam's immunity. She tends to get cold and cough frequently as the same was observed in the community by the team. Neelam started getting nutritional support from AAWC. Regularly consuming the healthy meals provided she has developed a liking for home-cooked meals.

Consumption of healthy meals along with constant awareness regarding the ill effects of Junk food and the nutritional requirements of the body, Neelam has been able to develop an understanding of healthy eating. Consumption of healthy meals has led Neelam to achieve good health. It has been observed that an increase in immunity allows Neelam to be active in all her School and center activities.

Tweet Foundation

Providing shelter and skill development for Transgender community

BACKGROUND

As a transgender person in a country like India, individuals often encounter numerous barriers that their cisgender counterparts may take for granted. These barriers extend beyond physical access to support structures; they permeate societal attitudes, cultural norms, and familial acceptance. The journey of a transgender individual in such a cisgender-heteronormative society is fraught with challenges, including the pervasive fear of rejection and discrimination, even from one's own family members. These systemic obstacles create a landscape of hardship and adversity, where every step forward is met with resistance and prejudice.

In response to these challenges, organizations like TWEET have emerged as hope and support for transgender individuals across India. TWEET, a completely trans-led organization, stands as a testament to the resilience and determination of the transgender community. Founded with the specific purpose of addressing issues that had been overlooked or marginalized in larger HIV or advocacy programs, TWEET represents a vital lifeline for many transgender individuals who have been sidelined by mainstream society.

One of the most pressing issues facing the transgender community in India is the lack of resources and support services tailored to their unique needs. Despite strides in advocacy and awareness, the real issues affecting transgender individuals—ranging from social stigma to economic disenfranchisement—remain largely unaddressed. TWEET seeks to fill this gap by providing critical support services to young transmasculine and transfeminine persons, including crisis intervention, temporary shelter, access to healthcare and legal resources, and opportunities for skill development and inclusive employment.

The TWEET Foundation and Hexaware partnership exemplifies this commitment to supporting the transgender community. Through initiatives like the Garima Greh project, TWEET and Hexaware collaborate to provide essential resources and opportunities for skill-building and employment to transgender individuals.

ABOUT TWEET FOUNDATION

Transgender Welfare Equity and Empowerment Trust (TWEET), also known as Tweet Foundation, is a community-based organization headquartered in New Delhi and Mumbai, India. Established in 2015 by seven trans activists, TWEET focuses on serving the young trans movement, particularly the transmen community, which faces significant gender-based violence and marginalization.

As a completely trans-led organization, TWEET is a pioneer in India, embodying equal partnership between transmen and transwomen. The organization was founded to address issues that had been overlooked by larger HIV or advocacy programs in the country.

TWEET provides critical support to young transmasculine and transfeminine individuals, including crisis intervention, short-term shelter, access to healthcare and legal resources, and opportunities for skill development and inclusive employment. Additionally, TWEET engages in advocacy efforts with government agencies, civil societies, and corporations to bring about policy-level changes and build strategic partnerships to support the transgender movement and welfare.

Registered under the Mumbai Charity Commissioner in May 2017, Tweet Foundation's mission is to foster an empowered, self-sufficient, and vibrant transgender movement in India by prioritizing the welfare of transgender individuals, including their education, medical treatment, legal rights, and cultural and social well-being.

OBJECTIVES

- To offer residential safe accommodations for 35 transgender individuals annually.
- To provide skill development and job placement opportunities for approximately 50 transgender individuals, including 35 individuals enrolled in a makeup and beauty course, within a one-year timeframe.

TARGETED SDG'S

METHODOLOGY

An in-depth review was done of secondary documents to examine the impact of the Hexaware intervention. The study involved a comprehensive analysis of various reports from the TWEET Foundation to assess the impact and methodology of interventions implemented by the TWEET Foundation. The desktop review aimed to gather insightful information about the impact from a holistic perspective, involving all stakeholders. Additionally, it aimed to provide recommendations for improving the model and scaling up in the future.

THEORY OF CHANGE

IMPACT

To empower transmen and transwomen to live dignified lives and build long-term careers.

BENEFICIARIES

70
TG trained

40
in the shelter

OUTPUTS

- Increasing the capability of young trans individuals and providing them a platform to learn and grow general career skills.
- Ensure trans people learn various job-ready skills like corporate ethics, digital literacy, workplace skills, business communication, and much more.

INPUTS

- Provision of safe shelter for transgender people in India through Garima Grah
- Provision of soft skills and life skills and thus leading to overall development of the transgender community
- Skilling of the Transgender community and assisting them in getting employed under various areas

ABOUT THE PROJECT

Hexaware majorly supports the TWEET Foundation through 2 major projects. The first one being Garima Greh and the other second one is on Trans Excellence which deals with the skilling and employment support for transgender persons :

- **Garima Grah**

Started in 2021, Garima Greh is a residential safe space located in Goregaon, Mumbai, specifically designed for transgender individuals who have faced violence and discrimination. This initiative is led by the Ministry of Social Justice and Empowerment (MoSJE) to safeguard the rights of transgender persons and assist them in acquiring skills and employment opportunities. The primary goal of Garima Greh is to support transgender individuals in leading lives of dignity and respect.

The residents of Garima Greh undergo various training programs and activities to enhance their skills and empower them for future endeavours. Some of these programs and activities include:

- **Baseline Assessment:** Conducted on August 20th, 2022, this assessment focused on evaluating the English and Digital Literacy skills of the residents. The findings were used to identify skill gaps and tailor skilling programs accordingly.

- **Career Counselling Introduction Session with iDream Career:** Ms Apoorv conducted a career counselling session with the residents on September 10th, 2022. This session aimed to help residents explore their interests and aptitudes to choose suitable career pathways.

- **Nanavati Tie-up Training:** 15 residents completed a Comprehensive English and Digital Literacy Upskilling Course offered by the faculty of Maniben Nanavati Women's College. This three-month course covered essential topics such as spoken and written English, MS-CIT course training, and corporate ethics.

- **Resident Activities and Events:** Various events and workshops were organized for residents, including Joy of Giving Day with Kandivali Education Society,

Diwali celebrations, a self-defense workshop by the Rotary Club of Mumbai Anchors and a Christmas celebration organized by the residents themselves.

- **Workshops:** Shorter workshops on diverse career options, such as photography, baking, makeup and beauty, and gardening, were conducted to expose residents to various vocational skills and career paths.

These initiatives aim to empower transgender individuals residing in Garima Greh, providing them with the necessary skills and support to lead fulfilling lives and pursue their career aspirations.
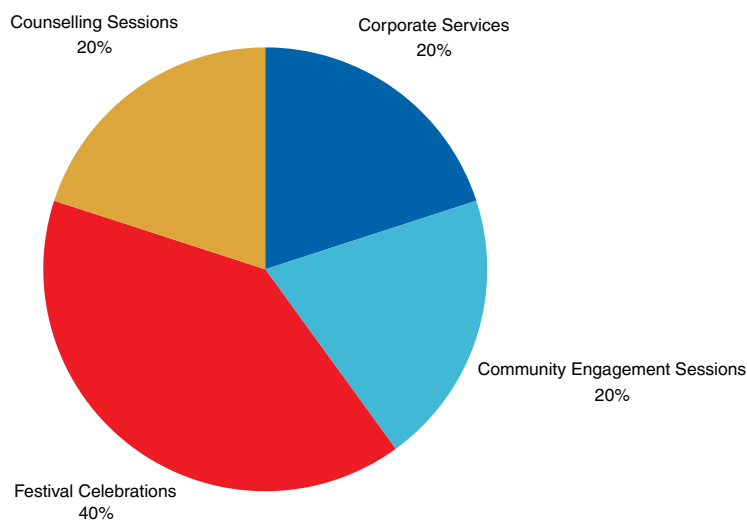
- **Gurukal for Trans Excellence**

"Gurukal for Trans Excellence" was inaugurated in October 2022 as a day skilling centre located in Kurla. It operates on an online/hybrid model, offering skilling opportunities for transgender individuals. The centre was established with the overarching goal of promoting economic empowerment within the transgender community through skill development, training, and awareness-building initiatives related to both formal employment and self-employment.

The program aims to enhance the capabilities of young transgender individuals and provide them with a platform to acquire and refine general career skills. It is designed to equip trans people with a range of job-ready skills, including corporate ethics, digital literacy, workplace skills, business communication, and more. By focusing on skill acquisition and capacity building, the program endeavours to empower transgender individuals to access employment opportunities and contribute meaningfully to society.

KEY FINDINGS

The Gurukal for Trans Excellence project was a major intervention aimed at uplifting the socio-economic condition of transgender members within the community. The process of the Trans-Excellence project began with an enrollment process, which commenced with an outreach program.

As part of the outreach program, approximately 113 candidates applied for the program. Out of these, 54 transgender individuals were selected, but some candidates dropped out due to personal issues, leaving 42 participants to continue with the program.
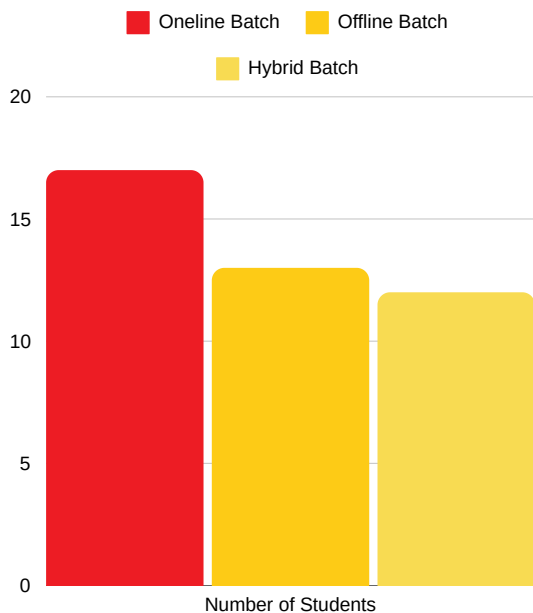
Figure: Composition of Student Enrollment

The selected participants came from diverse backgrounds, with 15.6% having completed masters, 44.4% pursuing graduation, 11.1% holding diplomas, 20.0% having completed 12th grade, and 8.9% having completed 10th grade.
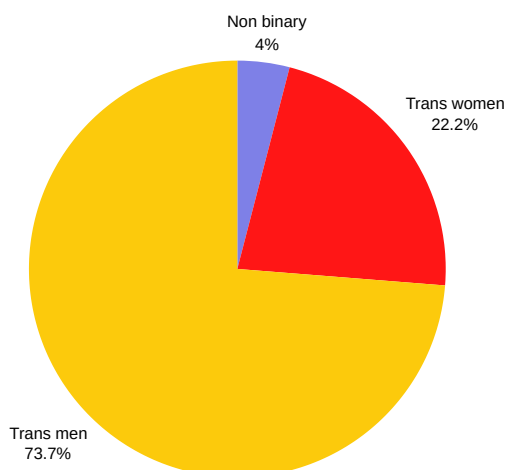
Figure: Composition of participants at Center

These individuals were then trained with a variety of sessions (around 20 sessions completed at the time of review), aiming to hone their job-ready skills and kickstart their careers.

Training Topics

All these interventions, along with Garima Grah, have positively influenced the lives of 73 transgender individuals. Out of these, 100 % were placed in jobs, out of these The TWEET Foundation placed 37.5 %, 12.5 % were placed in paid internships, 3.13 % were assisted in self-employment opportunities and around 47 % were placed in self-employment.

RECOMMENDATIONS

Collaborating with other online education sites could majorly help in increasing the areas of upskilling and can help in exploring new ways for reaching there.

Adding a Placement Coordinator in the staffing structure could ensure structuring of the placement process and thus improve placements

Stories of Success

"—

Pramila Kumari joined as a resident in Garima Grah and quickly found her passion in the kitchen, being the chef for the house within six months. TWEET hired Pramila as a cook and she cooked for 20 people for breakfast, lunch, and dinner! Her speciality is a rich mutton curry and paneer tikka! After working with the TWEET foundation for six months, She soon completed this course as well as MSCIT with great results! Through the placement procedure, Pramila has been placed with the reputed company OCS at the Netflix office in the housekeeping department and has happily been working there for the last two months.

"—

Samarth Sah- One of the youngest members of our shelter, Samarth is also one of the most brilliant! Samarth is pursuing his B.Com while working on different courses on the side to help improve himself! Samarth has completed courses in MSCIT, digital literacy, and English literacy. Samarth also interned with TWEET, assisting in the placement process of trans people. Samarth currently works in Godrej and is going to continue working while studying for his bachelor's degree

Yuva Parivarthan

Providing Skills to the Underprivileged

BACKGROUND

In India, there are 430 million youth between the ages of 16 and 30, which can become a demographic dividend (Jayaraman, 2013), but with millions of youth unemployed, it is fast becoming a demographic disaster. The majority of youth in our country do not have enough skills to enter the labour force or to start livelihoods. This lack of skills is further exacerbated by illiteracy and a lack of practical skills. Additionally, there is a mismatch between the skills demanded by the industry and those possessed by the youth, leading to high rates of unemployment (Handel, 2003). It is imperative for the government and other stakeholders to invest in skill development programmes and vocational training to equip the youth with the necessary skills to thrive in the modern job market.

These young individuals frequently encounter multiple obstacles, such as limited financial resources and a lack of supervision, that impede their progress in terms of social and economic development. Nevertheless, programmes like YUVA Parivarthan provide a crucial opportunity by equipping individuals with the necessary skills and information to obtain long-lasting means of supporting themselves.

Proficiency in vocational skills such as carpentry, tailoring, or computer literacy enables individuals to escape the cycle of poverty and unemployment. Capacity-building programmes prioritise the development of soft skills such as communication, problem-solving, and teamwork, which are crucial for achieving success in any occupation. These efforts establish the foundation for self-sufficiency and financial autonomy, empowering youth to create improved prospects for themselves and their communities. Financial assistance is essential for effective interventions designed to empower disadvantaged youth. Organisations can mitigate the economic hardship that hinders numerous individuals from participating in vocational and capacity-building programmes by offering scholarships, stipends, or grants. Investments in infrastructure and resources ensure the long-term viability and effectiveness of these efforts. Investing in vocational and capacity projects goes beyond empowering individuals on an individual level.

Empowered young individuals serve as catalysts for transformation in their communities, making valuable contributions to the advancement of the local economy and development. Their achievements provide motivation for future generations, disrupting the cycle of poverty and creating opportunities for a more promising future. When young people are given power, they also get actively involved in activities that aim to build the community, leading to good changes and stronger social harmony. Ultimately, providing financial assistance to disadvantaged young individuals living in peri-urban and urban slums is of utmost importance. Collaboration among governments, NGOs, and other stakeholders is crucial to allocating the essential resources and assistance required to unleash the potential of the upcoming generation and construct a world that is more inclusive and fair for everyone.

ABOUT THE PROJECT

The purpose of this programme is to provide livelihood training to underprivileged youth from the peri-urban and urban slums of Nagpur, through vocational and capacity-building initiatives. These initiatives aim to equip young individuals with the necessary skills to secure employment opportunities. By investing in the training and development of these youth, the programme aims to decrease the unemployment rate and also empower them to contribute positively to the economy.

Majority of youth in our country do not have enough skills to enter the labour force or to start livelihoods. Closer to our area of intervention, Nagpur is the third-largest city in the state and the 13th largest by population in the entire country. The district has an total area of 9,892 sq km., 483 sq km is urban and 9409 sq km is rural. The Nagpur district consists of Nagpur Municipal Corporation, 10 municipalities, 13 panchayat samitis and 778 gram panchayats. The city has a population of nearly 2.5 million. It has a population density of about 30,000 people per sq. km. There are over 859,000 residents living in slums – or more than 35% of the population. Apart from the Nagpur city, underprivileged communities are present in the cities and towns like Katol, Narkhed, Kamtee, Ramtek, Kalmeshwar & Kuhi surrounding City. As per a baseline survey conducted by Yuva Parivartan in the month of April 2022, there are around 5000 youth in these pockets between the age groups of 18 to 35 years who have either have no source of income or have lost their livelihoods during the pandemic.

PROJECT GOAL

The goal of the program is to improve the socio-economic status of underprivileged youth from the peri-urban and urban slums of Nagpur, through vocational and capacity-building initiatives.

OBJECTIVES

- Enrollment of youth
- Youth training & certification
- Youth linked to livelihood opportunities

TARGETED SDG'S

METHODOLOGY

A detailed study of secondary sources was conducted to investigate the impact of the interventions. The research examined many reports from the GIVE platform to determine the impact of the program. The objective of the desktop review was to gather comprehensive information regarding the overall impact, taking into account the various stakeholders involved. Furthermore, the goal is to provide recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

LIMITATIONS OF THE STUDY

Upon evaluation of the present study, carried out utilising secondary research methodologies, it is crucial to acknowledge the inherent limitations that might have impacted the comprehensiveness of the results. The aforementioned factors encompass potential biases contained in the accessible data, the potential for deriving nuanced conclusions as a result of the interpretation of literature, and dependence on a restricted range of sources. The reliability of secondary sources may not acknowledge the dynamic nature of information, which implies that understanding recent advancements or emerging patterns may be incomplete, perhaps resulting in less comprehensive conclusions. The secondary data may not accurately reflect the broader population or context of interest, which may restrict the generalizability of findings. Additionally, since this project involves ongoing intervention, there is a lack of data regarding the assessment of the project's impact as it is still in progress.

THEORY OF CHANGE

IMPACT

Improve the socio-economic status of underprivileged youth from the peri-urban and urban slums of Nagpur, through vocational and capacity-building initiatives.

Beneficiaries	
DIRECT	INDIRECT
600	**3000**
Youth training and certificate	Taken on Average

OUTPUTS

- Trained and certified youth for industry jobs.
- Indirect beneficiaries including family members.
- Enhanced opportunities for livelihood.

INPUTS

- Enroll youth in training programme
- Post completion of training, issue certificates of the skills acquired
- Enhance network to provide livelihood opportunities

KEY FINDINGS

The training is implemented through the Livelihood Development Centre (LDC) model in the Nagpur City and through Community Livelihood Development Centre (CLDC) model in the surrounding towns/ cities of Katol, Saoner & Kamptee in Nagpur. The Livelihood Development Centres (LDCs) are Hubs and the territorial headquarters of the region. These brick & mortar setups are typically located in slums or backward areas. These units conduct short-term (120 hours to 400 hrs) livelihood-oriented courses - for youth living in urban & peri urban areas. These units mobilize students within the radius of 7 to 10 kilometres. Beyond the 10 kilometers, our Spoke Networks - the Community Centres are set up for organizing skilling programs within the radius of 50 - 100 kms of the territorial headquarters. These centers address the community-based skilling needs matching the livelihood opportunities of the region. These are set up for youth who cannot travel to the Hubs or the main centre. These units are typically present in one locality for a period of three to six months, before moving on to the next locality. Both the models have the required infrastructure & equipments to run the program.

SKILL BUILDING: VOCATIONAL TRAINING

- **Quarter One** (Beauty parlour, Basic tailoring, Jewellery, paper bag and wax candle making)

- **Quarter Two** (Basic and Advance tailoring, mehndi application, beauty parlour and rakhi making)

- **Quarter Three** (Diya painting, Ubtan making and lamp, advance tailoring, chocolate,paper bag and jewellary making)

- **Quarter Four** (Basic tailoring, chocolate making, beauty parlour and wax candle making)

The total number of youth enrolled in the training programme was 66, out of which 80.3% were females and 19.7% were males. Both male and female participants showed enthusiasm and dedication during the programme. Moving forward, efforts should be made to encourage more young men to participate in such programmes to ensure equal access and representation.

The major Activities included under the project have been listed below:

- Mobilisation & Outreach
- Student Admissions
- Student Counselling
- Training (Theory & Practical),
- Certification
- Livelihood linkages
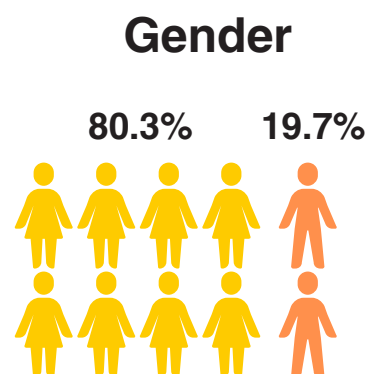
The program flow is as follows

- Theory & Practical trainings
- Self - Learning - E - learning videos on Yuva Kaushal
- Evaluations, Examinations & certifications
- OJT/ Project sessions
- Livelihood linkages

Gender

80.3%   19.7%

Programme Budget

Rs. 60,00,000
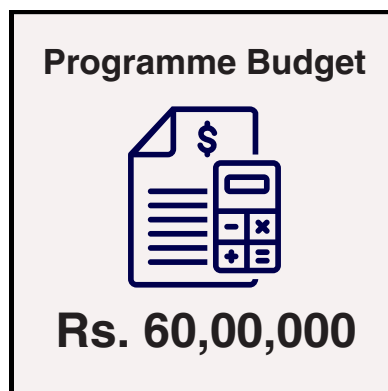
Project Activities conducted in the reported period:

- **Mobilization and Outreach** – A total of 120 youth were mobilised various events and outreach programs.
- **Counselling sessions –** counselling sessions were conducted for all the mobilised youth to understand their aspirations and make them aware of the opportunities with query handling.
- **Enrollments –** 66 youth were enrolled for the project
- **Trainings –** 66 youth are undergoing training which includes a combination of theory (30%) and practical (70%) sessions along with the life skill sessions (Soch ka Parivartan).

Outcome and Main results:

- At the end of 30th December 2022, 66 youth were enrolled for the program across Nagpur city and the neighboring locations Katol, Kamptee and Saoner. Youth are currently being trained in Healthcare, Retail, BSFI and Building Construction and Real Estate sectors. The program and location wise details are as follows;

Sr. No	Center Name	Course Name	Total	Male	Female
1	Kamptee	Nursing Assistant	9	0	9
2	Saoner	Account Executive	10	3	7
3	Saoner	Nursing Assistant	10	0	10
4	Katol	Nursing Assistant	9	0	9
5	Katol	Account Executive	10	1	9
6	Saoner	Wireman	8	8	0
7	Nagpur	Sales Associate	10	1	9
Total			66	13	53

CHALLENGES & SOLUTIONS

The centre search and set up got delayed by 25 days, as it was difficult to find a suitable centre that matched the SOPs of the sponsor. By the mid of October 2022, all centres in Nagpur city, Katol, Kamptee and Saoner were set up. It was possible to mobilse more than 200 youth across all the centres for the Computer and BPO skills program, however due to the delay in getting the computers – 70 youth had to be let go. Further, focus on mobilising youth for non-computer-based programs at the same time and took computers on rent. This is likely to have an impact on the overall budget as this was not accounted for the same. Due to the delay getting the computers, the target enrolment of 66 youth was accomplished until December 2022, as against the initial target of 175 youth.

Dream Runner Foundation + Freedom Trust

Providing Prosthetic Legs for Amputees

BACKGROUND

Amputation may have a profound effect on a person's ability to move, be self-reliant, and enjoy a high standard of living. Obtaining prosthetic legs might pose difficulties for those who are underprivileged, since they often have limited access to sufficient healthcare and financial resources. However, the provision of prosthetic limbs is not just a medical intervention but also a substantial social undertaking that has important implications for individuals, families, and communities.

One of the primary societal benefits of delivering prosthetic legs to those who are underprivileged is the restoration of dignity and independence. Amputation may reduce an individual's self-esteem and independence, resulting in feelings of dependency and inadequacy (Sahu et.al., 2016). By equipping patients with prosthetic legs, they may restore their independence and participate more actively in society, restoring a sense of self-esteem and confidence.

The provision of prosthetic legs enhances social integration by enabling people to engage more actively in their communities. Access to prosthetic limbs is crucial for a more inclusive society, as it allows individuals with disabilities to participate in professional opportunities, education, and social events. This leads to increased job opportunities, education, and vocational training, fostering economic opportunities and breaking free from poverty. Additionally, the accessibility of prosthetic limbs is essential for overall health and well-being, as insufficient use can result in health issues like muscular atrophy, joint pain, and pressure ulcers. Prosthetic legs enable those who have lost a limb to maintain active lifestyles, engage in physical exercise, and undergo rehabilitation, resulting in improved health outcomes and a better quality of life.

Providing prosthetic limbs to underprivileged folks is not just about fulfilling a medical need; it is a substantial communal undertaking with several benefits. It not only allows individuals to regain their independence and mobility but also enables them to participate in society and contribute to the community. Additionally, it helps to reduce the burden on caregivers and healthcare systems by enabling individuals to care for themselves and lead more fulfilling lives.

ABOUT THE PROJECT

The Dream Runners Foundation organises the Dream Runners Half Marathon every year as a fundraiser for the organisation's charitable causes, which include giving prosthetic legs to the needy, assisting victims of domestic violence, and giving money to underfunded schools. The event has gained popularity over the years, attracting thousands of runners. Participants not only get to challenge themselves physically but also contribute towards making a positive impact in the community. The success of the event has enabled the foundation to expand its reach and help even more individuals in need. A group of enthusiastic and highly motivated runners founded Dream Runners in 2008, and it quickly developed into one of Chennai's top running organisations, encouraging city residents to take up running as a form of exercise. 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. The marathon also serves as a platform for participants to show solidarity with those facing challenges related to the causes being highlighted. The sense of community and support fostered during the event is a powerful motivator for many to continue their philanthropic efforts beyond the marathon. The positive impact of the marathon extends far beyond just the funds raised, making it a truly impactful and meaningful event for all involved. Overall, the Chennai marathon not only promotes physical well-being and mental health but also fosters a sense of social responsibility and solidarity among its participants.

OBJECTIVE

To analyse the impact of the initiative on the lives of underprivileged people.

TARGETED SDG'S

METHODOLOGY

A detailed study of secondary sources was conducted to investigate the impact of the interventions. The research examined many reports from the GIVE platform to determine the impact of the program. The objective of the desktop review was to gather comprehensive information regarding the overall impact, taking into account the various stakeholders involved. Furthermore, the goal is to provide recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

LIMITATIONS OF THE STUDY

Upon evaluation of the present study, carried out utilising secondary research methodologies, it is crucial to acknowledge the inherent limitations that might have impacted the comprehensiveness of the results. The aforementioned factors encompass potential biases contained in the accessible data, the potential for deriving nuanced conclusions as a result of the interpretation of literature, and dependence on a restricted range of sources. The reliability of secondary sources may not acknowledge the dynamic nature of information, which implies that understanding recent advancements or emerging patterns may be incomplete, perhaps resulting in less comprehensive conclusions. The secondary data may not accurately reflect the broader population or context of interest, which may restrict the generalizability of findings. Additionally, since this project involves ongoing intervention, there is a lack of data regarding the assessment of the project's impact as it is still in progress.

THEORY OF CHANGE

IMPACT
To raise awareness about the importance of health among the population of Chennai and to raise awareness about/contribute towards the rehabilitation of people with mobility issues

BENEFICIARIES

197
people received
Prosthetic legs

OUTPUTS
- To have high participation of chennaities in the marathon
- Funds mobilised for a social cause.
- Improve awareness towards taking up running as a fitness activity

INPUTS
- Conducting marathons to raise awareness and funds for various causes
- To establish partnerships to utilise the funds for social cause

KEY FINDINGS

The initiative had a total budget of Rs. 20,00,000, which was used to fund activities such as "Walk India" and camps hosted in Chennai, Dindigul, and Nagapattinam. The camp catered solely to those who had experienced lower limb amputations resulting from conditions such as diabetes, infections, cancer, accidents, blood vessel illness, and congenital amputation (present from birth).

Programme Budget

Rs. 20,00,000
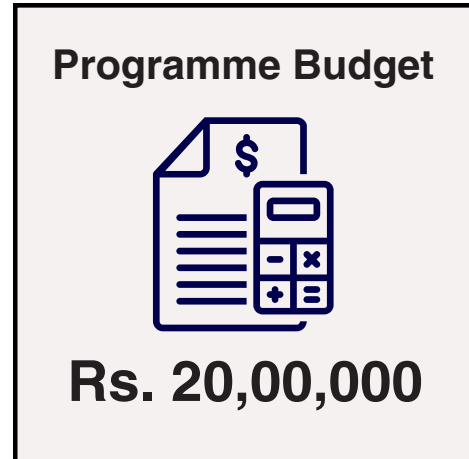
A grand total of 197 individuals who had undergone amputations (specifics provided in the attached document) received a total of 203 prosthetic limbs (accounting for cases where both limbs were affected) as a result of this initiative. In addition to providing assistance to amputees, supporting aids such as axillary and elbow crutches, walkers, and adapted and surgical footwear were supplied to individuals as needed. It should be observed that all the recipients who participated in the camp were very worthy and had a genuine need for prosthetic limbs.

CONSOLIDATE CAMP DETAILS CHENNAI, DINDIGUL & NAGAPATTINAM

S.no	Date of Assessment	Date of Distribution	Place	No. of Beneficiaries	No. of Limbs	Other appliances
1	09.07.2022	23.07.2022	Chennai	25	25	04
2	13.09.2022	09.11.2022	Dindigul	87	90	20
3	29.12.2022	03.02.2023	Nagapattinam	81	84	07
4	02.02.2023	11.02.2023	Chennai	04	04	nil
			Total	197	203	31

Total number of limbs distributed is 203 to 197 beneficiaries where in six beneficiaries were given both left and right limbs (Bilateral).

It was clear that several recipients had been using their current limbs for many years, despite their being in need of repair or being damaged due to their lack of access to replacement limbs. The emphasis was placed on conducting trial fittings and providing gait training as the primary focus. Additionally, each recipient received thorough education on the optimal use of their limbs. The team of experts also offered psychological assistance and therapy to the recipients, aiding them in adapting to their new prosthetic limbs and restoring their self-assurance. The initiative achieved success by not only providing the required support but also by enabling the recipients to live a more independent and satisfying life.

PHOTO ALBUM

PURNKUTI-MANOSAKHA & DHARA PROJECT

Providing Fundamental Education for the Under-served Children and Skilling Women

BACKGROUND

Indian society's education system for children born to sex workers reveals deep-rooted inequalities and social shame (Pereira, 2021). Despite advancements in education and social change, these offspring face economic disadvantage and social exclusion. Sex workers and their children have been marginalised throughout history, facing public contempt, legal prejudice, and restricted access to fundamental rights, such as education. (Cole, 2022).

The long-standing social stigma and traditional gender roles have continued the cycle of poverty and exclusion throughout generations, making it difficult for the children of these workers to access school, which should be a basic entitlement.

The education of children born to these workers in India has numerous problems, with societal shame and discrimination being the most prominent obstacles. Children frequently encounter bullying, harassment, and exclusion in educational environments as a result of their home background, resulting in psychological trauma and a lack of interest in learning. Furthermore, the presence of economic instability, insufficient parental support, and frequent changes in residence worsen the obstacles to education, impeding academic success and socio-economic advancement.

High-quality education for children remains a major challenge due to structural barriers like biased procedures, overcrowded classrooms, insufficient infrastructure, and unqualified teachers. The absence of culturally sensitive curriculum and support services further exacerbates the sense of isolation and marginalization among marginalized communities.

Inclusive policies, support services, and community involvement in education can empower individuals. Raising awareness, addressing prejudice, and providing psychological and social assistance can create a caring environment. India can establish a more inclusive and equitable education system by removing systemic barriers and challenging societal preconceptions.

The education of children from sex workers in India is crucial for social justice, human rights, and nation-building (Bajaj, 2011). Addressing structural disparities, advocating for comprehensive policies, and emphasizing education can lead to significant changes.

ABOUT THE PROJECT

Purnkuti has a significant presence in Pune, Telangana, and Bihar. The goal is to enhance the quality of life for marginalised children, women, youth, sex workers, transgender individuals, and their families by providing them with education, life skills, and sustainable livelihood opportunities. In addition, stimulate the local economy and improve the residents' skill sets by providing vocational training opportunities. Over the past decade, the organisation has made remarkable contributions to raising awareness, providing education, enhancing skills, promoting health and nutrition, and offering counselling. These efforts have greatly empowered the most vulnerable sections of society. Furthermore, the NGO aims to foster an environment that facilitates sustainable development while also fostering local economic growth.

The Purnkuti Organisation began the "Manosakha Project." This is an educational facility designed for children between the ages of 6 and 15 years who come from economically disadvantaged backgrounds. Purnkuti operates two educational facilities in Pune, specifically at Vadgaon Sheri and Budhwar Peth. The Budhwar Peth Centre was the inaugural launch site for the project. The offspring of female sex workers are particularly susceptible and vulnerable to emotional, physical, social, and financial mistreatment. The setting lacks security and is characterised by youngsters frequently playing in the streets, using informal language, dressing poorly, and displaying untidiness. Hexaware helped Purnkuti build an educational centre to support youngsters and tackle these problems.

PROJECT GOAL

To support and uplift the children who are with special needs or special backgrounds for their emotional, physical, social, and educational development.

OBJECTIVES

- To support the underprivileged children belonging to sex workers, children belonging to transgenders, and the children who are socially and economically challenged through community-based learning centers by providing them tuition for improving their overall academic performance.

- To provide life skills to develop their skills for coping with their day-to-day life challenges.

- To provide nutrition to the children to facilitate their physical growth. Provide awareness sessions and training in physical exercise for better health and hygiene.

- To conduct art and craft activities for improving their skills.

- To provide family counseling and awareness sessions to the parents on family development.

TARGETED SDG'S

1 NO POVERTY

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

10 REDUCED INEQUALITIES

Programme Budget

Rs. 15,00,000

METHODOLOGY

A detailed study of secondary sources was conducted to investigate the impact of the interventions. The research examined many reports from the GIVE platform to determine the impact of the program. The objective of the desktop review was to gather comprehensive information regarding the overall impact, taking into account the various stakeholders involved. Furthermore, the goal is to provide recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

LIMITATIONS OF THE STUDY

Upon evaluation of the present study, carried out utilising secondary research methodologies, it is crucial to acknowledge the inherent limitations that might have impacted the comprehensiveness of the results. The aforementioned factors encompass potential biases contained in the accessible data, the potential for deriving nuanced conclusions as a result of the interpretation of literature, and dependence on a restricted range of sources. The reliability of secondary sources may not acknowledge the dynamic nature of information, which implies that understanding recent advancements or emerging patterns may be incomplete, perhaps resulting in less comprehensive conclusions. The secondary data may not accurately reflect the broader population or context of interest, which may restrict the generalizability of findings. Additionally, since this project involves ongoing intervention, there is a lack of data regarding the assessment of the project's impact as it is still in progress.

THEORY OF CHANGE

IMPACT

The children of female sex workers need extra support for academics as most of the children do not have appropriate atmosphere at home which is conducive for education. Given some additional support and motivation, every child will make progress in academic performance and personal life.

BENEFICIARIES 30-40
children of female sex workers

OUTPUTS

- The children will get educational inputs on a regular basis which will help them to improve their reading, writing, and arithmetic skills which will, in turn, help them to improve their overall academic performance in school.
- General knowledge sessions will help the children better understand the systems, processes, and current affairs which revolves around their life.
- The height, weight & overall health of children will improve.

INPUTS

- Educational inputs will be given to the children so that their reading, writing, and arithmetic skills will be improved and they will perform better in school.
- The children will learn life skills such as preparing the daily schedule, maintaining personal hygiene, basic mannerisms and etiquette, expressing opinions, communication, healthy relationships, conflict management, etc., The children who will learn life skills will have better coping mechanisms.
- The children will receive nutrition everyday; it would be in the form of meals or dry nutrition such as dates, rajgira laddu, peanuts, jaggery etc.

KEY FINDINGS

Target number set & achieved in the year 2022:

S.No.	Target	Achievements
1.	Every day, a minimum of 3 hours of activity is required.	Ongoing activity
2.	Enrolment of 40 children	40 children enrolled
3.	One hour per week of reading activity for children.	Ongoing activity
4.	One hour per week of general knowledge learning activity.	Ongoing activity
5.	2 Height and weight measurements	Height and weight measurement of all 40 children done once, second measurement will 4 be done in 4th quarter
6.	2 visits to school teachers to discuss the progress of children.	School visits of 18 children done once, second school visits will be done in 4th quarter
7.	2 Home visits.	Home visits of all 40 children done once, second school visits will be done in 4th quarter
8.	2 Internal Tests will be conducted	One internal test is conducted with 8 children in Budhwar Peth Center; a second internal test will be scheduled in the 4th quarter.
9.	25 weekly life skills sessions will be conducted.	9 LSE sessions conducted with 40 children; 16 sessions will be scheduled in the 4th quarter.
10.	Nutritious meals or dry nutrition will be provided to the children on a daily basis.	13 children from Budhwar Peth are regularly supported with nutritious Meals. 27 children from Vadgaon Sheri are regularly supported with Dry nutrition.
11.	Yoga, meditation, and breathing exercises every day.	Ongoing activity with 40 children
12.	Once a week art and craft activity will be conducted	31 art and craft activities were conducted with 40 children.
13.	Children will be given training in such things as singing, dancing, and other hobbies. The activity will be conducted once every quarter.	First quarter - Training on Singing Second quarter - Training on Dancing Third quarter - Training on Craft activity
14.	Counselling of children and parents as and when needed.	Counselling services offered to 3 children and their parents.
15.	Parents meeting once a month.	10 Meetings were conducted with the parents.

In the year of April 2022 - March 2023, Purnkuti's Manosakha project achieved the following objectives and had the following qualitative impact.

- Total 40 underprivileged children enrolled in the project for the year of April 2022 to March 202 and regularly accessing the academic support for Marathi, Mathematics and English subjects.

- All 32 Manosakha parents filled the consent letters and signed on pledge against Child labour and Child marriage. This has raised awareness among parents that these circumstances impede children's development and that they should shield their children from any risks that could endanger their progress.

- The Manosakha team enrolled 5 children to the school who had never been enrolled at all. It is a tremendous accomplishment that the project team was able to allow these children access to schools.

- Tools from the Annual Status of Educational Report (ASER) are helpful for objectively evaluating children's arithmetic, reading, and writing abilities. Children have made significant progress.

- Manosakha teachers assembled the group of children according to their academic potential and routinely provided them with academic input. The children were able to get the right support in the areas where he was really lagging behind.

- Out of 27 children, 44% were unable to read and recognise the Marathi letters at baseline, however by midline, that number had dropped to 30%. Another conclusion is that in the baseline evaluation, not a single child was able to read the Marathi paragraph, however in the midline evaluation, 26% of children were able.

- In Mathematics, out of 27 children, 15% were unable to read and recognise the 1 to 10 number at baseline, however by midline, that number had dropped to 9%. Another conclusion is that in the baseline evaluation, 19% were able to do division, however in the midline evaluation, 43% of children were able.

- In English , out of 27 children, 19% were unable to read and recognise the Capital letters at baseline, however by midline, that number had dropped to 17%. In baseline evaluation, only 15% children were able to read the sentences, however in the midline evaluation,39% of children were able to read the sentences.

- In an internal test conducted in Budhwar Peth center, it was discovered that children complete the mathematics question paper more quickly than they do the Marathi and English ones. Instead of words, children prefer calculation.

- For teaching, apart from textbooks, interactive educational materials help teachers increase and sustain the interest of children in learning.

- The utilization of audiovisual aids, group learning, and one-on-one interactions with children all seem to be effective to clear the various concepts.

- Regular reading activity has been shown that reading aloud boosts a child's confidence in public speaking and allows them to read more effectively. While reading, children also pick up the proper pronunciation of letters and words.

- In the life skill sessions, children could freely share their feelings and they are accepting their mistakes. Children realized the importance of self hygiene and increased awareness about being thankful.

- 40 children receive nourishing meals/ dry nourishment on a regular basis, which allows them to focus on their academics and satisfy their short-term hunger. Their immunity strength was increased by healthy dry nourishment.

- Regular physical exercise, meditation and super brain yoga activities improved the physical stamina of children.

- Measurements of height and weight were used to evaluate children's physical development.

- Children's creativity, team work, different shapes and colors orientation improved by art and craft activities.

- Children and their parents openly shared their issues with the counselor, it helped them for developing strong rebonding.

- On an average 75% of parents attended the monthly meetings with manosakha teachers.

Stories of Success

"

Rahila's parents migrated to Pune in March 2022 for better work opportunities. They have a family of five, which includes her parents, two brothers, and herself. Her father is a daily wage laborer and a mason, and they live in a small tin-shade apartment. Her mother is a housekeeper. Rahila was admitted to the Manosakha project in August 2022. She was unable to get a school admission as they had migrated in haste and had not acquired proper school-leaving documents. Manosakha's teacher and coordinator visited various schools for her admission. She was admitted to the government school Ashok Rushiji School in Wadgaon Sheri under the Right to Education (RTE) Act thanks to the efforts of the Manosakha team. Rahila's mother tongue is Hindi, and she has been having trouble learning Marathi and English. With regular efforts from her teacher and focused learning, she started to learn Marathi by writing, reading, and trying to converse. She has also started to learn English, and now she recognizes capital and small alphabets. She is enthusiastic about learning something new every day and has developed a keen interest in studying. Besides studies, she loves art and craft activities.
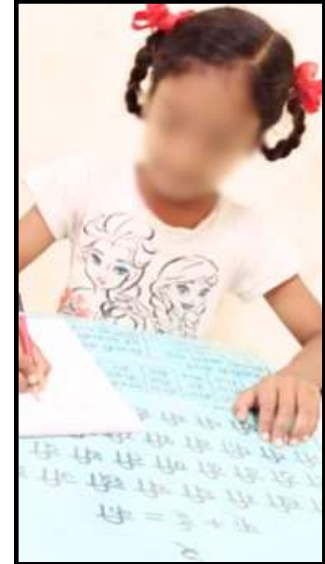
Both the siblings, Rama and Anil, are studying at the Manosakha Vadgaon Sheri center. Anil is a third-grader at Anjali English Medium School, and Rama appeared for the eighth grade at National Children's Academy University. Rama and Anil regularly attend all of the project's activities. They particularly like engaging in artistic and crafty activities. The art and craft programme was run by Manosakha teachers on a weekly basis. Both of these siblings awaited the craft activity with anticipation and enthusiastically participated in it. Rama is a talented young girl who makes a variety of crafts expertly. Without adding to her time commitment, she could quickly make any craft item. The wall hanging activity was taught by the Manosakha teacher in September. She was the one who completed the wall hanging quickly and neatly. She created the Christmas tree and bell in December. Both Rama and Anil created lovely Christmas decorations from scratch. It appears to be extremely lovely. Children's craft work was complimented by teachers and their classmates.

"

Stories of Success

"

11-year-old Ashok is a sixth-grader at National Children's Academy. He registered for our Manosakha center. His family is from Bihar and have been living in a rented place home in Pune for the past 25 years. Both the mother and the father are employed; the father works in construction and the mother in domestic labor. Early in the morning, both are leaving their homes. Both of his older siblings, a brother and a sister and Ashok get ready by themselves and attend National Children's Academy school. Ashok's Manosakha teacher noticed in September that he wasn't bathing every day and that his attire was also inappropriate. He never sat down in an uncomfortable position when he visited the center in the evening. A Manosakha teacher once taught life skills in front of the class. She discussed the value of hygiene while teaching the notion of 'Self Awareness.' Ashok was paying close attention to the lecture, he realized he was ignoring his personal cleanliness and overall attire style. The same week, Ashok's Manosakha teacher visited him at home and spoke with him about his general conduct and academic achievement. The teacher spoke about his unclean living conditions. After receiving counseling, he modified his behavior. He now bathes every day, dresses appropriately, and pays attention in class. One more positive change about Ashok is that he started admitting his mistakes and trying to correct them. His family members were grateful to the Manosakha team for these positive improvements and appreciated them as well.

"

I am Sharmila. Arun and Shriya are my children. They are involved in the Vadgaon Sheri Manosakha project. Shriya is in the fifth grade, and Arun is in the second. I am working as a housekeeper and reside in Vadgaon Sheri. My husband works as a watchman. I have been residing in Pune for the past four years; my native city is Amravati. I attended all the Parent meetings of the Manosakha Project. I found that after joining the Manosakha project, Arun became really interested in his academics. He couldn't read well before. Now he can read with clarity, and his handwriting is getting better as well. Under the Manosakha project, apart from teaching activities, my children got educational materials like a notebook, a school bag, a compass, etc., which they are using in school. As I regularly attend the parent meeting, I am able to track the progress of my children. During PTM, every month, Manosankha teachers communicate with us on a different subject, and we engage in an open discussion regarding our children. I appreciated the home visits and school visits done by Manosakha teachers for our children. I am really thankful to Purnkuti and Manosakha team for the commitment and initiative for our children.

Stories of Success

"

Akaash is an 8-year-old boy living in the Budhwar Peth area. His mother and grandmother belong to Solapur district and have been living in the Budhwar Peth area for the last 13 years. Akaash, along with his mother and grandmother, used to stay together in a rented house; they didn't have enough money to pay rent, and hence they had to leave the place they were living in. Currently, they do not have any houses. Sometimes they stay at relatives' houses, and sometimes they live on the streets near the Datt Mandir area of Budhwar Peth. His mother and grandmother were alcohol addicts, and they had not been taking proper care of him. Hence, his grandmother wants to put him in the hostel, but his mother is not ready due to the scarcity of money. Akaash had never attended school before coming to Purnkuti. His mother used to send him to various NGOs depending on their timing. She had no idea that he should attend school. He used to reside in NGOs and otherwise used to wander the streets. He is naturally shy and reticent. He always wanted his mother to give him money so that he could buy snacks. Due to the situation, he lived an extremely meager lifestyle and skipped his daily bath. He had never been to school. During the mobilization, we came across him, and we invited his mother and grandmother to enroll him in the Manosakha project. We learned that Akaash never attended school. After an extensive conversation, we were able to persuade his mother and grandmother to approve of his enrollment in school. Following that, we went to the Nutan Bharat Vidyalaya and enrolled him in second grade. He is now consistently going to school. In addition to not charging him tuition, the school provides him with a free uniform set. Because putting him in school did not place a financial burden on the family, it has been quite beneficial for his mother. He now takes a bath every day and does not ask his mother for money. His enrollment in school makes both his mother and grandmother pleased.

"

My name is Ishaan. I am 13 years old and a seventh-grade student. I go to the Manosakha Project every day after school in Budhwar Peth. My time is spent here learning; it's like a second home. My pals and I socialize here. I exercise, play, and engage in academic pursuits and art and craft projects. Prayer and meditation were the first things we did at the center every day. Meditation and chanting the Om are two of my favorite pastimes out of all of these. We all do the Om chanting and meditation after prayer while listening to audio snippets that are being played on the laptop. Hearing the hymns chanted helps to generate a pleasant atmosphere. I am incredibly grateful to the Manosakha Project for setting up the meditation session for us since it allows me to manage my stress and well-being better.

Photo Album

Height Measurement

Weight Measurement

Parent Teacher Meeting

Counseling session

School Visits

Home Visits

Staff Training

Life Skill Education

Conclusion

- The project emphasises empowering each child with educational support, life skills, health and nutritional support, home visits, school visits, family counselling, etc.

- Out of 40 children, the team introduced five to school by addressing the obstacles they confronted.

- So the team interacted with the parents of 40 children and received their signatures on the enrollment forms, consent letter, and pledge against child labour and marriage.

- Children's reading, writing, and math skills improved with regular remedial education support, according to the ASER evaluation and initial internal test.

- The use of educational resources in the classroom, such as charts, games, and activities, is effective.

- Manosakha teachers are aware of the academic achievement and relationships of the children with their families, friends, and teachers through home and school visits.

- Parent teacher meetings and awareness sessions helped the parents open up about their problems and their concerns about the education of their children.

- Under the Manosakha project, parents and children are taking advantage of counselling services and communicating their concerns for a better quality of life.

- As of December 2022, this project, with a goal of benefiting 40 children, now consists of 13 children from the Budhwar Peth Centre and 27 children from the Manosakha Vadgaon Sheri Centre.

Seva Sahyog

Rural Development Project

ABOUT THE PROJECT

Gram Vikas is a combination of both modern techniques and participative development activities in the areas identified by Seva Sahayog Foundation. These activities are designed with context to agricultural, livelihood, water, health, and education-related challenges faced by the village. This project iwas implemented in Patil Pada village in Palghar District of Maharashtra wherein the primary focus was on the overall development of the village in aspects of education, livelihood and water management and environment.

A process of community development should always be participatory as it brings cooperation and participation of the villagers in the whole process. Also, it helps to mobilise the required resources. To make the village or community Atma nirbhar, local participation is a prerequisite for the Gram Vikas intervention by Seva Sahayog Foundation.
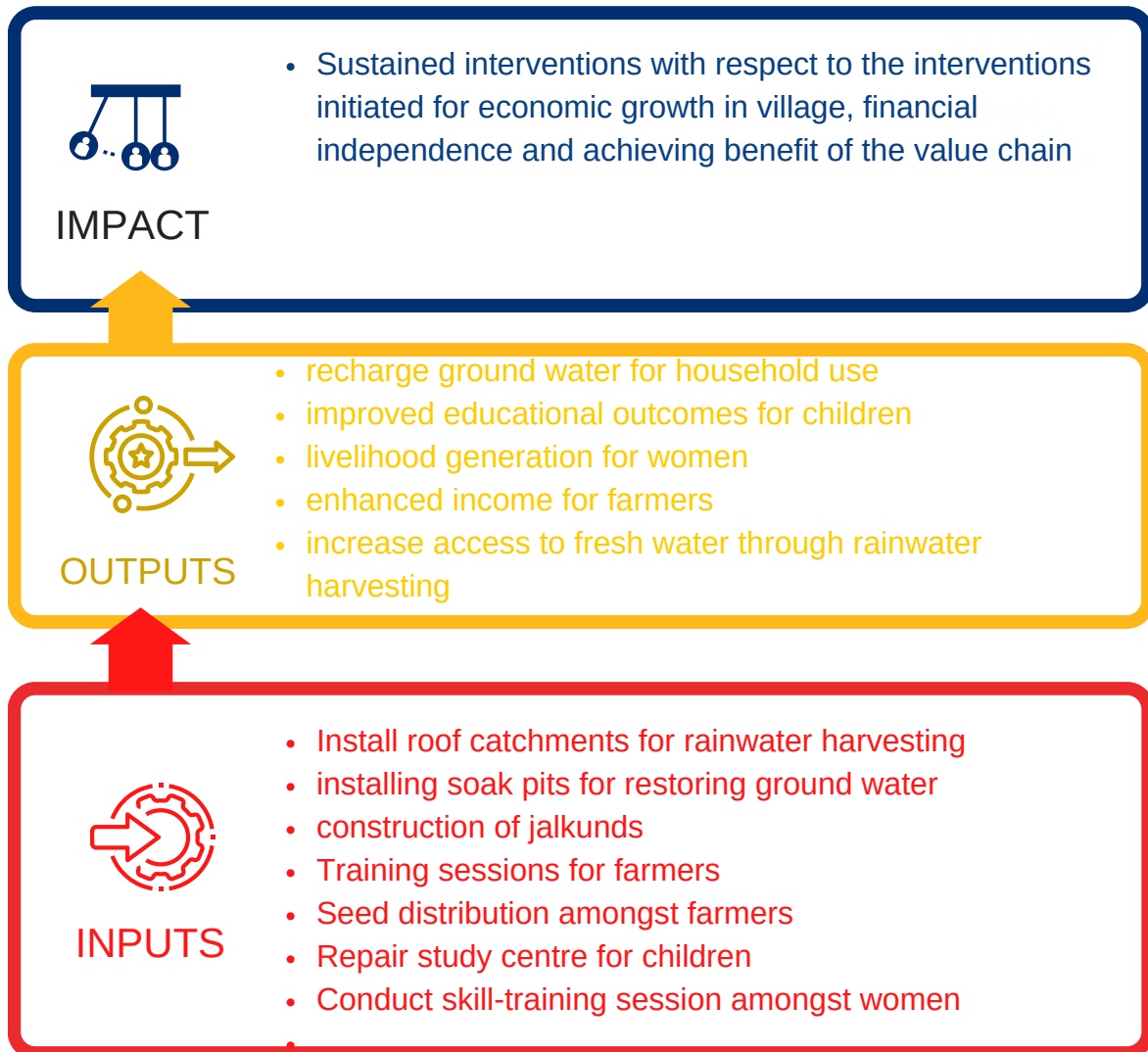

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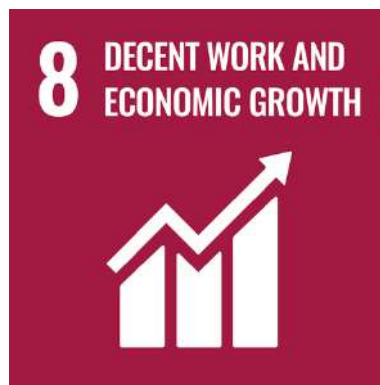
THEORY OF CHANGE:

Integrated village development project of Patil Pada, with context to agriculture, livelihood, water, health, education - related challenges faced by the village.

IMPACT

- Sustained interventions with respect to the interventions initiated for economic growth in village, financial independence and achieving benefit of the value chain

OUTPUTS

- recharge ground water for household use
- improved educational outcomes for children
- livelihood generation for women
- enhanced income for farmers
- increase access to fresh water through rainwater harvesting

INPUTS

- Install roof catchments for rainwater harvesting
- installing soak pits for restoring ground water
- construction of jalkunds
- Training sessions for farmers
- Seed distribution amongst farmers
- Repair study centre for children
- Conduct skill-training session amongst women

METHODOLOGY

A detailed study of secondary sources was conducted to investigate the impact of the interventions. The research examined many reports from the GIVE platform to determine the impact of the program. The objective of the desktop review was to gather comprehensive information regarding the overall impact, taking into account the various stakeholders involved. Furthermore, the goal is to provide recommendations to enhance the framework and ensure that it can continue to make a difference in the lives of those it serves.

LIMITATIONS OF THE STUDY

Upon evaluation of the present study, carried out utilising secondary research methodologies, it is crucial to acknowledge the inherent limitations that might have impacted the comprehensiveness of the results. The aforementioned factors encompass potential biases contained in the accessible data, the potential for deriving nuanced conclusions as a result of the interpretation of literature, and dependence on a restricted range of sources. The reliability of secondary sources may not acknowledge the dynamic nature of information, which implies that understanding recent advancements or emerging patterns may be incomplete, perhaps resulting in less comprehensive conclusions. The secondary data may not accurately reflect the broader population or context of interest, which may restrict the generalizability of findings. Additionally, since this project involves ongoing intervention, there is a lack of data regarding the assessment of the project's impact as it is still in progress.
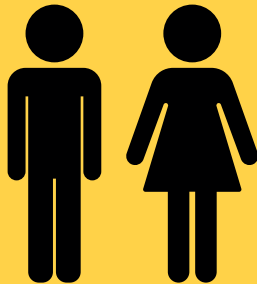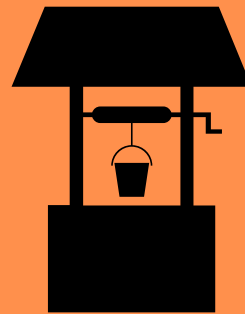
KEY FINDINGS

Households Impacted: 122	**Individuals Impacted: 700**
Gender Ratio: 1:1	**Wells Repaired: 1**
JALJKUNDS Created: 10	**Farmers Trained: 60**

INTERVENTIONS UNDERTAKEN

Installation of Roof Catchment Area on three public structures	Rainwater harvesting trough roof cathcment area structure
Installation of Soak pits for 20 houses	Recharge of ground water through percolating the grey water through the soak pits into the ground
Repair of 1 community well	Repaire for community well to improve the quality & quantity of water
Construction of 5 Jalkund	Construction of Jalkund (10,000 litre water storage tanks to store the rainwater and use)
Installation of Seed Bank	Installation of village seed bank for sustainble supply of seeds & to lower the input costs of farmers
Repair work of study center	Running study center for the education and personality development of the students
Conduction of skill trainings for women	Capacity building of women through skill trainings
Conduction of Health Check up camps	Conduction of health check up camps to undestand the health status of villagers

Rainwater harvesting in 'Jalkund' and utilization for vegetable cultivation

CONCLUSION

Hexaware Technologies has implemented a diverse range of high-impact corporate social responsibility initiatives this year, collaborating with numerous non-profit organizations across India. Through strategic partnerships and generous funding, Hexaware has positively influenced the lives of thousands of beneficiaries, spanning different segments of society.

Key highlights include promoting hygiene and quality education in government schools, empowering children of sex workers, supporting underprivileged students through scholarships, restoring water bodies for environmental conservation, and providing skills training for employment to youth, women, and persons with disabilities. Hexaware's initiatives have aligned with several United Nations Sustainable Development Goals, actively contributing to reducing inequalities, promoting decent work opportunities, quality education, good health and well-being.

While specific targets were achieved across most projects, some fell slightly short due to unforeseen circumstances like the COVID-19 pandemic. However, Hexaware's resolute commitment to social impact has enabled meaningful interventions that have the potential to create long-lasting positive change in communities.

Moving forward, Hexaware can build upon the successes and learnings from this year to optimize its CSR efforts further. Strengthening monitoring and evaluation mechanisms, engaging communities more actively, and exploring innovative implementation models could amplify the scale and sustainability of impact created. Hexaware's responsible corporate citizenship continues to set an exemplary standard for using business as a force for social good.

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