

BEST PRACTICES OF CSR IN THE FIELD OF EDUCATION IN INDIA



TATA STRATEGIC MANAGEMENT GROUP

(A division of TATA Industries Ltd)

December 2010

Nirmal 18th Floor, Nariman Point, Mumbai 400021, India
Tel 91-22-6637 6712 Fax 91-22-6637 6600
URL: www.tsmg.com Email: raman.kalyanakrishnan@tsmg.com

Table of Contents

1. Acknowledgment:	1
2. Right to Education Act, 2009	2
3. Key Features of RTE act, 2009	2
4. Role of Corporate towards meeting RTE objectives	5
5. CSR Initiatives in Education: Corporate Engagement Models.....	6
6. Case Studies: Model I (Programme Owner).....	8
7. Case Study: “Nanhi Kali Programme” by Mahindra & Mahindra group.....	9
8. Case Study: “Satya Bharti School Program” of Bharti Foundation	21
9. Case Study: “Project Muskaan” by Jubilant Life Sciences Limited	38
10. Case Study: “Project Shiksha” of Microsoft Corporation India Pvt. Ltd.....	58
11. Case Study: “Library for every rural schools project” by Infosys Foundation	66
12. Summary of Key Learnings from Model I	72
13. Potential role of corporates towards fulfilling the RTE objectives	75
14. Case Studies: Model II (Fund Provider).....	76
15. Case Study: “Future First Initiative” by HSBC.....	77
16. Case Study: “Read India” by Pratham Education Foundation	91
17. Summary of Key Learnings from Model II	101
18. Potential role of corporates towards fulfilling the RTE objectives	103
19. Case Studies: Model III (Implementation Partner).....	104
20. Case Study: “Pedagogic Renewal of Chhattisgarh” by ICEE	105
21. Case Study: “Akshaya Patra Mid Day Meal Program”	114
22. Summary of Key Learnings from Model III	129
23. Potential role of corporates towards fulfilling the RTE objectives	132
24. Conclusion.....	133



Acknowledgment:

As a part of UNICEF and CII's effort to help corporates effectively structure their CSR activities in education, Tata Strategic Management Group (Tata Strategic) has conducted this study to identify best practices of CSR in the field of education. We would like to thank UNICEF and CII for providing us the opportunity to carry out this study. We sincerely thank UNICEF for their continuous support through out this research.

We would also like to thank the following persons with whom we have conducted primary interviews to understand their organization's CSR initiatives in the field of education. Their inputs were invaluable towards preparation of the case studies.

Program Name	Person Interviewed	Designation
Nanhi Kali Programme	Ms. Nalini Das	Head, Nanhi Kali Marketing, KCMET
Satya Bharti School Program	Mr. Vijay Chadda	Chief Executive Officer, Bharti Foundation
Project Muskaan	Mr. Vivek Prakash	CSR-Coordinator, Jubilant Life Sciences Ltd
Project Shiksha	Mr. Sunil PP	ATU Sales manager, Microsoft corporation
Project Shiksha	Mr. Suneet Sethi	Program Manager - Partners in Learning, Microsoft Corporation
Library for every rural school	Ms. Sudha Murty	Chairperson, Infosys Foundation
Future First Initiative	Ms. Madhuri Vijay Kumar	Associate V.P, Corporate Sustainability, HSBC India
Future First Initiative	Ms. Maneka Kumar	Corporate Sustainability Comm. Manager, HSBC India
Read India Initiative	Mr. Amit Kaushik	Chief Operating Officer, Pratham
Pedagogic Renewal of Chhattisgarh by ICEE	Mr. Thomas P. Thomas	Program Manager, ICICI center for elementary education
Akshaya Patra Mid-Day Meal program	Mr. Shridhar Venkat	Executive Director, Akshaya Patra Foundation
Akshaya Patra Mid-Day Meal program	Ms. Smitha B.S	Program Manager, Akshaya Patra Foundation

Right to Education Act, 2009

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), aims to make education a fundamental right of every child between the ages of 6 and 14 irrespective of gender and social category. This historic act was passed by the Indian parliament on 4 August 2009. The act provided a legal framework that



entitles a child to an education of reasonable quality, based on principles of equity and non discrimination. The act came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010.

Key Features of RTE act, 2009

Some of the key features of RTE act, 2009 are highlighted below.

- Every child (6-14 years) to have free and compulsory education
- Special provision for children not admitted to or who have not completed elementary education
 - Child will be admitted in a class appropriate to his/her age
 - Child will receive special training to be at par with class mates
- Improvement in quality of education provided to disadvantaged children
 - All private schools have to admit 25% children from disadvantaged groups from their neighborhoods for free education¹
 - No discrimination for weaker section children and socially disadvantaged children

Note: 1) This policy is under sub judice.



- State to provide a neighborhood school of a prescribed minimum quality to each child within three years.(The model rules for neighborhood and access could be further improved by the state governments in terms of their realities)
- Central government's role
 - Development of a framework of national curriculum with the help of academic authorities of state governments.
 - Develop and enforce standards for training of teachers
 - Provide technical support and resource to the state government for promoting innovations, researches, planning and capacity building
- Basic necessary infrastructure for school meeting the minimum norms within 3 years i.e. by March 31, 2013. Key parameters are:
 - Number of rooms
 - ◆ At-least 1 classroom for every teacher and an office-cum-store-room for Head teacher's room
 - Availability of teaching learning materials
 - Availability of library, toilets (Separate for boys and girls), safe drinking water, playground, kitchen for mid-day meals
- Maintain a minimum Pupil Teacher ratio and minimum teaching standards in terms of
 - Number of teaching days per year
 - Number of teaching hours per week (45 hours including preparation hours)
 - Pupil Teacher Ratio, subject teachers in classes 6 to 8
 - Part time art, work and physical instructors
- Pupil Teacher Ratio Norms for Primary Schools

Norms for primary Schools (Class First to Fifth)	
Admitted Children	Teachers required
Up-to 60	Two
61-90	Three
91-120	Four
121-200	Five
>200	1 per 40 children
>150	Headmaster has to be posted

- Pupil Teacher Ratio Norms for Middle Schools (Class Sixth to Eighth)
 - At least one teacher per class so that there shall be one teacher each for
 - ◆ Science
 - ◆ Social Studies
 - ◆ Languages



- At least one teacher for every thirty five children
- Where admission is more than one hundred
 - ◆ A full time headmaster has to be posted.
 - ◆ Part time teachers for Art Education, Health and Physical Education, Work Education
- Minimum qualification for teachers (to be prescribed by central government)
 - In case the teacher does not possess the qualification at the commencement of the act, will have to acquire such minimum qualification within 5 years
- No school to be established without obtaining certificate of recognition
- All government, government aided and special category schools shall have to constitute SMCs
 - 75% members shall be parents of children studying in the school
 - 50% of the total members should be women

Role of Corporate towards meeting RTE objectives

In order to successfully meet the RTE objectives, Government will need the support of all key stakeholders viz. NGOs, UN, Civil Society, Academia and the Public and Private Corporate Sector. The considerable resources and pool of experience that the corporates bring to the table would be invaluable in effective implementation of RTE act.

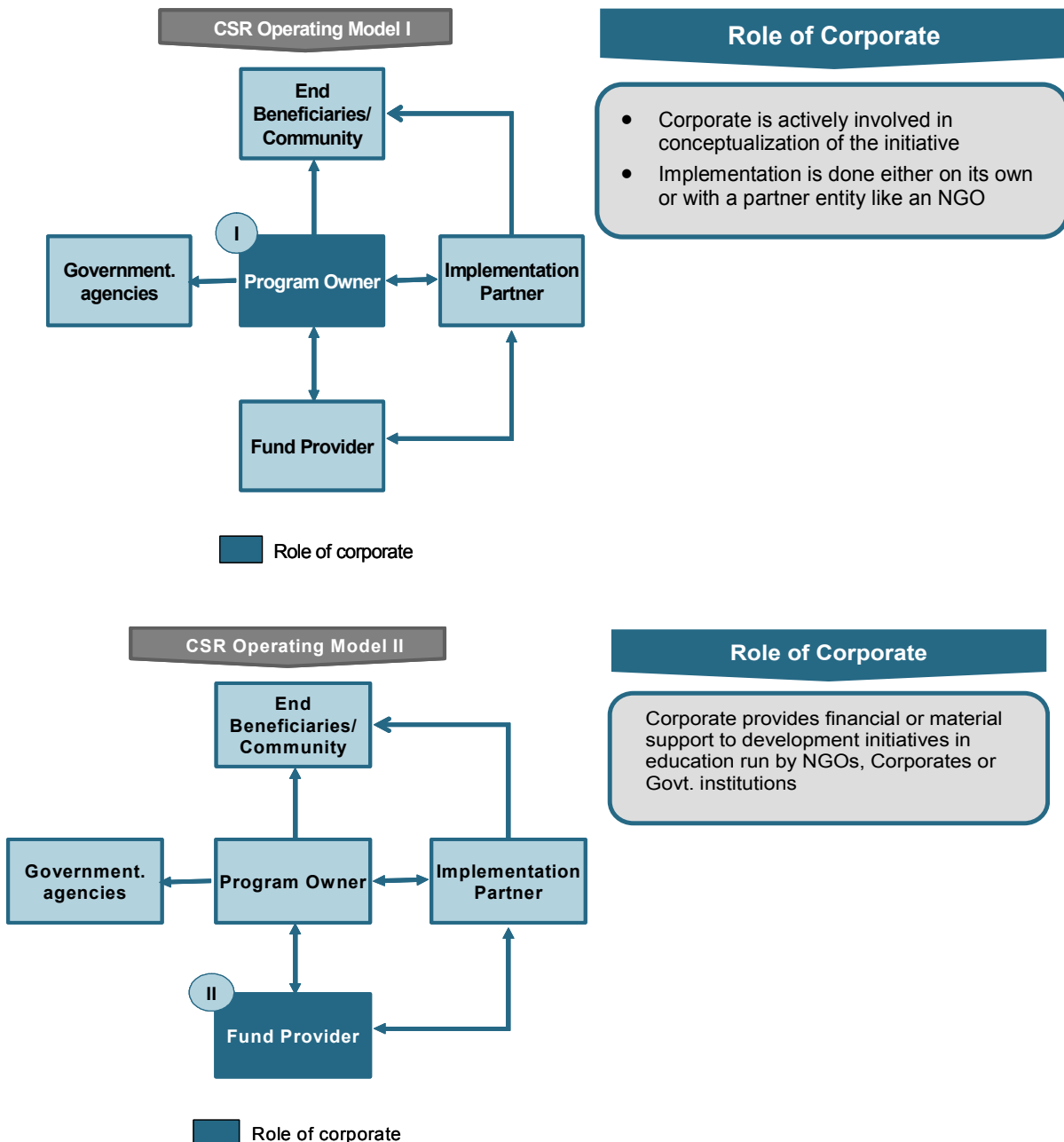


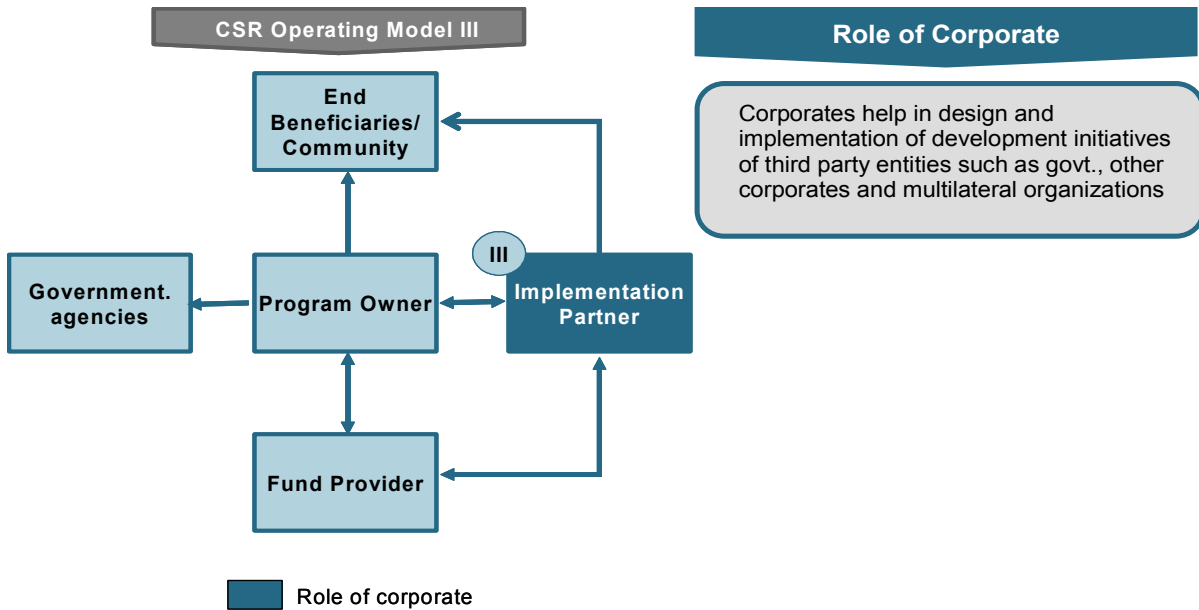
Much before the RTE act was announced, many corporates and NGOs were already working towards the improvement of the education standard of the children of our country. These noble initiatives are already contributing towards meeting some of the RTE objectives. Hence it is important to recognize these initiatives and learn from the best practices that corporates/NGOs follow.

This reports aims to highlight some of the noble initiatives by the corporate sector in the field of education as part of their CSR activities and identify some key learnings from these initiatives. The report will also highlight how these initiatives have been able to meet certain objectives of RTE Act.

CSR Initiatives in Education: Corporate Engagement Models

Many corporates have taken significant step through their CSR initiatives in improving the education standard of the children in our country. Al though the objective might be same for most of the corporates, the engagement model varies. Based on Tata Strategic’s research on various CSR initiatives in the field of education, we could observe that broadly there are three models in which the corporate carry out their CSR activities in the field of education.





In these three models, corporate can choose to be a programme owner or a fund provider or an implementation partner. There are many success stories in each of the three models in terms of the impact on improvement in the education standard in India. Select case studies have been prepared to understand the nuances of these models and to identify key learnings from these initiatives.



Case Studies: Model I (Programme Owner)

Corporate	Respective Foundation	Programme Name
Mahindra & Mahindra	K.C. Mahindra Education Trust	Nanhi Kali programme
Bharti Enterprises	Bharti Foundation	Satya Bharti School programme
Jubilant Life Sciences Ltd.	Jubilant Bhartia Foundation	Project Muskaan
Microsoft Corporation India Pvt. Ltd.	N/A	Project Shiksha
Tata Power	N/A	Comprehensive Education
Infosys Technologies	Infosys Foundation	Library For every rural school project



Case Study: “Nanhi Kali Programme” by Mahindra & Mahindra group

Organization Overview:

The Mahindra group is a US \$7.1 billion Indian multinational. It employs over 1,00,000 people across the globe and enjoys a leadership position in utility vehicles, tractors and information technology, with a significant and growing presence in financial services, tourism, infrastructure development, trade and logistics. The Group today is an embodiment of global excellence and enjoys a strong corporate brand image.

CSR Initiatives: The Mahindra Group defines Corporate Social Responsibility as making socially responsible products, engaging in socially responsible employee relations and making a commitment to the community around it. The educational CSR initiatives in the group are managed by the associated trust K C Mahindra Education Trust.

The K. C. Mahindra Education Trust (KCMET) was founded by the late Mr. K. C. Mahindra in the year 1953, with an objective of promoting literacy and higher learning in the country. It is registered as a public Charitable Trust under the Bombay Public Trusts Act, 1950. Over the years, K.C. Mahindra Education Trust has undertaken a number of education initiatives, which make a difference in the lives of deserving and needy students. The trust has provided more than Rs. 432 million (\$8.64 million) in the form of grants, scholarships and loans.

Major initiatives by the KCMET are:

- **Grants and scholarships**

Since its inception the trust has promoted education mainly by way of scholarships and grants to deserving and needy students.

- **Mahindra Pride school**

Mahindra Pride School in Pune was established in response to the Government of India’s call for affirmative action. The school provides livelihood training to youth from socially disadvantaged sections of society and ensures that the children graduating from these vocational schools are appropriately placed based on the skills learned. Appropriate job placements with salaries ranging from Rs.45,000 to Rs.150,000 per



annum have been provided to 95 per cent of the graduating students, while the balance 5 per cent have opted for further studies.

▪ **Nanhi Kali Programme:-**

Project Nanhi Kali, the flagship programme of KCMET, was inceptioned in 1996 with the aim of providing primary education to underprivileged girl children in India. The initiative is being jointly managed by the KC Mahindra Education Trust and Naandi Foundation. Nanhi Kali is a national sponsorship programme implemented in Government/Aided schools, where individuals can support the education of a girl child in India.

The current case study will **focus** on the **Nanhi Kali programme** to identify some of the best practices utilized in this programme and to derive key learnings.

Programme overview:

Project Nanhi Kali (which means a little bud in Hindi) was inceptioned by K. C. Mahindra Education Trust in 1996. The programme helps economically and socially marginalised girl children to complete 10 years of quality education. The Nanhi Kali project was initially piloted amongst the urban poor in Mumbai and Delhi. The initiative was welcomed and readily accepted by the stakeholders –parents, teachers and community. It had a positive impact on the enrolment and retention of girl children in public schools. Considering its positive impact, it was decided to take the project to scale and replicate it in the rural and tribal areas. Therefore, in 2005, KCMET entered into a partnership with Naandi Foundation to jointly manage the project. The scope of the Nanhi Kali project was broadened to assist marginalized and underprivileged girl children of not only urban poor but also rural and tribal families living in remote areas. By the end of the October 2010, the project has reached out to 60,788 underprivileged girls.

Type of support provided:

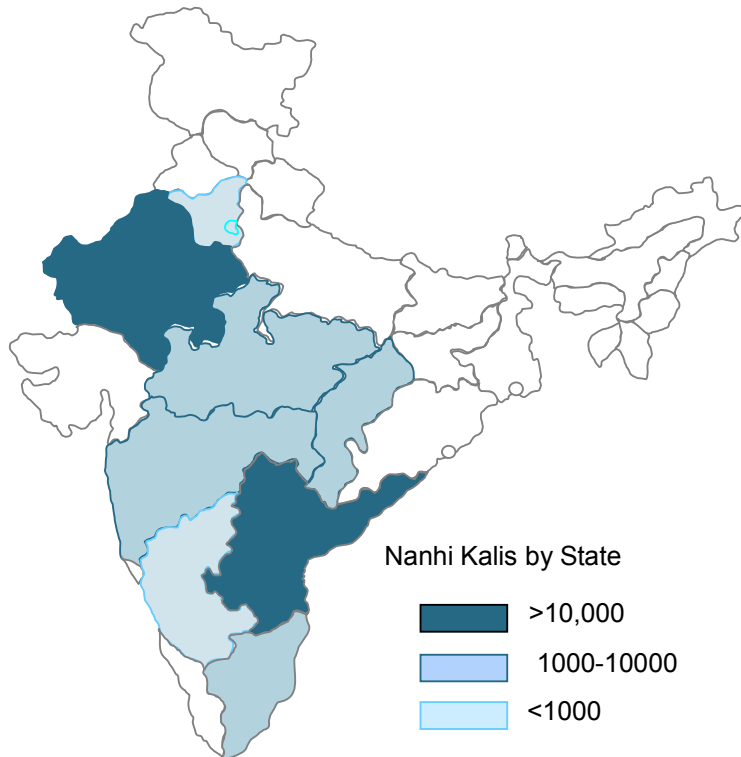
Material support is given to the Nanhi Kalis once every year in the form of a kit consisting of uniforms, school bag, shoes, socks, undergarments, notebooks, textbooks and stationery.

Academic support is extended throughout the year at Academic Support Centers (ASCs) two hours before or after school to ensure grade-specific learning competency amongst Nanhi Kalis.

Number of Nanhi Kalis as per different standards (Data as of Oct. 2010)

Standard	No of Nanhi Kalis	%
Nursery	223	0.37%
Special classes	30	0.05%
1 to 7CC	46642	77%
8 to 10	13,893	23%
Grand Total	60,788	100.00

Number of Nanhi Kalis in different states (Data as of October 2010)



State	No. of Nanhi Kalis
Andhra Pradesh	27,474
Chhattisgarh	4,782
Delhi	360
Haryana	151
Karnataka	103
Madhya Pradesh	7,672
Maharashtra	7,246
Rajasthan	10,500
Tamil Nadu	2,500
Total	60,788

Approach of the Programme:

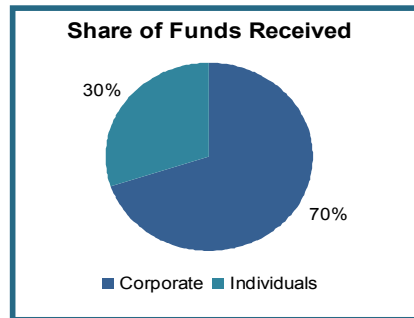


• **Funding source:**

- Corporate: Several Corporate partners sponsor large number of Nanhi Kalis. Some of the key sponsors are Capgemini, Hindustan Petroleum Corporation Limited, HDFC Bank, Johnson & Johnson and Mahindra & Mahindra.
- Individuals: Several individuals also provide donation by sponsoring the education of Nanhi Kalis.



An annual donation of Rs 1,800 is required to sponsor a Nanhi Kali studying in Class I to VII, whereas Rs 2,500 per year is required per Nanhi Kali studying in Class VIII to X. The period of sponsorship is for a year. However, donors have the option of sponsoring the education of as many Nanhi Kalis as they want for as many years as they wish to.



- **Donor engagement:** The programme ensures the donor is kept informed of the manner in which the donation is being spent. When the donor sponsors a Nanhi kali, a receipt and 80G certificate is sent. Within 60 days of receipt of the donation, a donor receives a profile of the sponsored Nanhi Kali giving details of her family members, living environment, name of school and a description of her hobbies and interests. Progress Reports, informing of the performance of the Nanhi Kali is sent every six months.

Challenges & Responses:

Challenge #1 Meeting the fund requirement

A project with such high expansion plans needs sufficient funds for the sustainability of the programme. A few corporate sponsors started their own charitable foundations and preferred to directly support their own initiative. The economic crisis also had an adverse effect on the corporate as well as individual sponsorship. It was a challenge to mobilize such large amount of donations to run the programme.

Response: The management took the following steps to overcome the challenge

- > Setup a dedicated fund raising team
- > Spread awareness of the programme by
 - ◆ organizing events
 - ◆ cause related marketing
 - ◆ media publicity



Challenge #2 Expansion of the programme to new areas

When the programme is launched in a new area and the sponsors back off after a certain time, it becomes a real challenge to sustain the programme in that area.

Response: It is made sure that there is a corporate sponsorship for this project for at least 3 years for the new location.

Challenge #3 Donor tracking and renewal process

Since many individual donors' contracts are for yearly sponsorship, after one year they forget to renew and hence another sponsor is to be searched for the Nanhi Kali. Since the number of individual donors is really large, it was also difficult to track each one of them

Response: The project used IT very effectively for donor tracking and servicing. To track such large number of individual donors an online portal was created where all the details of the donors and the current status of their sponsorship is mentioned. Automatic reminders are sent to the donors to renew the contract much before the contract is expired. This has significantly helped in the number of renewal contracts compared to early days. Donors are allotted unique login id which allows them to view their Nanhi Kali profiles and progress reports online. All these steps not only make communication with donors more timely but also cost effective.



The beneficiaries are identified in a well defined two step process.

1. Identify select locations where the programme will be run

- Identify states which are most deprived and where the literacy levels among females are low
- Partner with State Govt. who identify Govt. Schools in select districts for the programme to focus on

2. Select the beneficiaries in the selected area

Girls who

- > are enrolled in Government schools
- > are first generation learners



- > belong to economically and socially backward category
- > have siblings
- > are of single parents



Implementation partnership: The Nanhi Kali programme is implemented through 17 grassroot NGOs of which Naandi Foundation is the primary implementation partner.

Coordination with Naandi Foundation: There are clear roles and responsibilities defined for both the partners in this joint initiative. Creating awareness and raising funds is a joint responsibility of KCMET and Naandi Foundation. KCMET's other role is of donor servicing, while Naandi Foundation's role is to implement the programme. Mr. Anand Mahindra, MD of Mahindra & Mahindra group is a board member of both partners and this helps in better co-ordination. Members of both sides work closely for monitoring the overall progress of this initiative.

Implementation process:

The Nanhi Kali project encourages girls to attend schools by ensuring their holistic development through provision of material support in addition to academic support.

Material support consists of an education kit comprising of two sets of uniforms, undergarments, shoes, socks, school bag, stationery and notebooks which is ceremonially handed over to every individual Nanhi Kali at a colorful function. The function is attended by the parents and the larger community and cuts across all barriers of caste, age, gender. It also serves as a **platform to sensitize the community** on the importance of girl's education.

Academic support is provided in terms of an extra study class which is conducted either before or after the regular school hours. These classes help to bridge the gaps in learning achievements and enable children to reach their grade specific competency level.

Local communities involvement: These classes are conducted by community activists selected from within the community with the vision that they would be the local resource to act as friends and mentors to the children and at the same time stroking community interest



and proactive action for quality education. The Community Activists continuously engage with and counsel the family of the girls at the household level through community meetings, home visits etc. to ensure their continued support for the education of their daughters.

Teaching Strategy: The teaching strategy is based on cooperative and reflective learning where the focus is on enabling learning rather than on teaching. The class is divided into groups of 4 to 5 children as per their learning levels. The group dynamics that is created among them helps them receive academic and emotional support from each other that helps them persevere against any obstacles they face in school. Nanhi Kalis are also introduced the concept of library hour to inculcate the reading habit, expression through listening, speaking, stories, songs, poetry, drama, music, games, art work, reading and writing. This helps to promote joyful learning and unlock the child's imagination to express them self as freely as possible. The project ensures the all round personality development of the girl child through child centered extracurricular activities, competitions and cultural events.

Challenges & Responses:

Challenge #1 Lack of infrastructure

The programme coordinates with the state government to identify the beneficiaries in their state and to provide them a premise where the classes can be conducted. In most of the cases these places are highly remote places with very minimal connectivity to the outside world. This poses huge challenge in terms of co-ordination with the central team and for teachers to commute to the school.

Response: This is a challenge which was enormous and very difficult to control. To overcome these challenges one needs to have motivated individuals who could withstand these difficult situations. The NGOs associated with the programme primarily Naandi foundation have been able to mobilize volunteers with in the local community to serve as teachers. These volunteers are conversant with the local conditions. It is to the credit of these highly motivated teachers there are very minimal cases in which the classes are cancelled due to absence of the teachers.

Challenge #2 Co-ordinating actions of several NGOs

There are currently 17 NGOs who work for the Nanhi Kali programme and some times it becomes very difficult to co-ordinate with so many partners.

Response: The programme has well defined processes and procedures which all implementing NGOs are expected to follow. This reduces the chances of heterogeneity



among different locations. There are regular reviews to make sure that all the locations are progressing equally.

Challenge #3 Acceptance from the local community

Resistance for the programme in the local community with the parents not willing to send their girl children to the programme.

Response: The classes are conducted by community activists selected from within the community. The programme sensitized the community on the importance of girl child's education. Events are organized where in community members, especially women, participate actively. These serve as platforms to change mind sets and attitudes. Meetings are held where opinion leaders are invited to sensitize the community on gender issues, importance of women in the work force and the resultant benefits. Government officials are also invited to these meetings and they give information on the various government schemes which are relevant to the community. All these steps help in the awareness and acceptance of the programme.



Monitoring Mechanisms

Annual planning: An Annual Work plan for the Nanhi Kali programme is prepared which is approved by the trustees of KCMET and Naandi Foundation. The planned activities and their execution are regularly reviewed by the Trustee and Executive Director of KCMET and the CEO of Naandi Foundation.

Monitoring of the Nanhi Kalis: A Child Tracking Matrix is used to track each child's learning levels on a monthly basis. This helps the academic co-ordinator to concentrate on the areas which require improvement. The Nanhi Kali tutor visits the Nanhi Kali's home in case the child is absent for more than two days. This is instrumental in assuring the family that their child is being well taken care of. The progress of the Nanhi Kalis is tracked by KCMET trust on a monthly basis and necessary improvement areas are suggested to the implementing NGOs.

Donor reporting: Donors are provided with semi-annual reports on the progress of their sponsored child. This brings accountability to the tutors, who help in grooming the Nanhi Kalis.

Third Party Evaluation: To ensure objectivity and credibility a third party evaluation of the programme is conducted by Educational Initiatives. This is a professional body that periodically assesses learning achievement in Language and Mathematics. With 30% of children tested twice a year, the assessment provides insights into performance across grades and conceptual levels, across schools and different media of instruction. Financial audits are also conducted for Naandi Foundation and KCMET by third party.

Sustainability of the Programme and Future plans:

The programme is backed by one of India's largest conglomerates. Administrative expenditure is taken care of by the corporate, allowing 93 percent of the funds raised to be used solely for the cause.



In case a sponsor backs out then the KCMET bears the responsibility for continued funding of the Nanhi Kali. The programme does not require huge capital expenditure as it uses Government School and Panchayat premises for holding the classes.

The programme is widely acknowledged as a success and aims to reach higher scale by supporting 1 lakh Nanhi Kalis by 2011.

Achievement of the Programme:-

Geography Covered	No of beneficiaries
9 states	60,788 Nanhi kalis

	National Level		Girls covered under the Nanhi Kali programme
	Primary School	Secondary School	
Dropout rate among girl children	30%	70%	10%

Improvement in learning outcomes	Improvement in learning outcomes ranging from 40% in tribal Chhattisgarh to 78% in Mumbai slums with in a year
	27 Nanhi kalis were in board merit list in class 5, including one Nanhi Kali ranking second

Key Learnings from the Nanhi Kali programme:

Actions taken by the programme help in understanding the key issues that need to be tackled for successful implementation.

Actions Taken	Key Learnings
Identification of the area of intervention/involvement <ul style="list-style-type: none"> The Programme is aimed at improving the quality of education provided to under privileged girl children 	<ul style="list-style-type: none"> Clearly identify the area of intervention/involvement and the scope of work
Identification of beneficiary <ul style="list-style-type: none"> Demographic profile of the beneficiary chosen <ul style="list-style-type: none"> > Girl children > Location: Rural India <ul style="list-style-type: none"> ◆ States which are most deprived and where the literacy levels among females are low > Primary school and secondary school children (Class I to X) Type of school supported: Govt. school 	<ul style="list-style-type: none"> Identify who the beneficiaries are going to be
Funding requirement <ul style="list-style-type: none"> Financial backing by M&M group External funding received from corporate and 	<ul style="list-style-type: none"> Identify adequate sources of fund



<p>individuals</p> <ul style="list-style-type: none"> • Sound donor engagement model 	<ul style="list-style-type: none"> • Create right level of donor engagement
<p>Implementation Structure</p> <ul style="list-style-type: none"> • Dedicated team by KCMET to manage the programme • Local NGO partners to help in implementation • Local volunteers from the village identified to become teachers 	<ul style="list-style-type: none"> • Design appropriate team to run the initiative • Identify partners to help in the programme execution
<p>Stake Holder engagement</p> <ul style="list-style-type: none"> • Key Stake Holders <ul style="list-style-type: none"> > Government <ul style="list-style-type: none"> ◆ Education department > Community members <ul style="list-style-type: none"> ◆ Key opinion leaders: Panchayat members ◆ Volunteers who work as teachers ◆ Parents > School officials <ul style="list-style-type: none"> ◆ Teachers ◆ Head master > Girl children • Detailed stake holder engagement activities conducted throughout the programme execution 	<ul style="list-style-type: none"> • Identify key stake holders for the programme • Create stake holder engagement plan
<p>Monitoring and tracking</p> <ul style="list-style-type: none"> • Financial monitoring <ul style="list-style-type: none"> > Annual Plan > Donor Fund management system > Third party Audit • KPIs (Key performance indicators) for the programme <ul style="list-style-type: none"> > Improvement in learning of Nanhi Kalis > Performance of Nanhi Kali in common tests (Board exams) > Drop-out rates of Nanhi Kalis • Impact assessment of the programme by external agencies to identify gaps and positive outcome • Fund utilization report sent to donors • Performance report of Nanhi Kalis sent to donors. 	<ul style="list-style-type: none"> • Identify KPIs for the programme • Assess impact of the programme at regular intervals • Have mechanisms to measure / report progress and utilization of funds to the donors



Contribution of the programme towards RTE Objective

RTE Objective	Nanhi Kali Programme's contribution
Every child (6-14 years) to have free and compulsory education	Provides free academic and material support to more than 60,000 children across nine states
Special provision for children not admitted to or who have not completed elementary education	The academic assistance aims to bridge the gaps in learning achievements and enable children to reach their grade specific competency level
Improvement in quality of education provided to disadvantaged children	Supports the most deprived, socially backward, needy underprivileged girl children, financially and academically
Improve the overall quality of education	Extra study classes before/after the school hours to make the children more competent
Holistic development of the children by ensuring basic infrastructure is at place (library facility, play ground etc)	The programme ensures the all round personality development of the girl child through child centered extra-curricular activities, competitions and cultural events
To make sure the SMCs, 75% of members of which are parents, play key role to the development of the school	The programme sensitizes the community on the importance of child's education and encourages it to take ownership of the functioning of the school

Conclusion: Over the years, Nanhi Kali Programme, a joint initiative by KCMET and Naandi foundation, has been able to play a vital role in the upliftment in the education standard of the poor and deprived girls. The accountability for each rupee that is sponsored by the donors has been the key success mantra for the wide acceptance among corporates and individuals who contribute financially towards the programme. The stringent monitoring and tracking process has helped the programme to achieve such large scale in such small time duration. The real success of the programme lies in the performance of the Nanhi Kali's who have been academically performing outstandingly over the years. The programme is already contributing to a large extent in fulfilling the objective of RTE act, 2009. The vision of the programme to nurture 1 Lakh Nanhi Kalis by 2011 and 3 Lakh Nanhi Kalis within next 5 years is looking a distinct possibility than just a dream.



Case Study: “Satya Bharti School Program” of Bharti Foundation

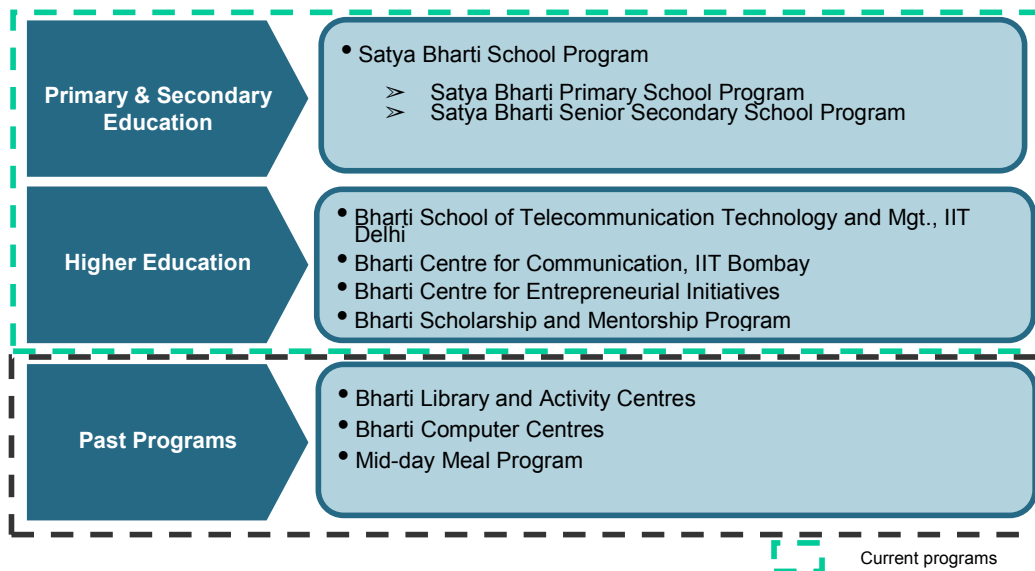
Organization Overview: Bharti Enterprises

Bharti Enterprises is one of India’s leading business groups with operations in over 21 countries across the globe. Founded in 1976, by Sunil Bharti Mittal, Bharti group has grown from being a manufacturer of bicycle parts to one of the largest and most respected business groups in India. With its entrepreneurial spirit and passion to undertake business projects that are transformational in nature, Bharti has created world-class businesses in telecom, financial services, retail, and foods.

CSR Initiatives: Bharti Enterprises believes in giving back to the society and there is strong belief in quality education being the most important tool for social and economic development in India. Thus, Bharti Foundation was set up in 2000 as the philanthropic wing of the Bharti Group of Companies.

Bharti Foundation: Bharti Foundation implements education programs in primary, secondary and technical education “to help underprivileged children and youth of our country realize their potential”.

Various programs of Bharti Foundation are mentioned in the following figure.



The primary school program aims to provide quality education as well as holistic development of underprivileged children in the rural parts of India. It is designed to empower students to explore, question, reason and communicate effectively. It also encourages them to connect with their community and stay rooted to their local culture. The senior school



program aims to train students in vocational skills as well to help them emerge as educated employable citizens and contribute to country's development. The Foundation reaches out to over 30,000 underprivileged children across India through its Satya Bharti School Program.

The current case study will focus on the **Satya Bharti School Program** to identify some key learnings from the programme.

Program overview:

Satya Bharti School Program, aims to provide free quality education to underprivileged children in rural India, with a special focus on the girl child. It aims to transform the children into educated, confident, responsible and self reliant citizens with a deep sense of commitment to the society. The goal is to establish 500 Primary and 50 Senior Secondary Schools, reaching out to over 200,000 children. Through this Bharti Foundation aims to create replicable and scalable models of quality school education.



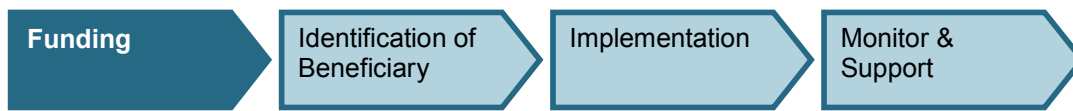
Features of a Satya Bharti Primary school	
Classes	<ul style="list-style-type: none">• Single sections• Class Pre-primary to Class V¹
Students	<ul style="list-style-type: none">• Pupil to Teacher Ratio of 1:35
Services provided free of cost	<ul style="list-style-type: none">• Education• Mid-Day Meal• Stationery, textbooks and note books• Uniforms
School infrastructure	<ul style="list-style-type: none">• Classroom (usage optimized in shifts)• Play equipment• Separate toilet for boys & girls
Curriculum	<ul style="list-style-type: none">• State board• Satya Bharti School teaching philosophy & methodology

Note: 1) In some schools classes are till VIII



Reach of Satya Bharti Primary School program (As of October 2010)

State	No of districts	No of schools	No of children	% of girls
Punjab	3	90	8727	43
Haryana	5	46	5766	45
Rajasthan	3	78	12062	51
U.P	2	12	2622	56
Tamil Nadu	1	10	898	49
Total	14	236	30025	48



• **Funding source:**

- Bharti Group: A large part of the funding comes from Bharti Group Companies and its employees.
- Corporate: Several Corporate partners support the program through sponsorship. . Some of the partners are Monsanto Fund, DLF Ltd., Deutsche Bank, UBS Securities etc. Sponsorship could include adoption of the schools itself. e.g. - FieldFresh Foods Pvt. Ltd has adopted two Satya Bharti Schools, Beetel Teletech Ltd has adopted a Satya Bharti School, Hambran, Ludhiana.
- Individuals: Individuals also support the program in numerous ways by sponsoring any one or more of activity as mentioned in the table below.

Type of support	Sponsorship amount in INR (Per child per annum)*
Mid-Day Meals	1200
Education for a child	6000
Teacher's training	4000 per teacher per annum

*As per estimates for FY 2009-10

Sponsorship by corporate and individuals are 100% utilized towards the functioning of the school. All administrative costs are being borne by Bharti Foundation.

- **Donor engagement:** Following measures are taken to ensure mutual trust between the donors and the foundation



- > Funds utilization report sent to donors on a semi annual basis. The report highlights
 - ◆ How the money is spent
 - ◆ Impact the support is making to the program
- > Donor partners are duly acknowledged on
 - ◆ “Partner Recognition Wall” on the schools.
 - ◆ Annual reports, brochures and website



The beneficiaries are identified in a well defined two step process.

1. Identify select locations where the program will be run

- Identify states which provide conducive environment to run the program.
- Select villages where the Foundation has been invited by communities/local Panchayats to set up schools and land is provided by them
- Partner with State Govt. that identifies select Govt. Schools for adoption or provides land¹ where the school can be built.

2. Select the beneficiaries in the selected area

- Under privileged children in the nearby area of the school
- Girl children are given first priority
- Children who belong to family of migrant labour, economically and socially backward category and first generation learners,

Note: 1) In most cases land is donated by either the panchayat or community members. In case of adopted primary schools (neemrana and amritsar) the school building has been handed over by the government

Challenges & Responses:

Challenge: Support from bureaucracy

During the initial days when the program started, the model and the strategy which the Foundation wanted to follow was clearly laid out. However, since government is one of the main stake holders in the project, it was imperative to win the confidence of the government officials. Since there was no success story for this model, the bureaucracy were apprehensive about the effectiveness of the program.



Response: The program followed the following strategy to overcome this challenge

- > The program built a pilot model which can be showcased to govt. officials.
 - ◆ Pilot project was started in North India, because of ease of administration (Head office of Bharti Foundation is in North India)
- > Once the program was successful in the pilot area, the project expanded in other areas to replicate the model.

Looking at this success, the bureaucratic officials who were apprehensive earlier were more than happy to welcome Satya Bharti School Program in their locality. After the initial struggle, the project now operates under the Pull Model in which it receives request from the state government to setup Satya Bharti Schools.



Phased Wise approach: The program is being implemented in two phases. Currently the program is in phase I which aims to set up 250 primary and 25 senior secondary schools..



Phase I		
	Target for Satya Bharti primary school	Target for Satya Bharti Sr. Secondary school
No. of school	250	25

Phase II		
	Target for Satya Bharti primary school	Target for Satya Bharti Sr. Secondary school
No. of school	500	50



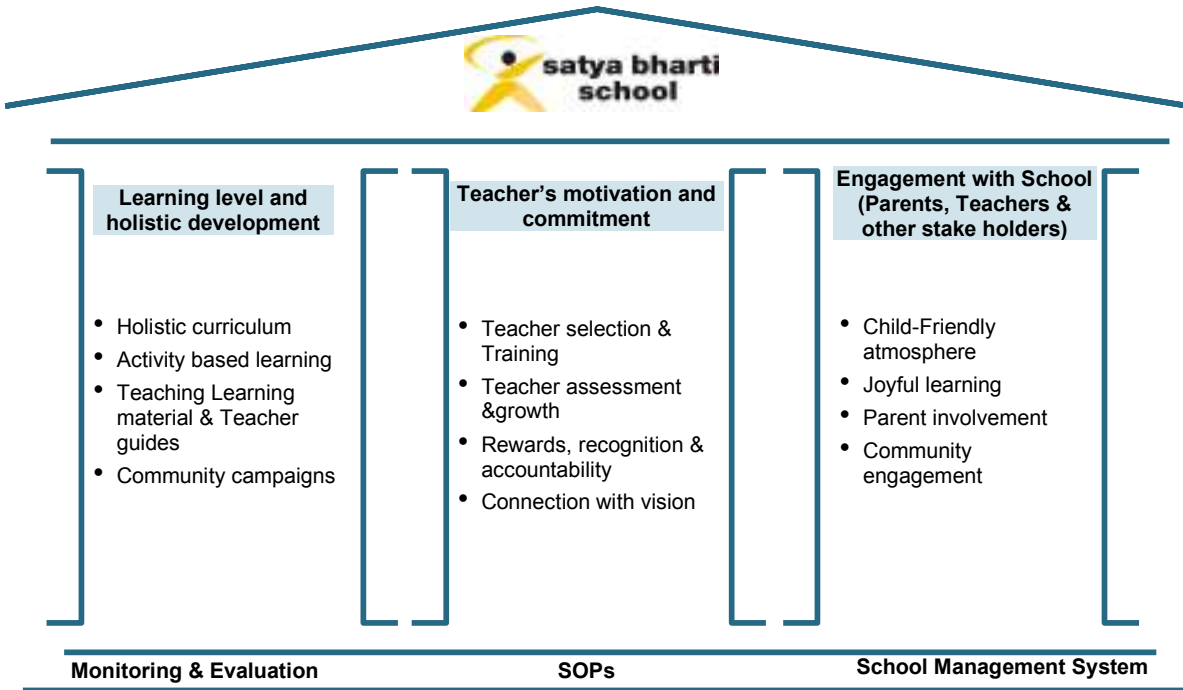
Implementation Models: The program operates in three different models as follows.

Implementation Model	Feature	No of schools as on Oct'10
Green Field Schools	<ul style="list-style-type: none">• Schools constructed and run by the Foundation• Land given by panchayat/ community members	187 schools in 5 states
Adoption of government schools	<ul style="list-style-type: none">• Government Primary Schools adopted and run by the Foundation• Foundation is responsible for end-to-end management of school• Partial financial support by government by extending existing govt. schemes like mid-day meal, free text books etc	49 schools in Rajasthan
P-P-P model	<ul style="list-style-type: none">• Schools run in Public-Private Partnership model with state governments• Govt. shares capital as well as operational expenses• Foundation is responsible for end-to-end management of school	1 Sr. secondary school in Punjab

Implementation Strategy:

The program's implementation strategy is based on the following three important pillars of education system.

- Learning levels and Holistic development
- Teacher's motivation and commitment
- Engagement with School (Parents, children, community and other stake holders)



Focus Area	Actions Taken
Age and class appropriate learning level and holistic development	<ul style="list-style-type: none"> Teaching philosophy based on enhancing learning through conceptual clarity and application based learning Academic and non-academic school calendar created to give exposure and learning opportunities to children
Increased Teacher's motivation and commitment	<ul style="list-style-type: none"> Recruitment process focused on required skills, personality parameters and passion for teaching Engagement initiatives to align them with organization's vision Robust training and re-training to ensure professional growth Reward and recognition policy to acknowledge performance Performance management system to ensure accountability
Engagement of Stakeholders with the	



School	
Engaging children	<ul style="list-style-type: none">• Schools equipped with computers, creative learning material, playground equipment, sports kit and library to create joyful experience• Colorful and vibrant buildings for a welcoming atmosphere• Separate toilets for boys and girls• Healthy and nutritious meals
Engaging Parents	<ul style="list-style-type: none">• Regular parent-teacher meetings for regular feedback• Regular home visits to encourage one-on-one interactions with the parents• Invitations to participate in school celebrations
Engaging community	<ul style="list-style-type: none">• Engagement campaigns like Community service drives• Community Volunteering programs to encourage community members to visit the school and provide exposure to children about local vocations, arts etc

Challenges & Responses:

Challenge: Recruitment of teachers, their training to ensure quality teaching

Satya Bharti Schools require quality teachers to ensure that consistent and innovative teaching methodologies are well implemented. Some of the challenges that the program faced are

- To identify quality teachers from these rural areas
- To provide necessary training to equip the teachers with right kind of skills
- To manage attrition of teachers

Response: The program has a well defined strategy to overcome this challenge

- The teacher recruitment is done both at local level as well as national level.
- Teacher recruitment process is continuously improved to ensure suitable teachers and decrease attrition.
 - Candidate is evaluated holistically at a overall personality level.
 - People displaying passion for education and children and commitment towards the cause are given preference.
 - Recruitment process includes written test, interview and mock presentation.



- Teacher recruitment rubrics are well defined and continuously improved.
- Performance Improvement plan for teachers
 - PIP (Performance Improvement plan) in place for teachers who have the potential to improve with focused intervention.
 - PIP measures performance of teachers according to predefined parameters.
- Career Progression plan for teachers
 - Well defined career progression plans for teachers and head teachers.
 - Teachers are encouraged to undertake professional courses for self improvement.
- Creating resource pool of teachers
 - Teachers are categorized on levels based on the performance level and potential shown.
 - These teachers are considered for promotion to head teachers.
- Managing attrition
 - The program plans well in advance for attrition of ~20% per year
 - Females are encouraged to join the program as teachers as the attrition for female teaches are less.
- Teacher's training
 - Large number of trainings are conducted for teachers to improve the teaching capabilities.
 - Peer learning program is conducted to facilitate collaborative learning among teachers.
 - Special training is provided to all pre primary teachers.

Teacher Trainings conducted (2009-10)		
Kind of training	Number of Days	Teachers Trained
Pedagogical Foundation	12	700
<i>Skill based training</i>		
Hindi Language	3	400
Mathematics	3	400
Early childhood development	3	200
Interactive audio program	2	156
Computer enabled Training	4	211
Leadership training	3	236



Other Challenges in the adopted Government schools: There are several other challenges that the program has successfully overcome.

Infrastructure related challenges:

- Poorly Maintained Government Buildings
- Dysfunctional Toilets: No separate toilets for girls
- Lack of Water
- No electricity

#Enrolment & Learning Levels Related Issues

- Poor learning levels of existing children
- Difference In teaching philosophy: Community perception issues

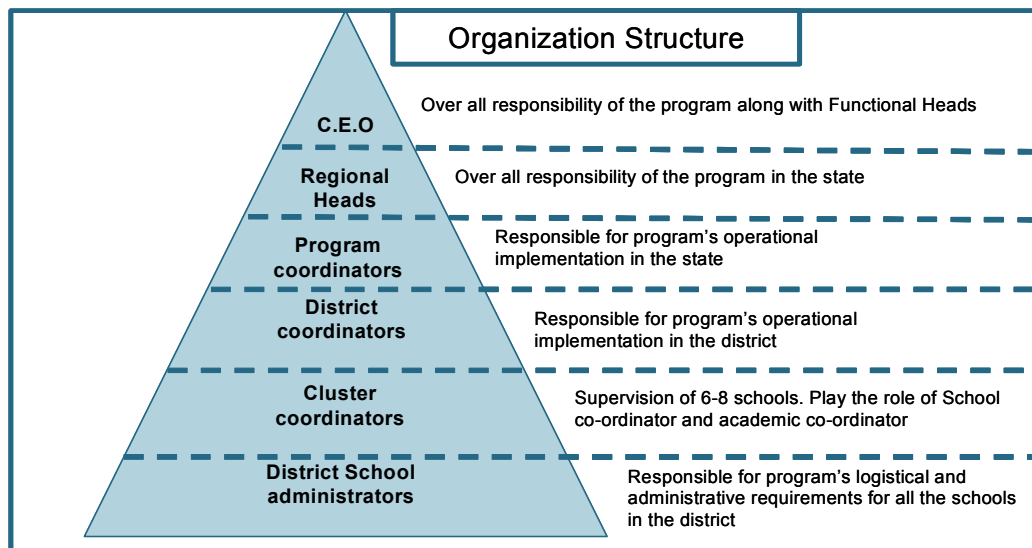
#Operational Issues

- Different pedagogic tools and calendar (report cards, sports calendar, holiday calendar)
- Poor Quality of mid-day meals; untrained mid-day meal vendors
- Regular Government interface; Multiple reports



Monitoring Mechanisms

Effective organization structure: The program has an effective organization structure in place for the implementation and monitoring of the program.





Empowerment of cluster-coordinator: The cluster co-coordinator is the one who directly oversees the functioning in his/her cluster. He/she is typically responsible for supervision of 6-8 schools and supports the head teachers in the over-all school management. The cluster co-coordinator also helps mentor teachers and also provides them academic and pedagogic support. Each district also has District school administrator to look at logistical and administrative duties for all the schools in the district. This ensures that the Cluster-coordinators and the teachers spend maximum time on child development.

Monthly Information System (MIS): A Monthly Information System is designed in accordance with the parameters which measure the achievements of the goals of the project on a monthly basis. Some of the key parameters that the MIS tracks include enrollment of children, drop-out rate, attendance, girl-boy ratio, learning levels, holistic development scores, teacher's attendance, teacher's quality based on assessment, pupil to teacher ratio, curriculum development score, parent –teacher meeting etc. These objective parameters are compiled at schools->clusters->district->state-national level to understand the actual effectiveness of the program at the ground level. This works as a road map for the management to decide and focus on required initiatives and also highlights the gaps that need immediate attention.

School Level Monitoring

School Report Card :The School Report Card has been introduced so as to get a qualitative feedback on the overall performance of the school as well as create a healthy competitive spirit amongst all schools. The parameters indicated in the School Report Card are mainly student, teacher, school program and community related aspects thereby covering the school's overall performance in a holistic manner. It takes into account student enrollment, dropouts, attendance, curriculum coverage on schedule, teacher attendance, community mobilization, regularity & quality of school program assessment, teacher assessment, teacher subject knowledge test, head teacher assessment, holistic development of students and parent's feedback. Each of the Schools are graded based on their performance in the given parameters. This enables a Cluster Coordinator to monitor the progress of a school and focus on aspects needing further improvement.

Student level monitoring (Student assessment system): This helps in continuous monitoring of the learning level of the child. This helps in identifying areas of improvement for the students and also helps to keep track of the learning level of children.



Teacher level monitoring: There are various ways in which the teachers are assessed to improve the teacher's performance

Assessment Tool/ mechanism	Assessment process
Teacher's subject knowledge test	<ul style="list-style-type: none"> Helps to strengthen the area of expertise and his/her performance level in areas of knowledge, skill and attitude Teachers tested in Maths, English and EVS Identifies training needs of teachers and facilitates such training
Teacher's observation report	<ul style="list-style-type: none"> Is a snapshot of a teacher's performance Captures details like organization and planning, creativity, student interaction etc. Is used as a tool to measure the teacher's effectiveness
Teacher base-line and end-line assessment of knowledge and skills	<ul style="list-style-type: none"> Conducted at start and end of academic year. Helps to identify the existing level and the improvement level

Financial Monitoring:

Various financial monitoring systems is in place to ensure transparency in financial transactions

Type of Monitoring	Process of monitoring
Annual Operating Plan	Defines planned activities for the year and corresponding monetary requirements
Oracle ERP	ERP system provides complete automation to all financial accounting
Statutory Compliance Checklist	Robust checklist to ensure compliance Quarterly certificate provided to trustees for review
Internal Audits	Quarterly audits by E&Y in all operational area
Donor Reporting	Half yearly and annual reporting highlighting fund utilization

Sustainability of the Program:

The program has been successful in equipping itself with systems and processes across organizational, programmatic and community levels to ensure the sustainability of the program.

The programme will serve as benchmark for others to replicate the model. Some of the critical aspects which help the program become sustainable are as mentioned below.



CSFs for Sustainability of the Program	Steps Taken
Replicability of the model	<ul style="list-style-type: none"> Each school is imbued with same set of values, ethos and well defined processes Low cost replicable model
Investment in people	<ul style="list-style-type: none"> Career progression plan in place for all the members Teams at grass-root are empowered and well equipped to impart quality education Program undertaken to create resource pool of teachers
Governance and Management	<ul style="list-style-type: none"> Stringent governance and monitoring process in place Makes it easy to scale up the model
Use of Technology	<ul style="list-style-type: none"> Use of technology for administrative and classroom interactions help in streamlining and consolidating school administration
Standardization of operating processes	<ul style="list-style-type: none"> SOP manual created to ensure consistency of operations and maintaining same quality standards across all schools
Engagement with various stake holder	<ul style="list-style-type: none"> Partnership with government in PPP model helps in long term sustenance of program Partnership with technical experts(curriculum, training etc) to institutionalize best practices Community engagement helps in bringing in ownership among the community
Financial sustainability	<ul style="list-style-type: none"> Continuous support from the promoters of Bharti Enterprises and other like minded organization to make Bharti foundation a financially sound organization

Achievement of the Program:-

Demographic profile of beneficiaries of the program as on 31 st March 2010							
States	No of schools	No of children	% of girls	SC/ST/OBC	No. of Teachers	Female Teachers	SC/ST/OBC Teachers
Punjab	90	8306	43%	77%	428	83%	27%
Haryana	46	6094	45%	67%	220	54%	47%
Rajasthan	78	11932	51%	77%	462	37%	71%
U.P	12	2596	52%	63%	80	49%	18%
Tamil Nadu	10	895	49%	100%	28	96%	89%
Total	236	29823	47%	74%	1218	59%	48%



Performance measures	Impact made
Improvement in learning outcomes	127 students (out of 1600 students in class V) scored over 90% marks in the examination
	Of these 127 students, 71 students were girls (56%)
Improvement Performance Levels of Adopted Government Schools	72% improvement in no of schools getting A or B grade in Quality Assurance Test by SSA conducted in 49 adopted schools in Rajasthan
Increase in enrollment level of Adopted Government Schools	24% improvement in enrollment of children in 49 adopted schools in Rajasthan

Other Impacts of the program:

- Positive impact on neighbouring government schools
- Invitation by state governments to set up schools
- Created a platform for sharing of best practices and established as a benchmark for quality education
- Positive impact on the community

Key Learnings from the “Satya Bharti School” program:

Actions taken by the program help in understanding the key issues that need to be tackled for successful implementation.

Actions Taken	Key Learnings
<p>Area of Intervention: Program aimed at providing free quality education to underprivileged children in rural India</p> <ul style="list-style-type: none"> • Identified four distinct models in which program would operate 	Clearly identify the area of intervention/involvement and the scope of work
<p>Funding requirement:</p> <ul style="list-style-type: none"> • Financial support by Bharti Group • External funding received from corporate and individuals • Right level of donor engagement model in place 	<ul style="list-style-type: none"> • Identify adequate sources of fund • Create right level of donor engagement plan
<p>Implementation Structure</p> <ul style="list-style-type: none"> • Dedicated team by Bharti Foundation to 	<ul style="list-style-type: none"> • Have a dedicated team with right



<p>manage the program</p> <ul style="list-style-type: none"> • Right level of organization structure • Teacher recruitment from local areas • Performance management system in place to ensure effective monitoring 	<p>organization structure to run the initiative</p> <ul style="list-style-type: none"> • Identify the partners to help in the program execution • Ensure mechanism to monitor the team's performance
<p>Implementation strategy</p> <ul style="list-style-type: none"> • Program strategy was well defined • Program objectives and measures that needed to be taken to achieve the objectives are properly laid out 	<ul style="list-style-type: none"> • Define the program strategy prior to the implementation • Clearly define the program's objectives and steps that needs to be taken to achieve them
<p>Monitoring and tracking</p> <ul style="list-style-type: none"> • Well defined monitoring mechanism in place <ul style="list-style-type: none"> ➢ Financial monitoring ➢ Performance assessment <ul style="list-style-type: none"> ◆ School ◆ Teachers ◆ Students • Clearly identified KPIs <ul style="list-style-type: none"> ➢ Enrollment of children, ➢ Drop-out rate ➢ Learning levels ➢ holistic development scores etc • KPI measurement through MIS on a monthly basis • Fund utilization report sent to donors 	<ul style="list-style-type: none"> • Identify KPIs for the program • Asses impact of the program at regular intervals • Ensure mechanisms to measure / report progress and utilization of funds to the donors
<p>Sustainability of the program</p> <ul style="list-style-type: none"> • Steps taken to ensure that all the Critical aspects of the program are well taken care of <ul style="list-style-type: none"> ➢ Ensuring replicability of the model ➢ Investment in people ➢ Governance and management ➢ Usage of Technology ➢ Stake holder engagement ➢ Standardization of processes 	<ul style="list-style-type: none"> • Identify the Critical Success Factors for the project • Ensure that sufficient measures are taken to take care of these critical factors



Contribution of the program towards RTE Objective

RTE Objective	Satya Bharti Program's contribution
Every child (6-14 years) to have free and compulsory education	<ul style="list-style-type: none"> Provides free academic and material support to nearly 30,000 children across five states
Special provision for children not admitted to or who have not completed elementary education	<ul style="list-style-type: none"> Remedial classes conducted to facilitate age-based learning Academic calendar is made to suit remedial requirements
Improvement in quality of education provided to disadvantaged children	<ul style="list-style-type: none"> ~76% of the beneficiary children belong to SC/ST/OBC candidates
Improve the overall quality of education	<ul style="list-style-type: none"> Activity based teaching and learning Focus on English language & Computer education with internet usage Innovative pedagogy of teaching
Holistic development of the children by ensuring basic infrastructure is at place (library facility, play ground etc)	<ul style="list-style-type: none"> Schools equipped with computers, creative learning material, playground equipment, sports kit and library to create joyful experience Colorful and vibrant buildings for a welcoming atmosphere
To make sure the SMCs, 75% of members of which are parents, play key role to the development of the school	<ul style="list-style-type: none"> SDMC is formed in all schools including Head master, teacher, Donor, students, parents, panchayat member, retired govt. officials
Pupil to teacher ratio should be less than 40:1 for primary school	<ul style="list-style-type: none"> Pupil to teacher ratio is 35:1 for Satya Bharti primary school
Improvement in quality of teachers	<ul style="list-style-type: none"> Teacher assessment and training program conducted through-out the year



Conclusion: The vision of Bharti Foundation is to help the under privileged children and young people in our country to reach their potential. Satya Bharti program is a significant step towards fulfilling this vision. The program is run in a very professional manner and has successfully adopted the best practices in several areas in school management. Bharti foundation has been able to showcase the replicability of this model by providing consistent quality education across 236 schools across India. This program serves as a roll model for other institutions to emulate.



Case Study: “Project Muskaan” by Jubilant Life Sciences Limited

Organization Overview:

Jubilant Life Sciences Limited (formerly Jubilant Organosys Ltd) is an integrated pharmaceutical and life sciences company. It is the largest Custom Research and Manufacturing Services (CRAMS) player and a leading Drug Discovery and Development Solution (DDDS) provider out of India.

CSR Initiatives: The CSR initiatives of the group are conceptualized and implemented by Jubilant Bhartia Foundation (JBF). JBF, a not for profit company under section 25 of the Companies Act, was founded in 2007. The foundation’s work includes various areas such as community development, health care, cultural & sports, environment preservation, vocational training, women empowerment and education. It’s activities are primarily conducted at locations where Jubilant has operational centers.

Jubilant believes that for long term and sustainable social interventions, it is the people who are best placed to help themselves. Jubilant sees for itself the role of a facilitator or a catalyst in this process. Keeping the above in view, Jubilant follows the following approach



Based on the above approach, the following three areas have been selected for social initiatives by Jubilant Bhartia Foundation.



Area of Intervention	Project Name	Project Objective/Details
Education	Muskaan	Supporting Government Rural Primary Education System
Healthcare	SwasthyaPrahari (Health Guards)	Community based Mother and Child Health (MCH) Programme > Train and create local talent pool to raise the awareness and the co-ordination with various service providers
	Nirog Bachpan(Disease Free Childhood)	School Health Programme > Nurturing the children by developing a system of preventive healthcare through proper monitoring of their health status in the "Muskaan" schools.
Livelihood	Vocational Training Program	Job oriented and entrepreneurship development programmes particularly helping women become self-reliant

Coverage of community services (Education, Basic Health and Livelihood Program)

S.No	Location	Villages	Population	Education	Health	Livelihood
1	Gajraula	32	98,072	32	32	32
2	Nanjangud	8	8,036	8	4	2
3	Nira	5	17,507	5	2	2
4	Samlaya	5	8,664	5	3	5
5	Kapasan	2	6,420	2	0	2
6	Roorkee	1	2,206	1	1	0
Grand Total		53	140905	53	42	43

The current case study will focus on the “**Project Muskaan**” which aims to strengthen government rural primary education system.

Project overview:

Primary education is the basic foundation on which a nation builds its future. Though, massive efforts have been made by the Government and the non Government sectors, coverage and quality of education, particularly in the rural Government primary schools, are still far from satisfactory. Jubilant is committed to contribute its bit in bringing improvements in this vital sector of education.



After discussion with all the stakeholders namely villagers, parents, school authorities, govt. officials and experts some visible problems and its root causes were identified.

Problem	Root cause
Children lacking proper attention	<ul style="list-style-type: none"> • Due to less number of teachers all the children are not being cared. • Teachers are engaged in various other work like census, election, survey etc • Illiterate & ignorant Parents. • Non-stimulating Social Environment.
High Dropout rate amongst Children	<ul style="list-style-type: none"> • Poverty/Economic Problems • Large family size, one cannot afford to send 3-4 children to school. • No immediate gain from education. • Discouraging School environment.
Discontinuation of education after Primary school	<ul style="list-style-type: none"> • Secondary level education far away from the villages • Large family size, one cannot afford to send 3-4 children to school. • Family circumstances.
High Absenteeism	<ul style="list-style-type: none"> • Lack of attention by Teachers. • No follow up system
Knowledge level of the children is poor	<ul style="list-style-type: none"> • Teachers are not able to complete the course • No proper attention on every child according to his/her level of understanding • Traditional method of teaching • Little use of teaching aids or any other method of



	learning
	<ul style="list-style-type: none">• No attention on General knowledge

Project Muskaan was conceptualized with the aim to eradicate some of these problems by resolving the root cause of the issue. The project has been named 'Muskaan', as it aims to bring smile on every child's face.

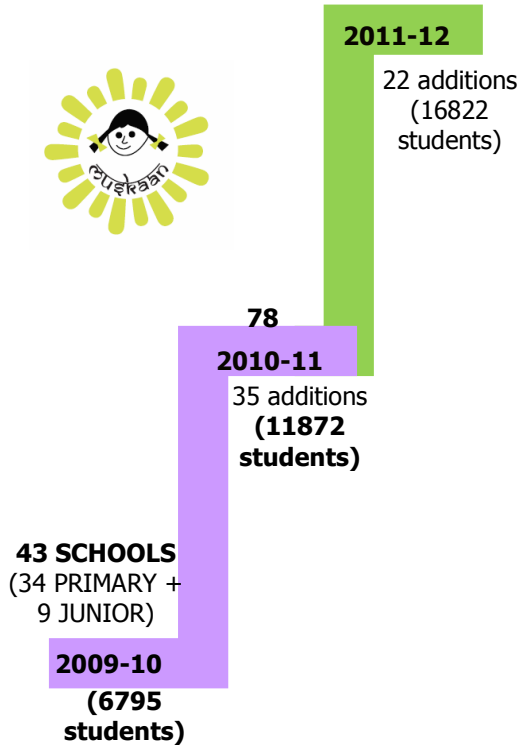
After detailed deliberations with social workers and experts in the field of education, Jubilant evolved a unique participatory approach to help bring improvements in Government Primary Schools in rural areas. The pilot project was launched at the Sultanther Government Primary School near Gajraula in Western U.P in July 2007 and has been extended to 78 schools since then. The foundation plans to extend project 'Muskaan' to 100 schools by 2012.

Objective of Project 'Muskaan': The objectives of the project are

- Improve infrastructure in the school
- Provide teaching aids/Library
- Improve the learning environment in the school
- Improve the quality of education imparted and motivate the students to take up higher studies
- Strengthen parents teacher association
- Improve educational system in rural areas with public private partnership
- Enhance educational Events
- Encourage talent



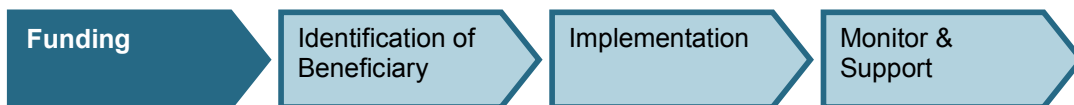
Number of schools covered in Project 'Muskaan'
100 SCHOOLS (planned)



S. No.	Location	Financial Year		
		2009-10	2010-11	2011-12 ¹
		No. of schools	No. of schools	No. of schools
1	Gajraula	25	43	65
2	Nanjangud	7	9	9
3	Nira	6	9	9
4	Samlaya	5	8	8
5	Bharuch	0	4	4
6	Kapasan	0	4	4
7	Roorkee	0	1	1
	TOTAL	43	78	100

Note: 1) Planned

Approach of the Programme:



- **Funding source:** The programme officials firmly believe that the community needs to take ownership in any kind of community development activity for sustainability of the programme. Hence the funding for the entire programme is being shared between the community and Jubilant Bhartia foundation. This sense of ownership among the community is one of the critical success factors of the project. Typically the required funding (other than administrative costs) is shared equally between the community and the foundation. The administrative cost is born by the foundation.
- The funding requirement for the programme is prepared as a part of Annual budget plan of Jubilant Bhartia Foundation and is approved by the board members of the foundation.



Challenges & Responses:

Challenge #1 Lack of support from community

The idea of sharing cost for the programme was not easily acceptable to the community members. They have been receiving support from other corporate and government institutions without making any financial investment. The project was suffering from time delay due to this non-cooperation.

Response: The programme co-coordinators made the community member realize the importance of the purpose (In this case school infrastructure repair, Teacher’s hiring). After that the JBF programme coordinators adopted the following strategy to overcome this challenge.

- Won the confidence of the community by sharing some of the work the have done in other parts of the country
- Initially focused on less capex intensive activities like Teacher’s hiring
 - Requires less amount per head (Rs 10 per month)
- As teacher recruitment started to show positive results, programme focused on capex requirements (School repair, boundary of school etc.)
- Showed lot of perseverance
 - Did not invest any money till community members were willing to do so



Type of schools supported: The foundation is committed to support the government's educational schemes to make quality primary education accessible to our community. Keeping the above objective in mind “Project Muskaan” was aimed to uplift the education standard of government rural primary schools.

#Location: All the social initiatives undertaken by JBF are in and around the manufacturing locations of the Jubilant Life Sciences Ltd. During the initial days of the project, the Sultanther Government Primary School near Gajraula in Western U.P. was selected as a pilot project to test the module developed .Once the pilot project was successful, JBF approached the state government to permit them to replicate the model in other schools.



Government acceptance: JBF has evolved a unique participatory approach to help bring improvements in Government Primary Schools in rural areas in which government is a primary stakeholder. Hence in order to gain government acceptance the programme runs only at government identified schools. These schools are called ‘Muskaan’ schools.

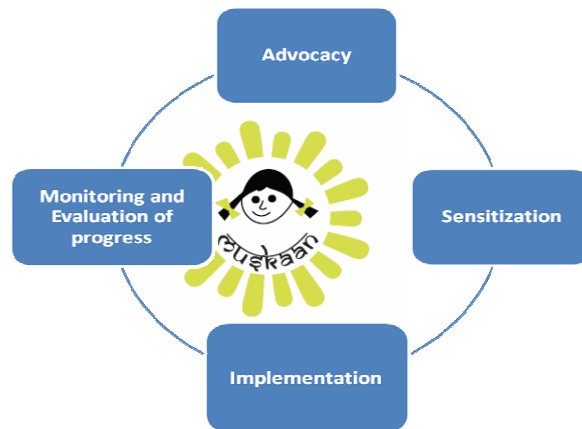


Implementation of project Muskaan:

End-to-End execution by JBF: Project ‘Muskaan’ is a unique way to strengthen the rural government primary education. The JBF takes the responsibility of the end-to-end delivery of the project. All the activities of the project are being executed by the foundation and its volunteers.

Implementation strategy: JBF has adopted a 4P model (Public-Private-People Partnership) to implement the programme. The basic objective is to gain the acceptance from all stakeholders viz. the villagers, teachers, students, Panchayati Raj Institution members, local authorities.

In order to achieve the above objective, a structured approach for implementation is adopted covering four stages



Phase I # Advocacy

The objectives of the project are deliberated in detail with the District Administration and Block Level Education Authority, to win their support and co-operation.

Phase II# Sensitization



With a view to obtain participation from all important stakeholders, training and workshops are conducted for Panchayati Raj Institution (PRI) members and the opinion leaders, who have considerable influence and enjoy a fair degree of trust in the community. Once they are convinced about objectives of the project, they discuss these with the parents and convince them for their participation in the project.



Phase III # Implementation

Implementation phase of the project involves a series of following key activities

- **Strengthening SDMC**

School Development and Monitoring Committee (SDMC), is required, to ensure representation of all stakeholders including parents. Capacity building of the SDMC is carried out through trainings/workshops. SDMC assists in developing vision for their school, gap analysis in the existing system and guide the school towards improvements.

- **Admission Drives**

Constant efforts are put in to ensure all the children in the community go to school. For motivating the parents to send their wards to the school, various innovative schemes are taken up including recognition and rewards.

- **Extracurricular Activities**

For improving the school environment, cleanliness and plantation drives are taken up involving students. Events like birthday celebrations, reading out important news, recognition of good work done etc are organised during the morning prayers. Annual study tours to civic services like working of the post office, bank, fire station, health centres etc are arranged, apart from culture and sport activities.

- **Teachers Training**



Trainings for teachers are arranged at regular intervals. Activity based teaching modes are encouraged through interesting teaching aids. This has brought improvement in the quality of teaching in the school.

Phase IV #Progress Monitoring

The progress is monitored on a monthly basis at the level of President CSR and on quarterly basis at the level of Director. Performance is judged against the targets set. In case of any shortfall, reasons for the same are analysed and corrective actions are put in place

Customization of approach based on local needs: Although project Muskaan lays down well defined processes to replicate the model else where, the programme takes into account of different needs across various locations. Based on the need in any particular location more focus is given to the area that requires extra attention.

Location wise focus as per local need				
	Location	Community Involvement	Infrastructure	Quality of education
1	Gajraula	√		√
2	Nanjangud		√	
3	Nira	√		√
4	Samlaya		√	√
5	Kapasan	√	√	√

Challenges & Responses:

#Challenge 1: Standardization of the Project Activities

In order to ensure that same quality standard is followed at all locations, the programme officials decided to have Standard Operating Procedures for various activities. It was a challenging task as the need based focus changes at different locations and also at some places teachers wanted to implement in their own way

Response: The programme officials took external help from the experts to resolve this issue. They Discussed with SVS an Audit agency of ISO to develop a manual and certify the same. The manual has been successfully used across different locations.



#Challenge 2: Building up JBF team

JBF is responsible for the end-to-end delivery of project Muskaan. There are no implementation partners. The project is operated in extreme rural and remote location. Hence the challenge was to identify and retain people with passion for Community work and build the team.

Response: Some of the steps taken by JBF to overcome this challenge are

- Preference given to local youth
- Organized initial and refresher trainings
- SOPs developed to ensure continuity



Monitoring Mechanisms

Involvement of senior management: All the social initiatives are implemented under the aegis of Jubilant Bhartia Foundation (JBF) and are guided by the Director of JBF. The Director is also responsible for supervising and overseeing the functioning of JBF. At the apex level, the overall performance social performance is reviewed on quarterly basis by Chief Managing Director and Co-Chief Managing Director of the Jubilant Bhartia Group.

Formation of teacher's core committee: At the ground level, teacher's core committee is formed which includes minimum 1 teacher from each Muskaan Project school. The committee meets on a monthly basis at one of the schools on a rotational basis or at the JBF office. The meeting is for the purpose of review of the progress of the schools.

Impact Measurement and Key performance indicators

Prior to the inception of the project, a baseline study was conducted on the parameters relevant for assessing the effectiveness of the Project 'Muskaan' undertaken by the company. These are monitored regularly during the tenure of the project to assess its progress.

On the assessment front of Project 'Muskaan', a set of Key Performance Indicators are designed under the key areas of Learning, Infrastructure and Quality of learning.



- These sets of indicators are filled in by the community development teams at the JBF's operational villages with the subsequent interactions with the Village Education Committee and the local villagers.
- This exercise not only helps JBF in identifying the gaps in the implementation but also help in recording the perceptions of the villagers about the ongoing initiative.
- Some of the key parameters for assessing the effectiveness of Project 'Muskaan' are absenteeism rate, dropout rate, frequency of SDMC meetings, attendance of the SDMC members during the meetings, cleanliness of the school, discipline in the school and parents' involvement in the day to day affairs of the school.

Here is the complete list of performance assessment parameters used to asses the progress of Project 'Muskaan'.

S.No.	Indicators	%age	
1	Community Involvement	30	
	VEC formed	Scale of 10	
	Monthly meeting of VEC	Scale of 10	
	% of attendance of members	Scale of 10	
2	Infrastructure	20	
	Separate classroom for each standard	Yes/No	
	Space for prayer	Yes/No	
	Toilet for student	Yes/No	
	Separate toilet for Boys/Girls	Yes/No	
	Separate toilet for teachers	Yes/No	
	Water in the Toilet	Yes/No	
	Boundary/fencing at school compound	Yes/No	
	Trees/garden in the school campus	Yes/No	
	Drinking water facility	Yes/No	
	Separate room for Mid day meal preparation	Yes/No	
	Hand pump/Water supply in school	Yes/No	
	Electricity connection in the school	Yes/No	
	Compost pit in the school	Yes/No	
	Dustbin in each class	Yes/No	



	Soak pit to stop water drainage	Yes/No	
	Drip irrigation in the garden	Yes/No	
	Dari/chair for children to sit	Yes/No	
	Wash basin for children	Yes/No	
	Mirror for children	Yes/No	
	Utensils to serve mid day meal	Yes/No	
3	Quality of learning	50	
	Attendance	20	
	<i>%age of school going children</i>	5	
	100%	5	
	80-99%	4	
	50-79%	3	
	Upto 50%	1	
	<i>Dropout rate(in %) during last year</i>	5	
	No dropout	5	
	0-1%	4	
	1.1-2%	3	
	2.1-3%	2	
	More than 3%	1	
	<i>Absenteeism</i>	10	
	Below 20%	10	
	21-30%	7	
	31-40%	5	
	41-50%	2	
	51-60%	1	
	Knowledge	30	
	<i>Mathematics</i>	15	
	Class	Tools	
	I	Counting of 1 to 10(through marbles)	
	II	Subtraction upto 10 (through marbles)	
	III	Addition/subtraction upto 10(on board)	
	IV	Questions on Multiplication upto 10 (on board) (If price of 1 pencil is Rs.3, then what is the price of 9 pencils?)	



	V	Questions on Division upto 10 (on board) (If 18 mangoes have to be divided amongst two brothers, how many mangoes will each brother have?)		
	<i>Language recognition(Mother tongue)</i>		15	
	Class	Tools		
	I	Reading and writing two letter words		
	II	Reading small sentences		
	III	Paragraph reading		
	IV	Picture reading		
	V	Extempore(on relevant subject)		

Sustainability of the Project and Future plans

The project aims to build a sustainable model in which the community will take the ownership of the school management in the future years.

Village Education Committee (VEC) which is an essential part of the management of the school is restructured to include all the stake holders including parents of the children and JBF members to act as a guiding force. Gradually the village members are expected to manage the VEC on their own.

Financial sustainability: The project is aimed at making the model financially sustainable over the years. Keeping this objective in mind the project makes sure that any capacity building exercise for the project (e.g. teacher's recruitment, infrastructure improvement etc) are funded by the community along with the JBF. Community shares 50% of the cost.

Community ownership: The project is successful because it has been able to gather the community support in various activities. The long term objective is to strengthen the community ownership in the project rather than JBF doing it for the longer time period.

Future Plans: The project aims to have 100 Muskaan schools by 2012 and there after plans to replicate the model beyond company's plant locations.

Challenges & Responses:

#Challenge 1: To ensure high involvement of all stake holders for sustainability of the programme



Initially there was close monitoring, close follow-ups and involvement to establish the system. The challenge was to make sure the involvement of the JBF is reduced over a period of time without compromising on the quality of the programme

Response: The project developed Local Field Animators to take the project forward. They typically belong to the same place and have the passion to carry out volunteer work for the community. Through various activities the project has been able to improve community involvement to increase their participation and ownership in the project. The success of the project also ensured that Govt. took necessary steps to increase teacher's appointment to reduce the cost for the community.

Some of the ways in which the project has been able to garner community support is mentioned below.

Stakeholder	Type of Engagement	Result
Parents	<ul style="list-style-type: none"> ▪ Creating awareness about the importance of their role in the school management ▪ Making them realize the exact problems in the village school for which their children are suffering ▪ Brainstorming with them to help them come up with suggestions to improve the village education system ▪ Making them realize that to implement the suggestions they should take ownership and share the costs associated with it ▪ Felicitation and Recognition to parents who are more proactive in improving the functioning of the school 	<ul style="list-style-type: none"> ▪ VEC (Village Education Committee) was restructured to include parents ▪ Parents identified the root cause of the problem as lack of teachers and suggested to recruit more teachers ▪ Sense of ownership was developed among parents and they became an integral part of the functioning of the school ▪ The cost of additional teachers and infrastructure development of the school is shared equally between parents and JBF
Teachers	<ul style="list-style-type: none"> ▪ Conducted meeting of parents and teachers to make the teachers realize their importance and their vital role ▪ Reward and felicitation of best 	<ul style="list-style-type: none"> ▪ Teachers became more responsible and accountable to the VEC and the community ▪ Teachers felt well respected for



	<p>teachers in Muskaan schools by DM</p> <ul style="list-style-type: none"> ▪ Annual Teachers training programme for all the teachers of Muskaan Project school ▪ Joint annual workshop for VEC members and Teachers Core committee 	<p>their job and contributed majorly to the success of the project</p>
Community members	<ul style="list-style-type: none"> ▪ Inviting them to be a part of discussion on the improvement of the school ▪ Inviting them to all school functions ▪ Some senior citizens were invited to the school for moral story telling and are felicitated in the school function 	<ul style="list-style-type: none"> ▪ This helped unite the entire community to be a part of this project ▪ Community members volunteered to contribute in some way of other to improve the village education system
PRIs	<ul style="list-style-type: none"> ▪ Work shop was conducted for PRIs to make them realize the importance of the project and the importance of their role 	<ul style="list-style-type: none"> ▪ PRIs played an important role in the VEC and drove some of the initiatives crucial for smooth functioning of the school
District/ Block level education authorities	<ul style="list-style-type: none"> ▪ The objectives of the project are deliberated in detail with the District Administration and Block Level Education Authority, to win their support and co-operation. ▪ Workshop conducted for them to update them about the progress and the impact of the project Muskaan 	<ul style="list-style-type: none"> ▪ MOC signed with District Education department for all Muskaan schools ▪ District Education departments have become formal authority to support the project coordinators
Village Pradhan/ Opinion Leaders	<ul style="list-style-type: none"> ▪ Explaining Muskaan Project to help them understand it's importance ▪ Creating awareness about the importance of their role in the village school management 	<ul style="list-style-type: none"> ▪ Entry point to build rapport with the community

Achievement of the Project:-

Following are some of the achievements made by Muskaan schools inline with the project's objectives.



Objective of Project 'Muskaan'	Results/Achievement of Project 'Muskaan'
To improve infrastructure in the school	<ul style="list-style-type: none"> All the Muskaan schools have basic infrastructure required for a joyful learning
To improve teaching aids/Library	<ul style="list-style-type: none"> All Muskaan schools are equipped with library Teachers are trained on teaching methodologies
To improve the learning environment in the school so that students feel interested to attend school thereby bringing down the dropout rates	<ul style="list-style-type: none"> Created better platform to encourage village children to come to school Children left Private schools to join these Govt. Schools Absenteeism decreased from 50% to as low as 25% in a years' time There has been no school drop-out during the project period
To improve the quality of education imparted and motivate the students to take up higher studies	<ul style="list-style-type: none"> Student to teacher ratio which was 60:1 at the time of project initiation has now come down to 43:1 Sultanther school was ranked Grade-A from Grade -C in the district
Developing models to strengthen parents teacher association and improve educational system in rural areas with public private partnership	<ul style="list-style-type: none"> VEC is restructured to include parents Annual Workshop is conducted for Parents Teacher's Association & Mothers teachers association" MOC signed with District Education department and special emphasis & interest of Block & District administration
To enhance educational events	<ul style="list-style-type: none"> Competitive events like inter school sports and art competitions are held every year



Key Learnings from the Project ‘Muskaan’:

Actions taken under the purview of the project help in understanding the key issues that need to be tackled for successful implementation.

Actions Taken	Key Learnings
<p>Area of Intervention: Project aimed at Strengthening Government Rural Primary Education System on a 4P (Public-Private-People Partnership) model</p>	<p>Clearly identify the area of intervention/involvement and the scope of work</p>
<p>Implementation Structure</p> <ul style="list-style-type: none"> • Dedicated team by JBF to implement the project • Teacher recruitment from local areas 	<ul style="list-style-type: none"> • Have a dedicated team with right organization structure to run the initiative • Identify the partners to help in the project execution
<p>Implementation strategy</p> <ul style="list-style-type: none"> • Project strategy was well defined • Project objectives and measures that needed to be taken to achieve the objectives are properly laid out 	<ul style="list-style-type: none"> • Define the project strategy prior to the implementation • Clearly define the project’s objectives and steps that needs to be taken to achieve them
<p>Stake Holder engagement</p> <ul style="list-style-type: none"> • Key stakeholders of the project <ul style="list-style-type: none"> ➤ Parents ➤ Teachers ➤ Community members ➤ District/ Block level education authorities ➤ PRIs ➤ Village Pradhan/Panchayat • Detailed stake holder engagement activities conducted throughout the project execution 	<ul style="list-style-type: none"> • Identify key stake holders for the project • Create stake holder engagement plan
<p>Monitoring and tracking</p> <ul style="list-style-type: none"> • Well defined monitoring mechanism in place • Clearly identified KPIs on three parameters <ul style="list-style-type: none"> ➤ Infrastructure 	<ul style="list-style-type: none"> • Identify KPIs for the project • Asses impact of the project at regular intervals



<ul style="list-style-type: none"> ➤ Quality of learning ➤ Community involvement • Involvement of senior management in monitoring process • Impact assessment conducted at regular intervals 	<ul style="list-style-type: none"> • Ensure senior management involvement in monitoring process
<p>Sustainability of the project</p> <ul style="list-style-type: none"> • Adequate steps taken to ensure community ownership of project • Financial burden shared with the community 	<ul style="list-style-type: none"> • Identify the CSFs for the project and take steps to take care of them • Ensure adequate community involvement in project execution

Contribution of the project towards RTE Objective

RTE Objective	Project Muskaan's contribution
Every child (6-14 years) to have free and compulsory education	<ul style="list-style-type: none"> ▪ Provides academic support to the children in 78 rural primary schools
Special provision for children not admitted to or who have not completed elementary education	<ul style="list-style-type: none"> ▪ Aims to bring back the children who have dropped out and provides academic assistance to them to become at par with their peers
Improvement in quality of education provided to disadvantaged children	<ul style="list-style-type: none"> ▪ Supports the deprived students in rural primary schools
Improve the overall quality of education	<ul style="list-style-type: none"> ▪ Project aims at capacity building exercise like additional teacher's recruitment, their training
Holistic development of the children by ensuring basic infrastructure is at place (library facility, play ground etc)	<ul style="list-style-type: none"> ▪ The project focuses on the School environment and infrastructure development to make school atmosphere conducive to learning ▪ Has set up library in every Muskaan schools
To make sure the SMCs, 75% of members of which are parents, play key	<ul style="list-style-type: none"> ▪ Ensures that VEC is restructured to include parents of the children studying in the

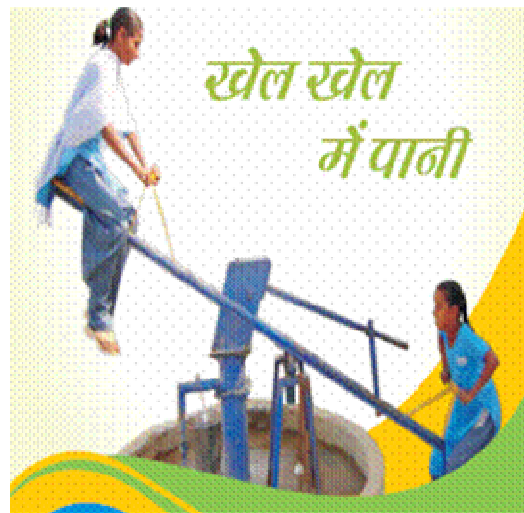
role to the development of the school	school
pupil to teacher ratio should be less than 40:1 for primary school	<ul style="list-style-type: none"> Project has been able to reduce the pupil to teacher ration from 60:1 to 43:1

Conclusion: Project ‘Muskaan’ truly justifies its name by bringing smiles to the 12,000 under privileged children of rural India. This uniqueness of this project lies in the way it has been able to garner community support and ownership. The project through its well defined processes and SOPs have been able to build a replicable and sustainable model which is a true lesson for others to emulate. Various innovations at the grass root level are the hall mark of the programme. Before the Right of Children to Free and Compulsory Education Act was notified, Project ‘Muskaan’ was on field for the last three years striving to support Govt.’s Primary Education initiatives. Since its inception in 2007, it has grown to cover nearly 80 schools and is continuing to scale it up further. ‘Muskaan’ Schools are truly the role models for other government rural primary schools in India.

Appendix:

Grass root innovation to help reduce drop out of girl children:

During regular interface with the community, school children and Village Education Committee (VEC) members it was observed that inadequate water facilities and lack of hygiene are one of the major impediments towards sustained continuance of girl child education. As she grows, the non-availability of water and poor toilet facilities hamper the attendance rate of girl child in the school.



The ‘Muskaan’ hand pump idea was conceptualised to eradicate the above mentioned issue. Muskaan’ hand pump is an innovative idea of lifting water to an overhead tank where no electricity is available, as in many schools in rural India. ‘Muskaan’ hand pump operates with the efforts of the children engaged in playing seesaw. This helps in providing running water to the toilets, keeping these clean and hygienic. Till date, Muskaan hand pumps have been installed in 35 rural Govt. primary schools across Gajraula, U.P.



Being cost-effective and eco-friendly it has earned applause by Block and District level Education authorities. It has also helped considerably in arresting the dropout rates of school girl children after standard III or IV.

Seeing its growing acceptance and appreciation by the school children and community , Jubilant plans to replicate this 'Muskaan' hand pump in other operational locations across India.



Case Study: “Project Shiksha” of Microsoft Corporation India Pvt. Ltd.

Organization Overview:

Microsoft Corporation India Private Limited is a subsidiary of Microsoft Corporation USA, and has had a presence in India since 1990. The key focus areas for the Company in India include market development through strategic partnerships and local alliances, e-governance, education, product localisation and developer community growth. Microsoft has been supporting and fueling the growth of the local IT industry through its partner enablement programs. Microsoft employs about 5500 people in six business units in India representing the complete Microsoft product lifecycle.

Microsoft Partners in Learning (PIL) Program:

This is a 10-year, almost USD 500 million global initiative aimed at improving teaching and learning. Since 2003, the programme has partnered with teachers, helping more than 8 million teachers and reaching more than 170 million students in 114 countries.

The current case study will focus on the **Project Shiksha**, which is a part of the “Partners in Learning” programme in India to identify some key learnings from the programme.

“**Project Shiksha**”, a part of Partners in Learning programme in India was launched in 2003. The project aims to accelerate computer literacy and professional development for teachers across government schools. The teachers are updated on how to integrate using computers in everyday classroom teaching through a tailored curriculum, which is available in the local language.

The key objectives of “Project Shiksha” are

- Help schools gain better access to technology
- Fosters innovative approaches to learning and teacher development
- Provide education leaders with the tools to envision and implement change

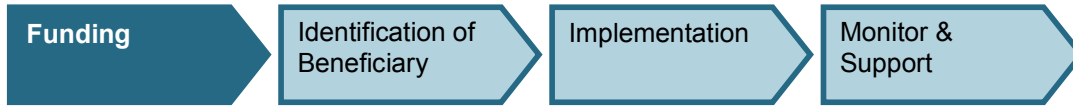
Reach of the programme

No. of Teachers trained	No. of children impacted	No. of state Govt. partners	No. of Shiksha Academy(IT academy)	No. of DIET ¹ s partnered
5,12,000	25 million	12	14	100

Note: 1) District Institutes for Education and Training



Approach of the Programme:



- **Funding source:** The funding for the entire initiative is born by Microsoft Corporation. Total investment commitment for the period 2003 -2013 is USD 25 Million and is subject to upward revision depending on the requirement. Nearly 20 Million USD was invested in the project so far.



The beneficiaries are identified in a well defined process.

1. Identify select locations where the programme will be run

- a. Identify states that are leaders in e-readiness
- b. Forge partnerships with government agencies/ educational institutes in those states
 - Government agencies
 - State Govt. to setup IT academy
 - DIETs to run Teacher training program for govt. teachers
 - Educational institutes
 - Jawahar Navodaya Vidyalaya Samiti / Kendriya Vidyalaya Sangathan/ Madarsas / other government schools

2. Selection of beneficiaries (Teachers): The beneficiaries are identified with the help of the partners (State government/DIET/ Educational institutes). The focus has always been class B and class C towns and teachers from the rural belt of India.





Type of assistance provided: Project Shiksha offered the following assistance.

- Capacity Building
 - Setup IT academy (Shiksha Academy)
 - Deploying and operating infrastructure along with equipments

Key Features of a Shiksha Academy (IT Academy)	
State-of-the art IT Lab	<ul style="list-style-type: none">• Latest hardware and software• At least 20 desktop PCs and a laptop
Excellent Training facility	<ul style="list-style-type: none">• Comprehensive IT curriculum• Well-trained staff for IT training
Quality Infrastructure	<ul style="list-style-type: none">• Two class rooms• One meeting room• Library and cafeteria• Power supply backup

- Providing Courseware and Training:
 - Classroom learning for teachers over 12 days
 - The courseware is the Teacher's training program for teachers which includes
 - ◆ Examples of how the technology tools can be implemented in the classroom.
 - ◆ Discussion of key theory and concepts.
 - ◆ Detailed steps to help the teacher master the technology skills.
 - ◆ Hands-on projects to challenge the understanding and reinforce each concept.
 - ◆ Teaching strategies to implement in the classroom.
 - ◆ Exploring Internet links to more information on the topic.
 - ◆ The course encompasses various aspects of computer literacy including Visual Presentation and Web creation tools, Digital Encyclopedia and Projects, Spreadsheets etc.
- Assessments and certifications for teachers



Implementation Strategy:

Implementation Models: The project operated in two models.

Model I	Model II
<ul style="list-style-type: none">• Set up of the infrastructure(IT Academy) for the State Governments for training teachers• Operates on a BOOT(build, own, operate, and transfer) model• World class facility equipped with a state-of-the-art IT lab• Teacher training program conducted by Microsoft• Trainers and training curriculum by Microsoft	<ul style="list-style-type: none">• Tie up with various state-run District Institutes for Education and Training (DIETs) and educational institutes• Uses the premise and infrastructure of the tie-up partner• Trainers and curriculum provided by Microsoft

Dedicated Team:

The project is being managed by a dedicated team of 86 members of the Public Sector division of Microsoft India. The team is spread across India to ensure delivery of the project to the last mile. Every state where the project is executed has field resource managers who are responsible for managing the programme in the state. Senior management is also involved by providing full support to the initiative by actively building mindshare and benefits of the programme to the society.

Partner Eco System: Along with partnering Govt. Institutes, Microsoft has forged partnership with leading training providers like Educomp and NIIT. These partners help in delivering training across several locations in India.

Reward and recognition for the Beneficiaries:

With a view to give recognition to teachers for using IT in their teaching techniques, Microsoft introduced the ***Innovative Teachers Leadership Awards (ITLA)*** in 2004 in India. Winning teachers get an opportunity to build global communities to practice and collaborate with colleagues from over 100 countries. It also enables them to access quality content developed by their peers, and challenge themselves to take their use of technology to the Tata Strategic Management Group



next level. Every year, teachers who exhibit the greatest innovation are selected by their respective countries as “Country Winners” in different categories, i.e. Community, Collaboration, and Content. National winners attend the Worldwide Innovative Teachers Forum where the best teachers from more than 60 countries compete to win the biggest global honor for teachers.

Impact: The programme is well received among the teaching fraternity in India and serves as a motivating factor to use technology in their teaching methodology. This year the programme received more than 27,000 entries from teachers around the country. 10 of them were selected to represent India in the global event at Capetown.

Challenges & Responses:

Challenge #1 To ensure the sustainability of the IT initiative in the schools

The project operates in different parts of the country where IT infrastructure is not always up to the mark. Ensuring the deployment and sustainability of the IT initiative in the schools in these areas is an enormous challenge.

Some of the key challenges that were faced during the programme execution are

- Less than 15% of the teachers were reasonably comfortable with computers
- Making the school realize the importance of IT and invest in IT
- Difficulty to impart direct training to all the teachers

Response: Microsoft adopted a self sustenance model to overcome this challenge.

- Training was provided to selected teachers (10%) in the schools at the Microsoft training centers
- Nearly 20% of the trained teachers were identified and groomed as Trainers
- The trainers were appropriately equipped to provide training to untrained and new teachers in the school
- The trainers also championed the cause of investing in IT in these schools

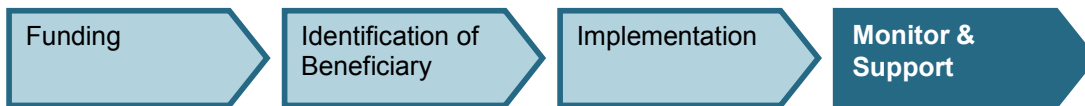
Challenge #2 Lack of acceptance from the teachers and students

During the initial phase the teachers as well as the students were not keen to use computers. This was more prevalent in remote areas where computer usage was also minimal. Internet was also not available. The challenge was to ensure that the teachers as well as the students appreciate the benefit of computer education.

Response: Microsoft took the following steps to overcome the challenge



- > Training provided as part of Project Shiksha to the interested teachers
- > The teachers were specially trained on innovative teaching methods to make the process interesting and joyful
 - e.g. Encouraging children to create ID cards and calendars with the help of computer to help them remove the fear of technology.
- > With the help of the head teachers, IT was made a compulsory subject
- > Encarta, a digital multimedia encyclopedia and other educational software were used extensively to reduce the dependency on the internet
- > Seeing the actual benefits the other teachers also enrolled for the training programme



Monitoring Mechanisms

The project has a well defined monitoring process in place. Every year an annual plan along with the budget is prepared, which sets the objectives and targets for the year. The annual target is based on the over all target to reach 1 Million teachers by 2013. Typically target for every year is to reach at least 1 Lakh teachers.

The progress of the project and the impact it has made is monitored at a regular basis. Some of the performance indicators used for the programme are:

- > Capacity to create lesson plans
- > Innovative use of IT tools
- > Number of Teachers participating in Innovative Teachers leadership awards

Field Teams are responsible for tracking and analyzing the performance indicators for each training center. The programme manager in the state analyzes the results at a state level.

Teacher assessment is done after the end of 12 day class room training to measure the effectiveness of the programme. Feedback forms are filled by the teachers to suggest improvements in the programme.

There is internal audit mechanism to keep track of financial disbursement for the project. Financial audit of the programme is also done by third party (E&Y) once in every three years.



Future Plans: The project aims to reach 1 Million teachers by 2013 across 25 states in India. In order to help in scaling up the operation, efforts are made to work with State govts. and organizations like NSDC (National Skill Development Corporation) on a P-P-P model to share the training costs.

Key Learnings from the “Project Shiksha”:

Actions taken by the programme help in understanding the key issues that need to be tackled for successful implementation.

Actions Taken	Key Learnings
<p>Area of Intervention:</p> <p>Project aims to accelerate computer literacy for teachers and students across government schools</p> <ul style="list-style-type: none"> ➤ Create right kind of Infrastructure ➤ Provide Teachers training 	<ul style="list-style-type: none"> • Clearly identify the area of intervention/involvement and the scope of work
<p>Implementation Structure</p> <ul style="list-style-type: none"> • Dedicated Public Sector team by Microsoft • Right level of organization structure • Sound partner eco system <ul style="list-style-type: none"> ➤ Partnership with govt. bodies and educational institutes ➤ NIIT and Educomp as training delivery partner 	<ul style="list-style-type: none"> • Have a dedicated team with right organization structure to run the initiative • Identify the partners to help in the programme execution
<p>Implementation strategy</p> <ul style="list-style-type: none"> • Program strategy was well defined <ul style="list-style-type: none"> ➤ Phase wise approach ➤ Two operating models to meet different objectives • Reward and recognition mechanism for the beneficiaries 	<ul style="list-style-type: none"> • Define the programme strategy prior to the implementation • Clearly define the programme's objectives and steps that needs to be taken to achieve them



Contribution of the Programme towards RTE Objective

RTE Objective	Project Shiksha's contribution
Promote innovations, researches, planning and capacity building	<ul style="list-style-type: none"> • Involvement in capacity building exercise (setting up of IT academies) • Promotes innovative use of IT to improve the quality of education
Improvement in quality of teachers	<ul style="list-style-type: none"> • Accelerates computer literacy for teachers, and the broader academic community • Provides a global sharing platform "Partners in Learning Network" to share best practices and collaborate with colleagues from over 100 countries • ITLA aims to build communities of skilled teachers
Develop and enforce standards for training of teachers	<ul style="list-style-type: none"> • Provides well certified and comprehensive training and curriculum for teachers
Improvement in quality of education provided to disadvantaged children	<ul style="list-style-type: none"> • Program operates in class B and class C towns and teachers from the rural belt of India • Empowering students in rural areas , through their teachers, to become the next generation of cutting edge professionals
Improve the overall quality of education	<ul style="list-style-type: none"> • Provides training to teachers which helps in improving the teaching quality • ITLA motivates teachers to use innovative teaching methodologies

Conclusion: In just a short span of time, Project Shiksha has achieved significant reach and result. This has only been possible due to the fact that apart from establishing IT academies, it has also tied up with various state-run DIETs, and other educational institutions which have helped spread the reach of the programme. In a matter of a few years, Shiksha has spread its wings to the farthest corners of the country helping to improve quality of teachers as well as quality of teaching.



Case Study: “Library for every rural schools project” by Infosys Foundation

Organization Overview:

Infosys Technologies Limited is a global leader in IT and consulting with revenues of US\$ 5.4 billion (as of Sep-10). Infosys has a global footprint with 63 offices and development centers in India, China, Australia, the Czech Republic, Poland, the UK, Canada and Japan. Infosys and its subsidiaries have 122,468 employees as on September 30, 2010.

CSR Initiatives: Infosys strives to cultivate a sustainable approach to conducting business. In its interactions with stakeholders within and beyond the sphere of business, it recognizes that it shoulders a larger responsibility. A spirit of responsibility - to the environment, civic systems, the governments in the regions where it works and contributes, and to the future of the generations to come.

Infosys Foundation: Keeping the above objectives in mind Infosys foundation was formed in 1996. Since its inception in 1996, the Infosys Foundation has worked to support the underprivileged in society and enrich their lives.

The Foundation began its work in Karnataka. It has gradually extended its activities to the states of Tamil Nadu, Andhra Pradesh, Maharashtra, Orissa and Punjab. It has successfully implemented projects in four key focus areas

- **Healthcare:** The Foundation is involved in constructing hospital wards, donating hi-tech equipment and organizing health camps. The Foundation also distributes medicines to economically-weaker sections in remote areas.
- **Rural development and social rehabilitation:** Whether it is organizing an annual mela that empowers destitute women or building orphanages that give children a better life, the Foundation's activities address the needs of society's most neglected.
- **Art and culture:** Preserving our rich heritage and honoring our artisans are some of the ways the Infosys Foundation contributes in this space.
- **Learning and education:** In a world where education has become the biggest differentiating factor, the Foundation offers an edge to deprived and rural students, through its activities.

Various programs under the Learning and education are as follows

- Library for every rural schools project



- Scholarship programme for the underprivileged children
- Infrastructure building of schools
- Education of slum children

The current case study will focus on the “**Library for every rural schools project**” to identify some key learnings from the programme.

Programme overview:

Indian education system does not provide enough opportunity for the young children to inculcate good reading habits. Especially for children in rural govt. schools, there is not enough reading material. Most of these schools can not afford to provide quality books which will excite children to start reading. Recognising this gap in the education system, Mrs. Sudha Murty, Chairperson, Infosys Foundation conceptualized the “Library for every rural school” project. Through the project Infosys foundation sets up libraries in the rural school. The library typically has around 200 to 2000 books. The books cover wide range of topics such as science, history, mathematics, general knowledge, computer education, grammar, literature, geography, vocational training and fiction. The programme operates in Karnataka, Tamil Nadu, Andhra Pradesh, Orissa and Kerala, In Karnataka alone more than 20 lakh books have been distributed. The project has so far setup more than 10,000 libraries in rural government schools.

Identification of beneficiaries

Identification of Locations: In order to work in the rural schools, understanding of the local culture and language is utmost critical. Hence, the programme started in the rural belt of Karnataka, as the foundation’s head office was in Bangalore and most of the members belonged to this state. This also allowed the foundation to effectively monitor and control the programme in the initial years. After the initial hurdles, as the programme became successful in Karnataka, the programme started to operate in other states such as Tamil Nadu, A.P, Orissa and Kerala. These states were primarily selected as Infosys had their offices at these states and had access to local administration people who belong to these states.

Identification of schools: The programme’s success also depended a lot on the teachers of the schools. Once the library was in place, the teachers needed to take responsibility to make sure that the library was effectively being used by the children. Hence one of the



critical factors that the foundation looked to identify schools was the teacher's friendliness and his commitment and belief in this project.

Implementation strategy

End-to-End responsibility by Infosys Foundation:

The project is entirely managed by Infosys Foundation. There are no partnerships with the NGOs or corporates or any government organisation. The foundation believes that working with other corporates and governments might only slow down the actual work. The end-to-end responsibility includes

- > Identifying the villages/ schools to support
- > Setting up the library for schools
- > Identifying the right kind of books for the library
- > Taking feedback from children and teachers
- > Monitoring the programme

Selection of Books for the Library:

The books for the libraries are carefully chosen by the foundation. The books are not necessarily text books only. These also included story books like Chandamama. The objective is to make the reading process more attractive and joyful for the children. It is also made sure that in every 4 to 5 years, the books in the libraries are replaced with more contemporary books.

Books on Computer Education: The programme has also taken steps to distribute books on computer education to children and teachers. Most books on computers were written by western writers for urban people. There was a need to simplify this to help children in villages to learn computer education. Hence a separate book was written to simplify the standard of computer education to the students in rural areas. The book was distributed under this project. The books were not only given to children but also to the teachers as well. The teachers were more than happy to use the simplified version of computer education in the class rooms. This book has been translated in Kannada, Hindi, Tamil, Telugu, Oriya and Malayalam.



Challenges & Responses:

Challenge #1 Initial hurdles for the programme

The programme initially faced a lot of problems in establishing the libraries and getting the results as desired. The support from the teachers were not as desired.

Response:

Walk the Talk Style of Leadership:

“Library for every rural school” was Mrs. Murty’s brainchild. Her passion for this project and commitment towards this noble cause made her travel to more than 800 villages (during the initial phase of the project) in the remote places in Karnataka to setup libraries in the schools. This helped to establish the connect with the teachers. This also had an inspiring effect on other members of the foundation. As the programme gained momentum, the district education department also started to request the foundation to setup libraries in their areas and provided necessary support.

Monitoring Mechanism

The programme currently has no plans to expand beyond the current locations. Since the programme is completely managed by the foundation, expanding beyond a limit would pose huge challenges in terms of effective monitoring. The programme focuses on these six states and has an effective monitoring mechanism in place. Regular teachers’ survey was done to monitor the results and impact of the programme. Feedback from children and teachers are taken to improve on the type of books that should be part of the library. In the schools, library utilization reports are also monitored. The report contains information regarding the books that are read most, least etc. There is also an annual review of the programme by the trustees of the foundation.

Key Learnings from the “Library for every rural school project”:

Actions taken by the programme help in understanding the key issues that need to be tackled for successful implementation.

Actions Taken	Key Learnings
<p>Area of Intervention:</p> <ul style="list-style-type: none">• Program aimed at capacity building exercise by setting up libraries	<ul style="list-style-type: none">• Clearly identify the area of intervention/involvement and the scope of work



<p>Implementation Structure</p> <ul style="list-style-type: none"> • Dedicated team by Infosys Foundation to implement the programme • Walk the Talk style of leadership to inspire the team • Made sure that administration is done by local people who understands the local culture and language 	<ul style="list-style-type: none"> • Have a dedicated team with right organization structure to run the initiative • Leader of the programme should set example for the team members
<p>Implementation strategy</p> <ul style="list-style-type: none"> • Program strategy was well defined • End-to-End implementation by the foundation • Consciously has limited reach to have effective monitoring and control over the initiative • No interference with the government 	<ul style="list-style-type: none"> • Define the programme strategy prior to the implementation • Clearly define the programme's objectives and steps that needs to be taken to achieve them

Contribution of the programme towards RTE Objective

RTE Objective	“Library for every rural school” project’s contribution
Basic necessary infrastructure for school meeting the minimum norms including a library	<ul style="list-style-type: none"> • Setup more than 10,000 libraries in rural villages across India
Improvement in quality of education provided to disadvantaged children	<ul style="list-style-type: none"> • Project is operated in the most remote and rural places for the underprivileged children
Improve the overall quality of education	<ul style="list-style-type: none"> • Libraries are setup to improve the reading habits of children and to help them gain more knowledge • Computer books in local languages are provided for children as well as teachers simplify the computer education
Ensure holistic development of the children	<ul style="list-style-type: none"> • Books from all topics such as science, history, mathematics, g.k., fiction etc are made available to students for holistic



	development of children
--	-------------------------

Conclusion: “Library for every rural school” project is a unique project aimed at creating a right infrastructure and environment for the children to inculcate reading habits. With the leadership of Mrs. Murty, the programme has positively impacted large number of children across the country. This has been possible with a lot of hard work and struggle for many years. As Mrs. Murty rightly put it, “One needs to be patient and show perseverance to make any social project successful. One should not expect miracle in a short time”



Summary of Key Learnings from Model I

Model I: Program Owner

In this model, corporate take end-to-end responsibilities of the project, starting from conceptualization, design, implementation and monitoring activities. There may be partners at different stages that help in implementation of this initiative, but the ownership lies in the helm of the corporate.

Based on the successful case studies mentioned above, there are some key aspects that one needs to take into account while replicating this model. The summary of all key learnings from model I initiatives are mentioned below.

Key activities	Details of Key activities
Identify the area of intervention/ involvement	<p>Clearly identify the area of involvement in one or more of the following areas</p> <ul style="list-style-type: none"> • Capacity Building (Training to Teachers, Building infrastructure for school etc) • Providing Training / Skill-Building (e.g.: Providing IT skill training) • Managing Institutions (e.g. Managing the entire school, Managing library of school etc.)
Identification of beneficiaries	<ul style="list-style-type: none"> • Demographic profile of beneficiaries <ul style="list-style-type: none"> ➤ Which location ➤ What kind of children <ul style="list-style-type: none"> ◆ Girl children or boy or both ◆ Slum children / orphans / back ward category ➤ Age of children (Primary school / secondary school children) • Type of school supported (Govt. / Private or both)
Funding requirement	<p>Source of Fund</p> <ul style="list-style-type: none"> • Only Internal or External fund required? • If external funding needed, what is the donor engagement model?
Building a dedicated Team for the implementation of this	<p>Finalize</p> <ul style="list-style-type: none"> • Organization structure



initiative	<ul style="list-style-type: none"> • Recruitment of key personnel • Local people/volunteer recruitment
Stake Holder engagement plan	<ul style="list-style-type: none"> • Identify key stake holders for the programme <ul style="list-style-type: none"> ➤ Government officials <ul style="list-style-type: none"> ◆ Key departments ◆ Right people to meet / discuss ➤ Community members <ul style="list-style-type: none"> ◆ Key opinion leaders ◆ Panchayat members ◆ Villagers ◆ Parents ➤ School officials <ul style="list-style-type: none"> ◆ Teachers ◆ Head master ➤ Students • How to win confidence and trust of key stake holders? • What are the mechanisms to engage the stake holders in a constructive way on a sustainable mode? • How do you avoid conflict among the stake holders?
Build detailed activity plan	<ul style="list-style-type: none"> • Ensure adequate mobilization of volunteers for the initiative • Planning of different stages of the programme • Resource mapping for the programme etc. • Community awareness activities planning
Monitoring and tracking	<ul style="list-style-type: none"> • Financial monitoring • Identify KPIs for the programme • Impact assessment of the programme • Internal mechanisms to measure / report utilization of funds to the donors • mechanisms / frequency of reporting to the donors involved • Mechanisms for taking feedback from donors



	<ul style="list-style-type: none">• Level of involvement of senior management in the monitoring process• How frequently the progress needs to be measured and reported?• Identification of the templates / tools to be used to record and report on initiatives
Ensure sustainability and replicability of the model	<ul style="list-style-type: none">• Financial sustainability• Defining and building SOPs• Training programme for stake holders



Potential role of corporates towards fulfilling the RTE objectives

Based on the learnings from the case studies, it can be derived that corporates who has or would like to have Model I as their CSR engagement model can contribute significantly towards meeting the RTE objectives. The table below highlights the potential role that a corporate can play in fulfilling the RTE objectives.

RTE Objective	Potential area of contribution from the corporate programmes
<ul style="list-style-type: none"> • Every child (6-14 years) to have free and compulsory education 	<ul style="list-style-type: none"> • Provide academic and material support to the underprivileged children
<ul style="list-style-type: none"> • Basic necessary infrastructure for schools meeting the minimum norms 	<ul style="list-style-type: none"> • Support in infrastructure creation <ul style="list-style-type: none"> ➤ Building schools ➤ Creating libraries ➤ School reconstruction/repair
<ul style="list-style-type: none"> • Improve the overall quality of education 	<ul style="list-style-type: none"> • Programs to offer extra study classes beyond the school hours to make the children more competent • Encourage use of innovative teaching methodology like Activity based teaching and learning • Helping integrate ICT into education system
<ul style="list-style-type: none"> • To make sure the SMCs, 75% of members of which are parents, play key role to the development of the school 	<ul style="list-style-type: none"> • Active community engagement <ul style="list-style-type: none"> ➤ spread awareness among parents ➤ involve community in the administration of the schools
<ul style="list-style-type: none"> • Improvement in quality of teachers 	<ul style="list-style-type: none"> • Conducting Teacher training programmes
<ul style="list-style-type: none"> • Develop standards for training of teachers 	<ul style="list-style-type: none"> • Providing certifications for teachers
<ul style="list-style-type: none"> • Promote innovations, researches, planning and capacity building in the state 	<ul style="list-style-type: none"> • Setup research labs/ academies to promote innovation



Case Studies: Model II (Fund Provider)

Corporate	Respective Foundation	Programme Name
HSBC	HSBC Global Education Trust	Future First Initiative
Corporate ¹	Programme Owner	Programme Name
MNCs, Indian companies	Pratham Foundation	"Read India"

Note: 1) These corporates support "Read India" initiative which is run by Pratham Foundation, a national level NGO. Case study on "Read India" will help to understand the type of involvement a corporate can have in this kind of model and also the type of initiatives corporate can support.



Case Study: “Future First Initiative” by HSBC

Organization Overview: HSBC

The HSBC Group in India is represented by several entities including The Hongkong and Shanghai Banking Corporation Limited which offers a full range of banking and financial services to its over 1.5 million customers in India through its 50 branches and 150 ATMs across 29 cities. HSBC is one of India’s leading financial services groups, with over 34,000 employees in its banking, investment banking and capital markets, asset management, insurance broking, two global IT development centres and six global resourcing operations in the country. The Bank is the founding and a principal member of the HSBC Group which, with over 8000 offices in 87 countries and territories and assets of US\$2,418 billion at 30 June 2010, is one of the world’s largest banking and financial services organisations.

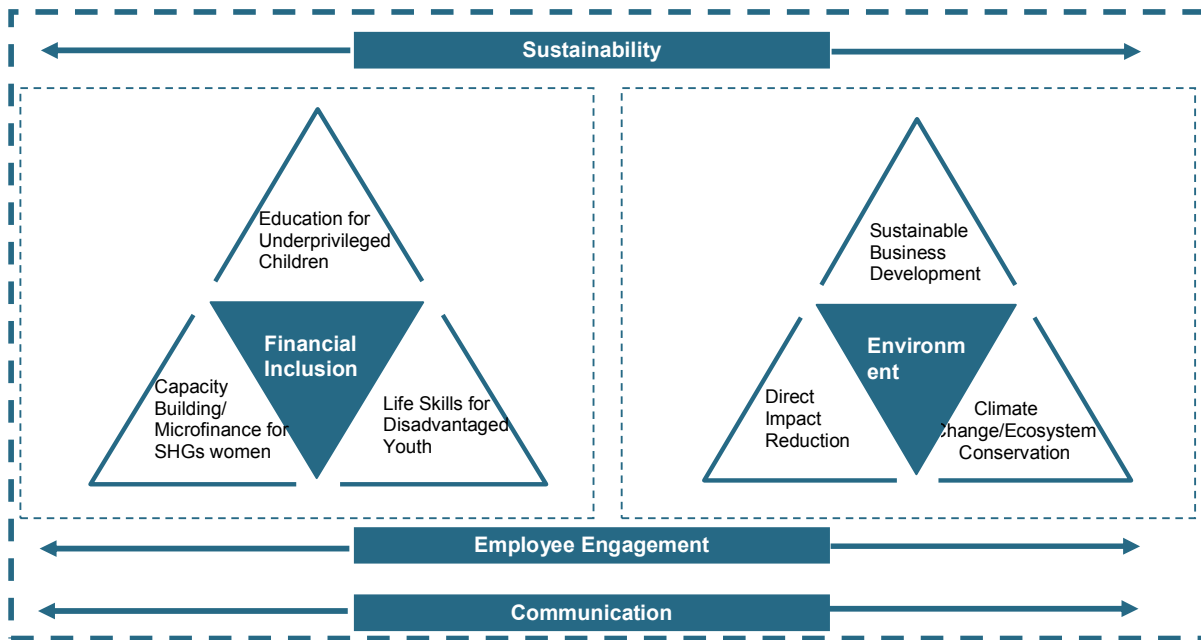
Corporate Sustainability at HSBC in India:

Investing in the community has always been an integral part of HSBC’s sustainability strategy. Globally, the themes ‘Education’ and ‘Environment’ have formed the two pillar themes of HSBC’s sustainability work. In India however, recognising the large number of people who live in poverty, HSBC goes beyond education to focus on financial inclusion – aiming to help poor communities to achieve economic independence, participate in the economy and gain access to formal financial services.

In India, the initiatives span across the country, collaborating with businesses, employees, not-for-profit organizations and customers across 29 cities. HSBC's corporate sustainability practice rests on the pillars of education, financial inclusion, environment sustainability and employee engagement with the ultimate goal being to achieve sustainability for business and build prosperous communities.

Financial inclusion initiatives are targeted towards the most economically marginalized and excluded communities living at the 'bottom of the pyramid' and environment initiatives support many pioneering programmes in the areas of habitat and biodiversity conservation, water harvesting and climate change. Employee engagement forms an integral part of all the Bank’s programmes and activities.

Approach of HSBC towards Corporate Sustainability



The current study will highlight one of the key initiatives of HSBC in the field of education named “FutureFirst” Initiative.

Future First Initiative: An Overview



The HSBC Group created **Future First** – a global programme for helping to provide education to street children, children in care and orphans with the following objectives:

- To make a lasting impact in the lives of street children, orphans and children in care globally, across countries where HSBC operates
- To bring together HSBC offices across its geography to support a common cause, that of educating underprivileged children

The aim was to create a programme that would be relevant across HSBC’s network of 86 countries.

Surviving life on the streets requires resilience, talent and enterprise, and children on the streets epitomise these characteristics. Access to education and the right opportunities would unleash their hidden potential and transform their lives for the better. Recognising this



opportunity, a global programme named **Future First** was conceptualised and launched across HSBC's geographical presence.

Future First is a US\$ 10 million global programme led by the Programme Secretariat of HSBC's Corporate Sustainability (CS) Team in Mumbai, India.

Two unique aspects the **Future First** programme, have contributed to its early success:

1. **Involvement of SOS Children's Villages:** SOS Children's Villages is a global orphan's charity with a presence in over 45 of the 86 countries where the Bank is present. This presents an opportunity for engagement on a global scale and thus, SOS Children's Villages came on board as a global partner for **Future First**. Over and above this engagement, HSBC collaborates with a diverse range of local charitable organisations in 49 participating countries that work directly with underprivileged street children.
2. **Participatory Structure:** This enables the programme to both global and local at the same time. While the cause has been adopted on a global scale; the programme is locally owned, managed and implemented. HSBC employees from around the world serve as Country Coordinators for **Future First** who identify and select the most worthy projects in their countries for support. They interact directly with local charitable organisations, bid for grants, following up after with oversight over the projects. The programme thus relies on local knowledge and expertise of its employees who act as local ambassadors and decision makers for the programme.

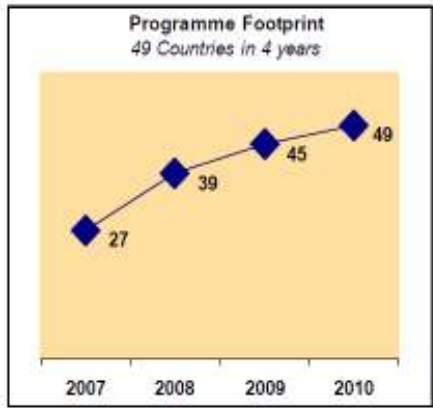
Global Reach of the Programme:

Future First has been successful in **uniting HSBC offices across the world** for a common cause. Within less than a year of running in 2007 itself, **Future First** had already grown to support projects in 29 countries. By the end of 2008, **Future First's footprint** further increased to 39 countries and today the programme has grown to support education projects in **49 of the 86 countries where HSBC has a presence**, thus making it the programme within the HSBC Group with the widest geographical spread.



Future First Programme Footprint

Asia Pacific (ASP)
13 countries: Bangladesh, China, Hong Kong, India, Indonesia, Kazakhstan, South Korea, Malaysia, Mauritius, Philippines, Sri Lanka, Thailand, Vietnam
Latin America (LAM)
14 countries: Argentina, Brazil, Chile, Colombia, Costa Rica, El Salvador, Honduras, Mexico, Nicaragua, Panamá, Paraguay, Perú, Uruguay, Venezuela.
Middle East and Africa (ME&A)
12 countries: Algeria, Jordan, Kuwait, Lebanon, Lesotho, Oman, Pakistan, Palestine, Saudi Arabia, South Africa, Swaziland, UAE
North America and Oceania (NA)
3 countries: Australia, Canada, USA
Europe (EU)
7 countries: Armenia, France, Greece, Poland, Spain, Turkey, UK



Future First Initiative in India:

Geographic coverage	No of children supported so far	No of NGOs supported currently	No of NGOs supported so far
17 Cities/towns	2,49,764	21	36

In India, HSBC has so far partnered with nearly 36 non-governmental organizations across the country that works with children from underprivileged communities. This support helps children go to school and learn in a joyful environment.

Identification of beneficiaries:

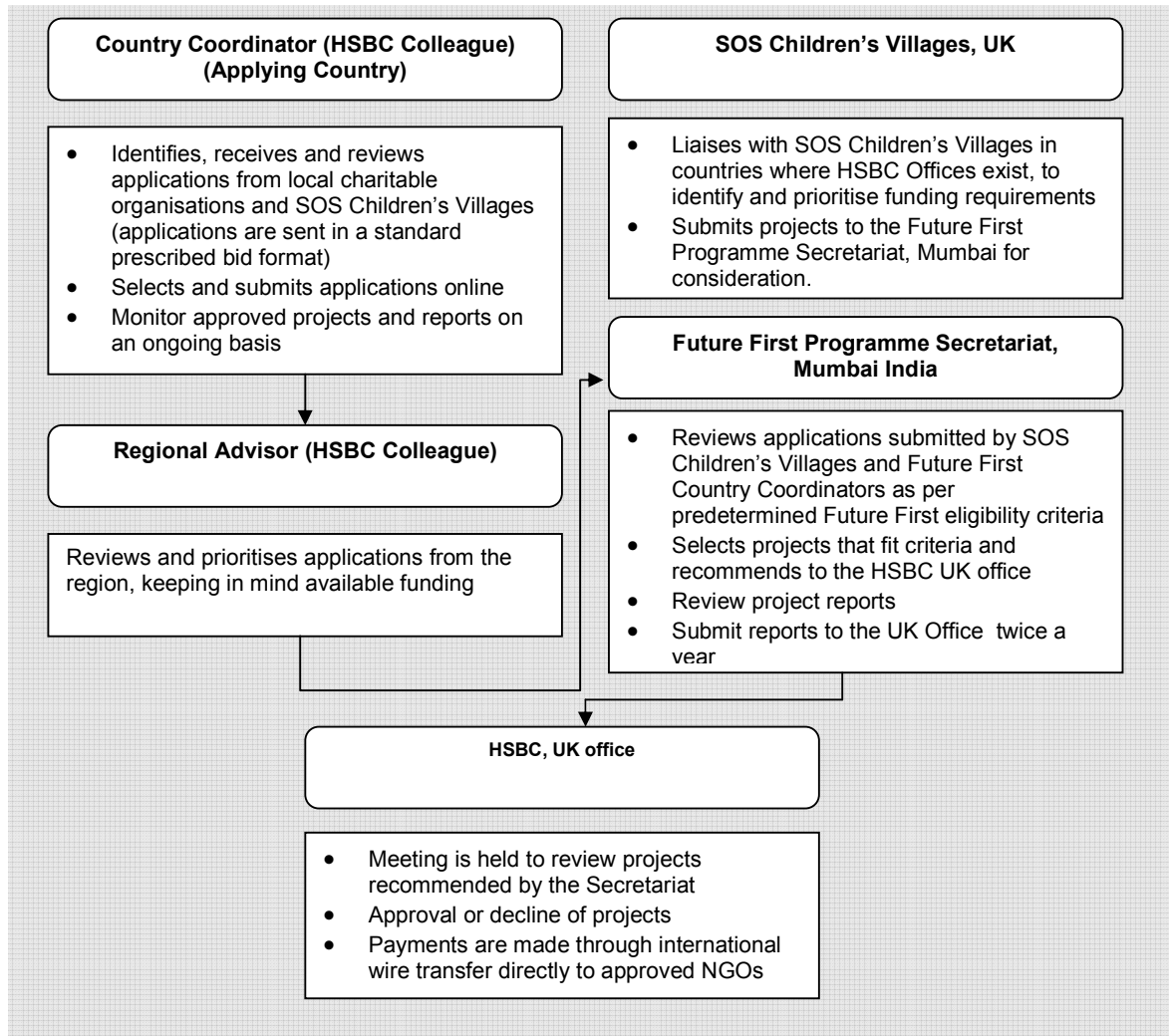
Future First projects are selected every year through a participatory **bidding process** that takes place through **'funding cycles'** scheduled two to three times a year. A sample bid form for an NGO can be referred to in Appendix 1. Every funding cycle follows the following process:

- The countries are divided into six regions, each with a Regional Advisor
- Each country has a designated country coordinator who looks after the programme locally

The federal structure so designed ensures that funds are allocated equivalently across regions.



Selection Process:





Programmes supported by Future First Initiative in India:

Some of the current programmes that HSBC is supporting are mentioned below.

S.No	Organisation Name	Location	Project Supported
1	Childlink India Foundation (Magic Bus)	Mumbai	Training of trainers of the National Sport for Development Programme for underprivileged children
2	MeJol	Thane, Chennai Hyderabad, Indore, Nagpur	Financial Literacy for children from Municipal Schools
3	Loreto Day School, Sealdah	Kolkata	Off to school programme for girls at risk
4	SOS Children's Villages	Delhi	Family Strengthening Programme
5	Shoshit Seva Sangh	Patna	Residential quality education for children of socially and economically excluded Mushars - formerly untouchable rat catching community in Patna
6	Doorstep School	Mumbai	Early Childhood education Programme and educational classes for underprivileged children
7	Apnalaya	Mumbai	Education sponsorship programme for rag picking, working and street children from Mankhurd slum
8	Butterflies	Delhi	Donated a bus - 'Mobile Education and Resource Centre' (MERC) - to provide computer and life skills education to street children across contact points in Delhi
9	Future Hope	Kolkata	Residential quality education for children for street children
10	IIMPACT	Gurgaon	Expansion of learning centres for educating out of school girls in rural India
11	SOS Children's Villages	Kochi	Supporting an SOS Family Strengthening Programme
12	SUPPORT	Mumbai	Vocational training for empowerment of older street boys graduating from school and the rehabilitation centre



Type of assistance to NGOs:

- **Financial:** The programme primarily supports the NGOs financially by providing funding for the NGOs initiatives. The financial support can range upto USD 25,000 per year upto 3 years.

Monitoring Mechanisms

Projects supported through Future First are monitored on a half-yearly basis, and NGOs are required to send in narrative and financial reports to Future First coordinators in their respective countries. Volunteering activities and frequent visits by employees and Future first coordinators aid in the monitoring process.

Details of a monitoring report: A typical quarterly monitoring report tracks projects across the following parameters

- No. of children supported through HSBC
- Activities conducted in the quarter
- Impact of the programme
- Future Plans of the programme
 - Future activities planned for children
 - Stake holder engagement plan
 - Fund raising activities
- Success stories
- Fund utilization report

Employee engagement:

The strength of the Future First initiative in India lie in the support that it has been able to garner through the employees of HSBC in India. Strong internal communications on the various programs by the corporate communications team has helped in active participation by the employees.

Some of the opportunities for employee engagement are highlighted below.

- **Suggestion of Ideas:** Employees suggest ideas to help the company undertake new initiatives in the field of education of underprivileged children.
- **Identification of programs to support:** Employees recommend various programmes that they are part of.
- **Implementation of the Future First initiatives:** Employees actively volunteer to support the partner NGO's activities.



- **Fund raising:** Employees can contribute on a monthly basis some part of their salary to support the CSR activities.
- **Monitor & Support:** Employees are involved in surprise visits and audits to monitor the actual progress on the ground.

Key Learnings from the Future First initiative:

Key program components of the FutureFirst initiative help in understanding the key issues that need to be tackled for successful implementation.

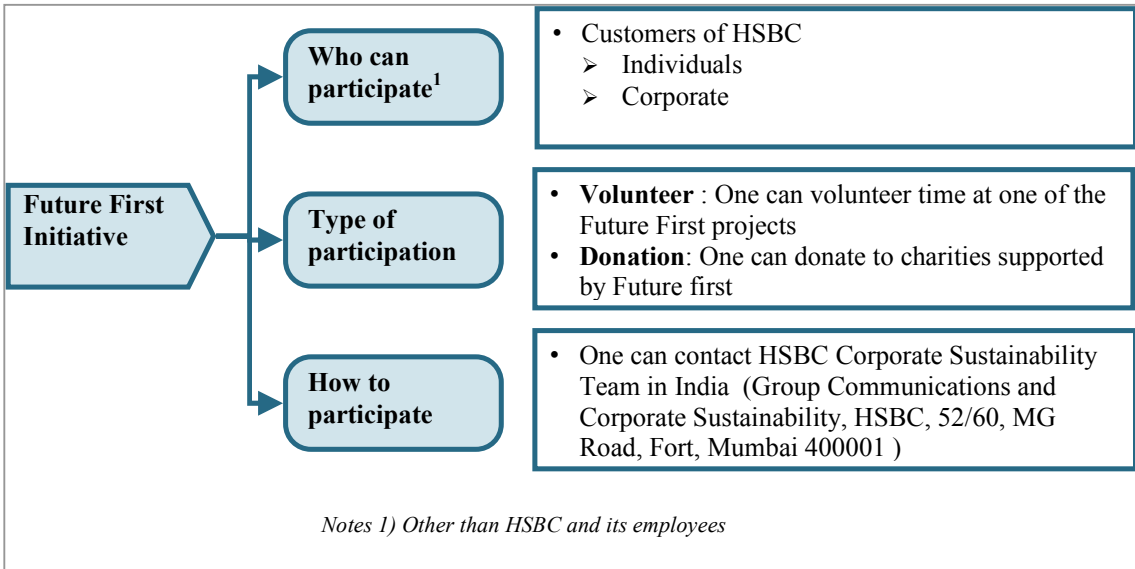
Key Program Components	Key Learnings
<ul style="list-style-type: none"> • Objective of the programme is to provide education and life skills to street children, orphans and underprivileged children 	<ul style="list-style-type: none"> • The programme’s objective and area of intervention should be clearly identified
<p>Identification of beneficiary:</p> <ul style="list-style-type: none"> • Demographic profile of beneficiaries <ul style="list-style-type: none"> ➢ Locations: All over India, preferably near the bank’s operational area ➢ What kind of children <ul style="list-style-type: none"> ▪ Street children / orphans / back ward category ➢ Primarily Primary school and secondary school children 	<ul style="list-style-type: none"> • The programme should identify who the beneficiaries are going to be
<p>Identification of projects to support:</p> <ul style="list-style-type: none"> • Short list select initiatives based on rigorous process <ul style="list-style-type: none"> ➢ NGOs send bid forms ➢ Evaluation of bid forms ➢ Reference checks ➢ Field visits 	<ul style="list-style-type: none"> • Project selection criteria should be clearly defined
<p>Implementation structure:</p> <ul style="list-style-type: none"> • Dedicated team to manage Future First activities in India 	<ul style="list-style-type: none"> • Building an appropriate Team for managing the initiative
<p>Stakeholder engagement plan:</p> <ul style="list-style-type: none"> • Key stake holders in this initiative <ul style="list-style-type: none"> ➢ Senior management Team ➢ NGO/ Program owner’s Management Team ➢ Employees ➢ Third party partners for audit/ monitoring • Detailed employee engagement plan 	<ul style="list-style-type: none"> • Stake holder engagement plan should be clearly defined through out the programme execution



<p>Monitoring and Tracking:</p> <ul style="list-style-type: none"> • Quarterly review of projects in India and half yearly review done for Future First initiative at a global level • Monitoring by employees • Financial audit of the programme 	<ul style="list-style-type: none"> • Ensure a detailed monitoring mechanism for the programs that are supported
---	--

Opportunities for engagement:

Future First also encourages bank customers to participate in programmes in the following manner:



Contribution of the programme towards RTE Objective

RTE Objective	Future First Initiative's contribution
Special provision for children not admitted to or who have not completed elementary education	Provides education to street children, orphans and children who have dropped out from schools
Improvement in quality of education provided to disadvantaged children	Supports NGO programmes that work for the education of underprivileged children
Improve the overall quality of education by improving the curriculum, standard of teachers etc.	Provides direct education support in the form of <ul style="list-style-type: none"> • Scholarships • Adoption of community education centers • Sponsoring infrastructure improvement of schools • Teacher training workshops



Conclusion: In four years, Future First has come a long way, having extended its reach to 49 of the Group's 87 countries, and impacted almost half a million underprivileged children. The programme has won the confidence of colleagues and communities around the world. The Indian chapter has been able to support nearly 2.5 Lakh underprivileged children. Future First has helped increase employee engagement in the community. The project has brought employees together to collectively contribute a cause that they feel passionate about. The programme supports diverse activities covering the entire gamut in providing quality education to the poorest of the poor children. Future First has become a bridge between HSBC and the community and has been able to build lasting relationships at the community level.

Appendix:

1) **Sample Bid Form:** A typical Bid form for any NGO is mentioned below.



Future First Bid Form

- Instructions:**
- Please read the **Future First Application Guidelines** before filling in this form.
 - You must COMPLETE ALL SECTIONS of this form to enable us to consider your application.
 - Please do not exceed the specified word limits in Part Three of the form (project description)

1. PART ONE – ABOUT YOUR ORGANISATION

Grant For: *(please check the relevant box)* **Funding Cycle:** 1 2 3 **Year:**

- SOS Children's Villages
- Other Local Charitable Organisation

1.1 Name of your organization: _____

1.2 Organisation Contact Details:

Person	
Telephone	



Email	
Full Address	
Website	

1.3 NGO/Charity Registration Details:

Date of establishment	(dd/mm/yyyy)
Year of Registration	

1.4 Organisation/SOS Village Background

Number of years your organization has been working with disadvantaged children:
Number of child beneficiaries:
Geographical coverage of current projects:
Background and Aims (not more than 250 words):

1.5 Please provide the following information on your last financial year:

Year	Income	Expenditure	Uncommitted reserves *

* Uncommitted Reserves are the resources your organisation has, or can make available to spend for any or all of its purposes once it has met its commitments and covered its other planned expenditure.

1.6 Implementing Partner Checklist (please tick relevant box)

<input type="checkbox"/>	Is your organization registered with competent local government authority?
<input type="checkbox"/>	Is your organisation allowed to accept foreign funds and has it obtained the necessary registration for the same with competent local government authority?
<input type="checkbox"/>	Has your organisation prepared annual reports for the last two years?
<input type="checkbox"/>	Can you verify that your organisation is not involved in any controversy and association with your organisation would not harm the reputation of HSBC in any way?
<input type="checkbox"/>	Does your organisation have guidelines/policy in place to prevent exploitation or abuse of children in their care?

1.7 Please provide the following International Electronic Bank Transfer Details:

Account Name:	
Account Number:	IBAN Number:
Bank:	
Branch/address:	
SWIFT Code:	
*Note: please seek advice from your bankers to fill out this section.	



1.8 Have you made any previous applications for funding to HSBC? Yes No

If yes, please tell us:

Application for:	Year and duration	Whether successful	Amount of Grant
		<input type="checkbox"/> Yes <input type="checkbox"/> No	

2. PART TWO – APPLICATION OVERVIEW

2.1 Project Title: _____

2.2 Project Location: _____ **Country:** _____

2.3 Project Duration (for which you are requesting funding): *(please tick relevant box)*

<input type="checkbox"/> 1 Year	<input type="checkbox"/> 2 Years	<input type="checkbox"/> 3 Years
	Start Date: dd/mm/yyyy	End Date: dd/mm/yyyy

2.4 Project Budget:

Total budget of the project
Amount requested from HSBC Global Education Trust

USD	
Local Currency	

2.5 Who are you targeting with your project?

USD	
Local Currency	

Street Children

Homeless Runaways Children of war Victims of terrorism Beggars Sex workers Children of migrants Working children Children of slum/pavement dwellers

Children in Care

Orphans Children with AIDS Children of indigent AIDS victims Children of prisoners Children of sex workers Children facing domestic violence/abuse

Foster Children

Children with foster parents

Any other category:



2.6 Which need of the Target Group would the project address?

<input type="checkbox"/> Education <input type="checkbox"/> Vocational/Life skills training <input type="checkbox"/> Shelter <input type="checkbox"/> Counseling <input type="checkbox"/> Rehabilitation from drug abuse <input type="checkbox"/> Other:

2.7 Number of children who would directly benefit:

Girls:	Boys:	Total:
--------	-------	--------

3. PART THREE – PROJECT DESCRIPTION

Project Objective (not more than 250 words)

--

Implementation: What activities do you propose to undertake? (not more than 250 words)

--

3.3 Impact: How will children benefit as a result of the project? (not more than 250 words)

--

3.4 Please indicate volunteering opportunities (for HSBC employees) on the project.

--

3.5 Measurement: Which of the following quantitative indicator/s can your project be measured by? *(please tick relevant box)*

	Performance Indicator	Estimate
<input type="checkbox"/>	Number of street children rehabilitated /reunited with family	
<input type="checkbox"/>	Number of children enrolled/participating (in school/workshops/counseling/ training/other)	
<input type="checkbox"/>	Attendance %	
<input type="checkbox"/>	Performance (average % or grade)	
<input type="checkbox"/>	Number of youth trained/employed	
<input type="checkbox"/>	Number of referrals (to other NGOs/schools/hospitals/other)	
<input type="checkbox"/>	No. of children supported through recreational activities (specify activity)	
<input type="checkbox"/>	Any other indicator:	



3.6 Reporting: If approved, your organisation will be required to submit half-yearly progress reports as per the prescribed Future First reporting format and furnish to HSBC any other relevant updates/ information during the course of the project.

PROJECT BUDGET TEMPLATE

Guidelines:

- Please include the total cost of the project and not just the amount you are requesting HSBC.
- Under Future First, projects are supported for a maximum of 3 years with upto USD 25,000 per year.
- Please add additional columns if funding is requested for more than 1 year.

EXPENDITURE	Amount (Year 1)	
	Local Currency	USD
(I) Project Costs (e.g. salaries, school equipment, training, activities, etc). 1. 2. 3.		
Subtotal A		
(II) Administration Cost 1. 2. 3.		
Subtotal B		
Total Expenditure (A+B)		
PROJECT FINANCE	Amount (USD)	
Funding obtained/expected from other sources: 1. 2. 3.		
Total		
Amount requested from HSBC Global Education Trust:		



Case Study: “Read India” by Pratham Education Foundation

Organization Overview:

Pratham Education Foundation (PEF) was established in 1994, to provide pre-school education to children in Mumbai slums. Over the last 16 years Pratham has grown



to be India’s largest NGO in the field of primary education. Pratham currently works in 21 states across the country in areas such as primary education, child labor eradication, pre-school education, Computer-Assisted Learning and vocational skilling for the youth. Over the years, Pratham has innovated, tested and scaled up delivery models and learning techniques. In 2002-03 Pratham developed the accelerated “Learning to Read” technique in most Indian languages. This was followed by “Reading to Learn”. Now it has launched the CAMal (Combined Activities for Maximised and Accelerated Learning) methodology to facilitate accelerated learning among children.

Some of the initiatives taken by Pratham are mentioned below.

Pratham’ Initiative	Details about the Initiative
Read India	<ul style="list-style-type: none"> • Flagship programme • Already reached 33 million children with 4,50,000 volunteers in 19 states
Direct Programmes	<ul style="list-style-type: none"> • Focuses on increasing enrollment and learning level of children in urban slum areas • Presence in 43 cities
ASER (Annual Status of education Report)	<ul style="list-style-type: none"> • Largest household education survey conducted by the citizens of India <ul style="list-style-type: none"> > In 2009 ASER was conducted in 575 districts, 16,000 villages and 3,00,000 households. > ~7,00,000 children were surveyed
Pratham Books	<ul style="list-style-type: none"> • High quality, reasonably priced children’s books available in 11 Indian languages • Over 3 million books and 4 million story cards have been shipped
PCVC (Pratham Council for Vulnerable children)	<ul style="list-style-type: none"> • Prevents child labor • Transformed 44,000 young lives by providing shelter, education and hope for a better future



CAL (Computer Assisted Learning)	<ul style="list-style-type: none"> Improves IT knowledge and IT skills for children in secondary schools 1,00,000 children reached daily and trained on digital competencies
PACE (Pratham Arora Center for Education)	<ul style="list-style-type: none"> Trains unemployed & underemployed youth with employable skill-sets through partnerships with groups like Taj Hotels, Deutsche Bank, Larsen and Turbo, Godrej Agrovet Programme reaches over 3,500 youth annually
ECCE (Early Childhood care and education)	<ul style="list-style-type: none"> Organises, generates and disseminates knowledge about care and education of children in their early years Reaches out to 7 centers in 4 cities

The current case study will focus on the “**Read India**” initiative to identify some of the best practices and key learnings.

Programme Overview: Read India is a nation wide programme that helps to improve the reading, writing and basic arithmetic skills of children in the age group of 6 to 14 years. Even though India has made significant strides in improving the enrollment levels of the children, a lot still needs to be done as far as the learning levels are concerned. Findings of ASER 2005 and 2006 revealed that a significant percentage of children could not read, write and even do basic arithmetic.



Read India was therefore launched on a national scale in 2007 to help achieve the following objectives:

- All Std I children should know at least alphabets & numbers.
- All Std II children should be able to read at least words & do simple sums.
- All Std III to V children should be able to at least read simple texts fluently & confidently solve arithmetic problems.

The campaign is being executed with the help of school teachers, anganwadi workers and volunteers, who are mobilized and trained by Pratham teams. The basic principle underlying the programme is that specific hours need to be dedicated on a daily basis to reading, writing and arithmetic. This is done both in the schools and in the communities using Pratham's accelerated learning techniques. Read India has created one of the largest



nationwide impact and is already producing good results. In 2008-09, the campaign reached 33 million children across 19 states.

Reach of the Programme:

No. of children ¹	No of states ¹	No. of districts ¹	No of villages ¹	No. of volunteers ¹
33 million	19	357 (60%) ²	305,000(50%) ²	450,000

Note: 1) Data for year 2008-09 2) % of total numbers in India.

Assistance provided:

Teacher Training: The programme offered training on accelerated learning methodology (Learning enhancement techniques to improve learning level of children) to

- Govt. school teachers who applied the training in class room
- Anganwadi teachers and volunteers who taught children post school time

Providing Teaching Learning Material: Special graded reading material that includes manuals, graded reading cards/books, currency notes, word charts etc that was developed by Pratham. The material was distributed in schools by the government (e.g. Punjab, Gujarat, Uttarakhand) and in villages by Pratham.

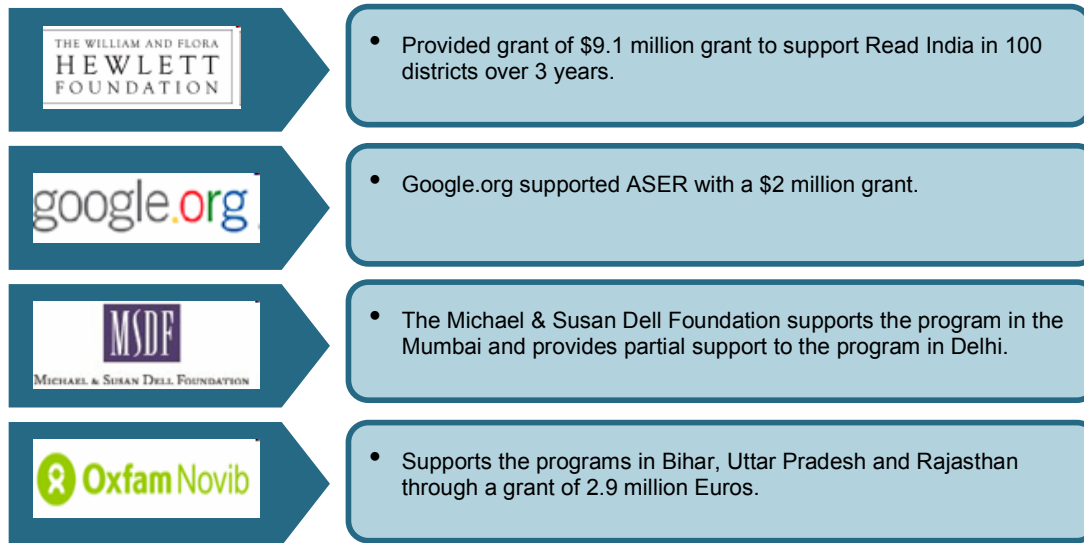
Conducting workshops: Pratham also held content creation workshops with the senior teachers to generate local content. Pratham also trained them on how to do it on an ongoing basis as a means for creating supplementary, background information on lessons that would encourage learning.

Approach of the Programme:



Funding source: The funding for the initiative is generated from various sources such as national and international corporates, foundations and the government. Pratham's work is supported by corporates like Credit Suisse, Deutsche Bank, CITI Group, Johnson & Johnson, McKinsey & Co., IBM, Piramal Group, Ballarpur Industries Limited and multilateral foundations like Hewlett Foundation, Micheal and Susan Dell Foundation, Oxfam Novib, UNICEF, World Bank, UNDP, UNESCO, American India Foundation and Paul Hamlyn Foundation.

Some of the key donors and their contributions are mentioned below



Challenges & Responses:

Challenge #1 Fund raising

The project required continuous funding in large amount to support programme of such large scale.

Response: The programme took the following steps to overcome the challenge.

- Setup a dedicated fund raising team
- **International presence:** The programme took steps to ensure that funds are mobilized from abroad as well. It created a strong presence internationally through its overseas chapters in the US, UK, UAE and Germany. They raise awareness about the problem of illiteracy in India and raise funds to support Pratham’s projects in India.

Impact: Pratham USA alone generated 22% of funds that were generated in the year 2009. Pratham Seattle chapter supports the Read India programme in 10 districts across 9 states.



The end beneficiaries for the programme are primary school students in government schools.

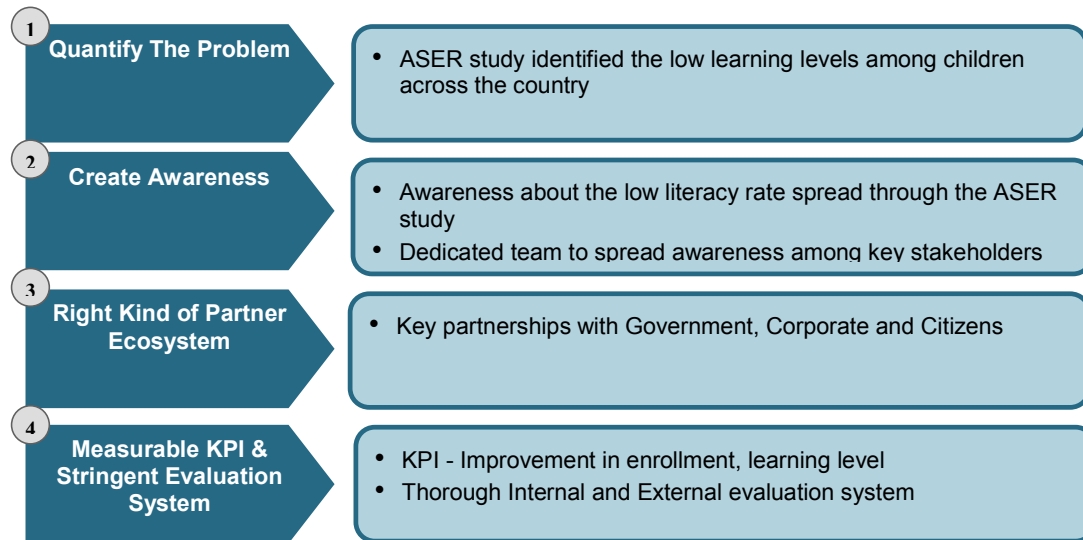


Identification of Location:

- The programme took the inputs from ASER survey (Pratham's national survey to measure learning level of children) to identify the needy states where the programme should operate.
- The programme tried to forge partnership with the state government to be a part of the learning enhancement campaign under the Sarva Shiksha Abhiyan(SSA)
- In other cases the programme also partnered with district education authorities or village education committee directly (community based model) to implement the programme.



Pratham followed the following approach for the programme

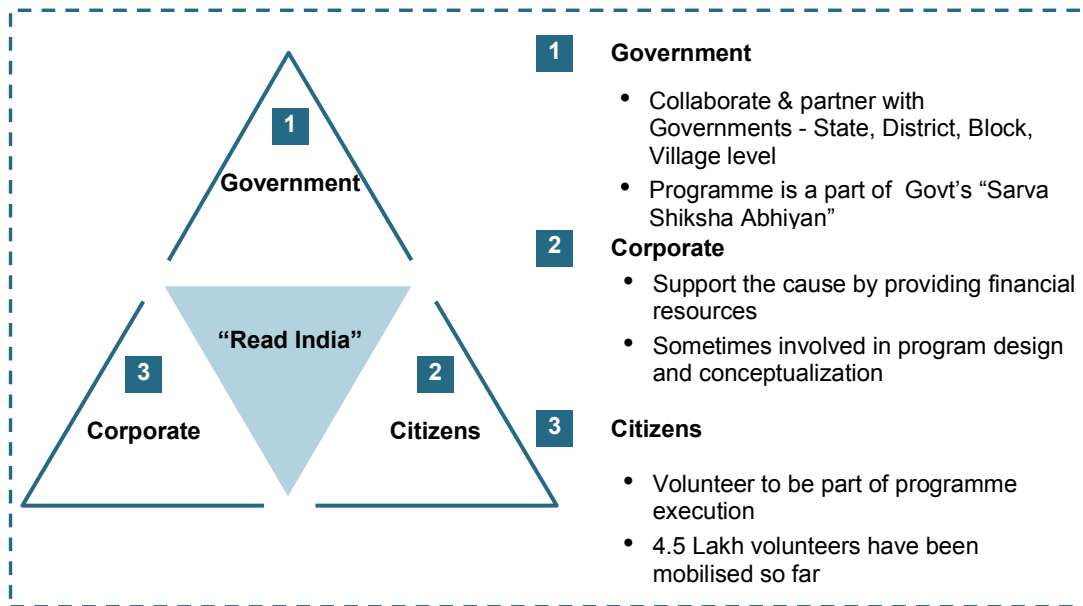


1. **Quantify the Problem:** ASER study in 2005 and 2006 showed that “50% of children in government schools cannot read, write or do basic arithmetic despite being in school for 4 to 5 years”. This clearly spelt out the need for a programme like Read India. Before launching the programme in 2007, Pratham also conducted a base line study of children in the various programme locations to measure children’s learning level. This helped to quantify the exact problem and define the objectives for the programme.

2. **Create Awareness:** The issue of low learning levels among children was highlighted through the ASER study. ASER is India's largest household survey of children done

outside the government and is widely followed and accepted by government, corporate and media. This helped to spread the awareness of the initiative and mobilise resources. Pratham’s senior team leaders are members of important policy making bodies both at the Central and State levels, including the Governing Council of Sarva Shiksha Abhiyan. Pratham has had several film personalities on board who have given of their time to help create awareness and raise resources. Along with this a dedicated team was also involved in spreading the awareness.

3. *Right Kind of Partner Ecosystem:*



Read India is a national movement which is being implemented by Pratham, government and its citizens and is ably supported by the corporates. The programme has been a success story because of the co-ordinated efforts by all the partners.

4. *Measurable KPI and Stringent Evaluation System:* There are sound measurement and assessment system in place to monitor the effectiveness of the programme. Key KPIs for the programme are - Improvement in enrollment, learning level. More details are explained in the next section – “Monitor & Support”.

Challenges & Responses:

Challenge #1 Mobilizing volunteers

To operate in such large scale the programme required large number of volunteers. To mobilize volunteers in such large scale was a huge challenge.



Response: Pratham followed the following strategy to overcome the challenge

1. Partnered with government. at all levels (state, district, block, village) and local bodies to mobilise resources
2. 15,000 employees of Pratham operated across the country in the programme execution. They helped in mobilizing volunteers from local areas
3. Education for Education (EFE): The volunteers were provided with basic English and digital literacy. These volunteers in return would train ~20 children in reading, writing and arithmetic in their community as part of “Read India” programme.

Challenge #2 Managing Attrition of field staffs

There are 3000 full time and 12,000 part time field staff who work for the project. The part time employees are typically more prone to leave within a short period of time for better career opportunities. The challenge was to strike the balance between the employees personal growth as well meeting the programme’s objective.

Response: The programme was designed in such a way that the cycle of one phase of the project is around 6 months. For all the part time employees, Pratham offers free computer course training in partnership with Microsoft. The average duration of the course is 6 months. The course helps in improving the employability of the individual. This provided enough motivation for the employee to be part of Pratham for at least 6 months. This also gave the programme coordinators enough time to do their resource planning.



The programme follows a rigorous monitoring and evaluation process. A dedicated Programme Review team consisting of people from diverse backgrounds such as PHDs, MBA, Engineers, Psychology etc. is responsible for the monitoring of the programme.

There are various ways in which the programme’s performance is monitored.

1. **ASER survey:** ASER survey indicates the improvements in the learning levels across the state. The sample includes both children who have been a part of Read India’s interventions directly and those who have not.

Results of ASER 2008 and 2009 survey:

- The campaign has received greater success in states where there was collaboration with the state government as against those where only a community based model was followed.



- There are at least 5 states that show a major change (~20%) in the learning levels of the children across the state i.e. U.P., MP, Maharashtra, Chhattisgarh and Himachal Pradesh

2. Internal assessment: The assessments comprise of pre and post intervention evaluations conducted in all the regions. The sample here includes only the children who have been a part of the interventions and is conducted by the volunteers.

Results of 2009:

- There is a considerable increase in the learning levels of the children who have been a part of the intervention.
- In states, where a state wide level partnership was not formed, the improvements have not translated across the state.

3. External assessment: The programme was externally reviewed by a Joint Review Mission, facilitated by the Hewlett Foundation, comprising of donors, government representatives, educationists and representatives of other international organizations. The mission visited 6 states (Uttar Pradesh, Andhra Pradesh, Bihar, Chhattisgarh, Punjab and Maharashtra) and reviewed the programmes against various parameters and submitted their feedback and reports to Pratham.

Key Findings/Suggestions of the report:

- The government system has begun to focus on learning outcomes, there is a demonstrable increase in the learning outcomes of the children and testing tools and assessments seem to have become a part of classroom practices.
- There are challenges in terms of sustainability of impact, appropriate use of materials etc.

All these assessments help to identify the gaps and strengthen the programme accordingly.

Impact of the Programme:

Policy Making	Learning outcomes
2% of budgets under Sarva Shiksha Abhiyaan is allocated to Pratham's learning enhancement programme	Increase in learning outcome of at least 20% in most states
A separate Reading Cell has now been set up by the NCERT	In most States, children who were at zero level initially, and became a part of the



	Pratham intervention, are now able to read alphabets
Separate reading hour introduced in government schools of most States for Pratham classes	A marked improvement in children's learning and comprehension levels

Key Learnings from the “Read India” programme:

Actions taken by the programme help in understanding the key issues that need to be tackled for successful implementation

Actions Taken	Key Learnings
<p>Identification of the area of intervention</p> <ul style="list-style-type: none"> • Programme focused on improving the learning outcomes of primary school children 	<ul style="list-style-type: none"> • Identify area of involvement/intervention • In case of multiple area of interventions identify core focus area
<p>Identification of Beneficiaries</p> <ul style="list-style-type: none"> • Identified needy states with the help of ASER survey • Supports primary school children from the government schools 	<ul style="list-style-type: none"> • Identify who the beneficiaries are going to be
<p>Implementation strategy</p> <ul style="list-style-type: none"> • Well defined programme strategy <ul style="list-style-type: none"> ➢ Quantify the problem ➢ Create awareness ➢ Right kind of partner ecosystem ➢ Stringent Monitoring and evaluation 	<ul style="list-style-type: none"> • Define the programme strategy prior to the implementation • Clearly define the programme's objectives and steps that needs to be taken to achieve them
<p>Implementation Structure</p> <ul style="list-style-type: none"> • Effective organization structure in place • Senior team leaders are members of important policy making bodies both at the Central and State levels, Board • Created right kind of partner eco-system <ul style="list-style-type: none"> ➢ Partner to govt.'s “Sarva Shiksha Abhiyan” programme ➢ Mobilized 4.5 lakh volunteers <ul style="list-style-type: none"> ◆ EFE programme for volunteers ➢ Financial support from corporates 	<ul style="list-style-type: none"> • Design appropriate team and organization structure to run the initiative • Identify suitable partners to help in the programme execution • Mobilise resources from local areas
<p>Monitoring and tracking</p> <ul style="list-style-type: none"> • Highly qualified Programme Review Team • Stringent monitoring and evaluation 	<ul style="list-style-type: none"> • Assess impact of the programme at regular intervals • Have an effective monitoring system



process in place > ASER survey > Internal assessment > External assessment • Impact assessment done at regular intervals > Base Line assessment > Mid assessment > Final assessment	in place • Ensure financial regularities and transparency in the system
--	--

Contribution of the “Read India” programme towards RTE Objective

RTE Objective	Read India’s contribution
Every child (6-14 years) to have free and compulsory education	<ul style="list-style-type: none"> • Programme helps to increase the enrollment in schools • Programme is a part of government’s “Sarva Shiksha Abhiyan”
Special provision for children not admitted to or who have not completed elementary education	<ul style="list-style-type: none"> • Classes are conducted by volunteers in the community outside school to bring children to the desired learning level • Age and grade appropriate supplementary reading material developed in local language and provided to all states
Improvement in quality of education provided to disadvantaged children	<ul style="list-style-type: none"> • Programme operates even in the most rural and remote parts of the country
Improve the overall quality of education	<ul style="list-style-type: none"> • Programme has been able to improve the learning levels of children by 20%
Improvement in quality of teachers	<ul style="list-style-type: none"> • Training programmes conducted for teachers on accelerated learning techniques

Conclusion: Pratham has been able to spread the reach of “Read India” initiatives across most parts of the country. Covering 357 districts, mobilizing 4.5 Lakh volunteers impacting 33 million children is a significant achievement. This national wide movement was possible due to the cooperation of corporates and able support from various governments and citizens. Effective monitoring and assessment of the programme has also helped to make improvements in the programme. The programme is already contributing in many ways towards fulfilling the RTE objectives and also is looking forward to engage with government in making sure that RTE objectives are met.



Summary of Key Learnings from Model II

Model II: Fund Provider (Supporting NGO / Corporate / Govt. Initiatives)

In this model, corporate provide financial / material support to initiatives run by other corporate/ NGOs/ Govt. organizations. The ownership lies in the programme owner, but corporate can have their own monitoring mechanism to monitor the programme to measure the effectiveness of their contribution.

Based on the successful case studies mentioned above, there are some key aspects that one needs to take into account while replicating this model. The summary of all key learnings from model II initiatives are mentioned below.

Key activities	Details of Key activities
Identification of the area of intervention/ involvement	<ul style="list-style-type: none"> • Supporting initiatives in the area of <ul style="list-style-type: none"> ➤ Capacity Building (Training to Teachers, Building infrastructure for school etc) ➤ Training / Skill-Building programmes ➤ Institution management programmes
Identification of beneficiary	<ul style="list-style-type: none"> • Demographic profile of beneficiaries <ul style="list-style-type: none"> ➤ Which locations ➤ What kind of children <ul style="list-style-type: none"> ◆ Girl children or boy or both ◆ Slum children / orphans / back ward category ➤ Age of children (Primary school / secondary school children)
Managing the Source of Fund	<ul style="list-style-type: none"> • Prepare annual budget for the initiative • Identify Fund raising mechanism <ul style="list-style-type: none"> ➤ Part of company's overall budget ➤ Employee donations ➤ Other mechanism • Prepare a donor engagement model
Identification of select initiatives to support	<ul style="list-style-type: none"> • Short list select initiatives run by NGOs/ Govt. / Corporate who run programmes that have synergy with the company's CSR objective • Request for Proposals from the select institutions



	<ul style="list-style-type: none"> • Validate the credentials of the institutions • Speak to the references for the select institutions <ul style="list-style-type: none"> ➤ Employees associated with the programme ➤ Other corporate supporting the initiatives • Visit to the place where programme is run to check the ground reality • Short list select programmes to support • Finalize on the level of involvement with the programme • Finalize mutually agreeable Terms & Conditions
Building a dedicated Team for managing the initiative	<p>Finalize</p> <ul style="list-style-type: none"> • Organization structure • Recruitment of key personnel • Level of Involvement of senior personnel for guiding this initiative
Stake Holder engagement plan	<ul style="list-style-type: none"> • Identify key stake holders in this initiative <ul style="list-style-type: none"> ➤ Senior management Team ➤ NGO/ Programme owner's Management Team ➤ Employees ➤ Third party partners for audit/ monitoring • Define stake holder engagement plan
Build activity plan for the initiative	<ul style="list-style-type: none"> • Resource mapping for the programme • Internal awareness programme within the company • Training for the NGO members
Monitoring and tracking of the programme	<ul style="list-style-type: none"> • Identify KPIs for the programme • Identify templates / tools to measure the KPIs • Finalize on the frequency of the monitoring process • Review the reports by the programme owners and suggest gaps if any and improvements • Financial audit of the programme by third party
Sustainability of the initiative	<ul style="list-style-type: none"> • Ensure financial sustainability of the initiative • Training programme for stake holders



Potential role of corporates towards fulfilling the RTE objectives

Based on the learnings from the case studies, it can be derived that corporates who has or would like to have Model II as their CSR engagement model can contribute significantly towards meeting the RTE objectives. The table below highlights the potential role that a corporate can play in fulfilling the RTE objectives.

RTE Objective	Potential area of contribution from the corporate
<ul style="list-style-type: none"> • Every child (6-14 years) to have free and compulsory education • Special provision for children not admitted to or who have not completed elementary education • Improvement in quality of education provided to disadvantaged children 	<ul style="list-style-type: none"> • Support NGO/ Corporate/ Govt. programmes that work for the education of underprivileged children <ul style="list-style-type: none"> ➤ Financial support ➤ Support in programme management
<ul style="list-style-type: none"> • Improve the overall quality of education 	<ul style="list-style-type: none"> • Provide support in the form of <ul style="list-style-type: none"> ➤ Scholarships ➤ Adoption of schools ➤ Sponsoring infrastructure improvement of schools ➤ Teacher training workshops ➤ Sponsoring research work on improving education standard of the children ➤ Employee engagement in the supported programmes
<ul style="list-style-type: none"> • Improvement in quality of teachers 	<ul style="list-style-type: none"> • Sponsor teaching training programmes



Case Studies: Model III (Implementation Partner)

Corporate	Programme Name	Programme Owner
ICICI Bank	Pedagogic Renewal of Chhattisgarh	Govt. of Chhattisgarh
NGO	Programme Name	Programme Owner
Akshaya Patra Foundation	Akshaya Patra Mid-Day Meal programme	Union Govt. of India, various state governments



Case Study: “Pedagogic Renewal of Chhattisgarh” by ICEE

Organization Overview: ICICI Bank

ICICI Bank is one of the largest bank in India, with total assets of Rs. 3,634.00 billion (US\$ 81 billion) as on March 31, 2010. The Bank has a network of 2,506 branches in India, and has a presence in 19 countries, including India. ICICI Bank offers a wide range of banking products and financial services to corporate and retail customers in the areas of investment banking, life and non-life insurance, venture capital and asset management.

CSR Initiatives: ICICI Bank’s Social Initiatives Group (SIG), a non-profit group set up within ICICI Bank in the year 2000, worked on areas such as early childhood health, elementary education and access to finance which were deemed as fundamental for enhancing the capacities of the poorest of the poor to participate in socio-economic processes. In January 2008, ICICI Group established ICICI Foundation for Inclusive Growth, which carries forward this legacy.

CSR Approach: ICICI Foundation focuses on five areas that it believes will provide essential elements for inclusive growth: early childhood health, elementary education, comprehensive access to financial services, strong civil society and environmental sustainability. The foundation has chosen to collaborate with strategic partners in these key areas. The Foundation provides active support and mentorship to each of the strategic partners.

Focus Area	Strategic Partner	Areas of Work
Elementary education	ICICI Centre for Elementary Education	<ul style="list-style-type: none"> Improving teacher performance in government schools Advancing curricular reform Enhancing accountability of government educational institutions
Early Childhood Health	ICICI Center for Child Health and Nutrition	<ul style="list-style-type: none"> Supporting and scaling community health worker programmes Strengthening public health systems Strengthening the Integrated Child Development Services (ICDS)
Comprehensive access to financial services	IFMR Finance Foundation	<ul style="list-style-type: none"> Designing and testing appropriate channels for a range of financial services and products for rural areas Supporting market infrastructure

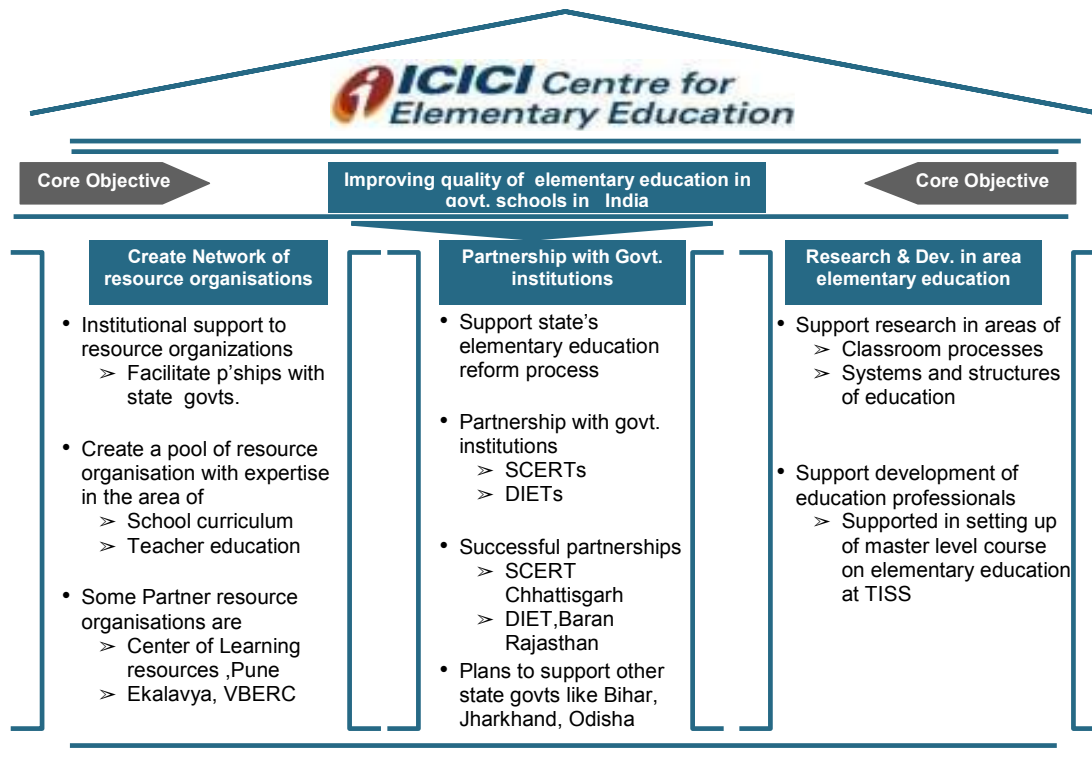


Strong civil society	CSO(Civil Society Organisations) Partners	<ul style="list-style-type: none"> • Mobilising resources to enhance the effectiveness of CSOs • Facilitating support services for CSOs
Environmental sustainability	Environmentally Sustainable Finance Group	<ul style="list-style-type: none"> • Climate change • Black carbon: strategies for emissions reduction <ul style="list-style-type: none"> > Environmental policy and sustainability

ICICI Centre for Elementary Education: This is an interdisciplinary organisation and is the strategic partner of ICICI foundation in the field of elementary education. ICEE focuses on improving the quality of elementary education in government schools by working towards

- Improving teacher performance
- Advancing curricular reform
- Improving institutional accountability

The strategy that the Centre has adopted for this is represented graphically below.





The current study will focus on one of the initiatives of ICEE in the area of school curriculum and teacher education where it was involved in the “**Pedagogic Renewal**” of Chhattisgarh.

Background:

In the public education system, the role of the academic support structure is extremely crucial. The academic support includes development of curriculum and materials, training of teachers, research based knowledge generation, assessment and evaluation, academic monitoring of schools etc. This role is generally done by the State Council for Education Research and Training (SCERT) or its equivalent at the state level and District Institutes for Education and Training (DIET) at the district level. SCERT and DIET together are responsible for providing academic leadership to the network of government schools. Hence a vibrant SCERT and DIET system is critical to establishing and sustaining the quality of education in the schools.

In the context of the formation of the state of Chhattisgarh in the year 2000, one of the major challenges in school education faced by the Government was to set up the system of academic support for the schools. Some of the challenges that the govt. faced are:

- Lack of experience in newly formed SCERT, as previous employees had stayed back in Madhya Pradesh
- Lack of expertise in areas like curriculum and material development and teacher training
- SCERT was understaffed by nearly 80%.
- Lack of infrastructure

With these challenges, the SCERT had to undertake the onerous task of developing curriculum and textbooks for the schools in the state. The Chhattisgarh government had a deep desire to develop an education system that would be rooted in the context of Chhattisgarh and address the aspirations of the newly formed state. The first attempt at developing textbooks was found to be highly unsatisfactory with the textbooks being of poor quality.

Realizing the lack of internal capacities in building a robust curriculum, the government opted to invite experts from outside the state.

Involvement of ICEE: In December 2002, a meeting was organised by the then Education Secretary where a number of people with expertise in education from within and outside the state were invited. The purpose of the meeting was to chalk out a vision for education for the



state of Chhattisgarh. In this context the Social Initiatives Group of ICICI Bank (now ICEE) began their interactions with the education department in the state. ICEE actively facilitated a collaboration between the SCERT and three national level education resource organizations; Digantar, Eklavya, and Vidya Bhawan Education Resource Centre(VBERC). ICEE had entered into a long term partnership with these resource organizations specifically for the purpose of these organizations providing academic support to government elementary education institutions. ICEE provided long term institutional support to these organisations to experiment and innovate in areas like curriculum, pedagogy and teacher education. This helped the resource organisations to develop their expertise in these areas. The partnership started the process of enabling the SCERT in its attempt at developing curriculum and textbooks. The partnership not only helped in the curriculum development, but also helped to bring Teacher Education Reform in the state. This was a comprehensive initiative to reform the prevalent pre service teacher education course.

Activities Involved:

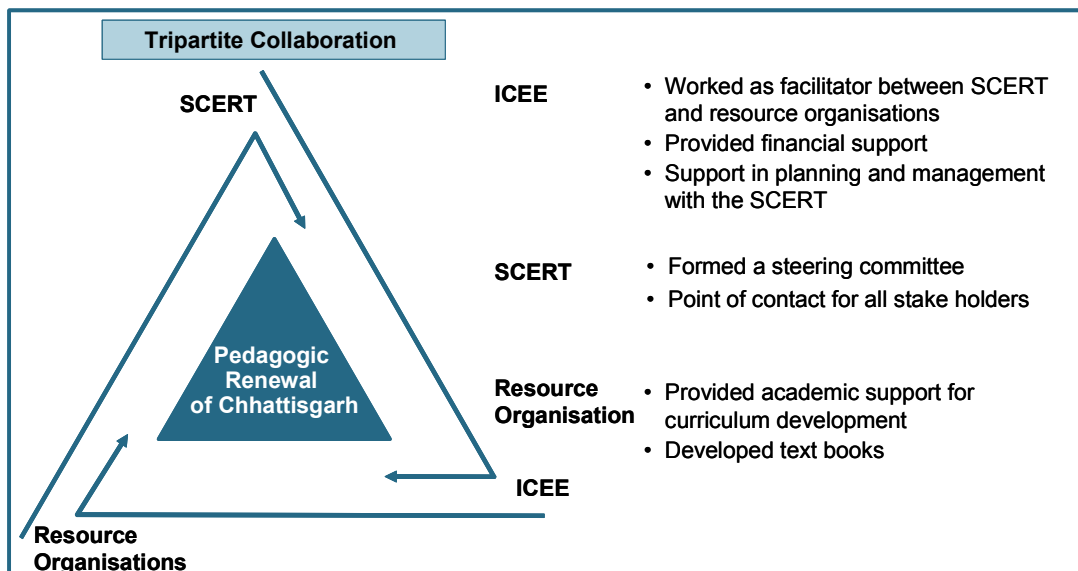
I. Development of Curriculum and Textbooks:

End beneficiaries: Children of class 1 to 8 in government schools (Nearly 4.5 million children) in Chhattisgarh.

Implementation Strategy

Collaborative Approach:

SCERT had to develop curriculum and textbook development for classes 1 to 8 in all subjects. This required collaborative effort from SCERT, ICEE and resource organizations. All the partners complemented each other to support SCERT.





Workshop to figure out the guiding principles for the curriculum development: As the SCERT was fairly new and lacked experience in curriculum development, a workshop was organized by SCERT to discuss the fundamentals of curriculum and material development. The workshop was facilitated by resource persons from ICEE's partner organizations and resource persons brought by UNICEF

The 7 day workshop focused on

- Creating the structure for curriculum
- Understanding language acquisition of children
- Framework for developing a curriculum
- Developing syllabus details
- Pedagogy
- Structure and use of textbooks

The workshop had participation from:

- Teaching experts: Members from SCERT, DIETs, teacher training institutes.
- Experts from outside: Experts brought by UNICEF, experts from Delhi university
- Partner members: Members from ICEE, Resource organisations, UNICEF

This group formed the core of the curriculum and text book development team.

The workshop helped in arriving at a set of principles for the work ahead on curriculum and textbooks. A conscious attempt was made to incorporate these principles in the process of textbook development.

Significant features of the process included

- Developing the content for textbooks through a consultative process. This process involved participation of teachers from both schools and colleges and through field visits to engage with local context and issues
- Trialing and feedback of the textbooks over a two year period in select schools in Chhattisgarh to examine the appropriateness of the content. The appropriateness was judged from the point of view of the child's knowledge level. This also helped to understand the issues that are faced by teachers when transacting the content.

Implementation Structure



The implementation process involved several stake holders and it was important that there is a proper co-ordination among them. It was also important to develop a pool of local resource persons.

A steering committee was formed constituted by the Faculty from the SCERT. They were the point of contact for all the stakeholders involved. ICEE, along with its partner organizations, provided necessary guidance to the steering committee in the planning and management of activities. The steering committee along with the core team worked in close partnership with the collaborating organizations Eklavya, Digantar and VBERC to develop the textbooks.

Challenges

There were lots of challenges during the implementation phase. The trialing and feedback process could not be done effectively due to the increasing work load of the SCERT staff. In addition, the members of the state resource group also kept changing.

Results

In the end, because of the over all commitment from SCERT and all the partners involved, the textbooks were developed through a rigorous process over a period of 7 years. The last of the textbooks was released for statewide usage in the academic year 2009-10. Importantly, SCERT adopted trialing and feedback as important parts of the textbook development process and also gained the confidence as an institution to develop textbooks for the state.

II. Teacher Education Reform, Chhattisgarh:

Program Overview

During the textbook development process, the SCERT and the partner organisations strongly felt the need for teacher education reform. The teaching practices needed to be in line with the perspective with which the new text books were written.

The D. Ed or the Diploma in Education is a two year certification course which qualifies someone to teach at elementary level. The two year course is offered both by government institutions like District Institutes of Education and Training (DIETs) and private colleges. In



the state of Chhattisgarh, there were approximately 2400 students in each batch of D. Ed with about 1750 seats in the government institutions and the remaining in the private institutions.

SCERT, with the suggestion of the partners initiated the process to reform the D. Ed curriculum. In this Pre service Teacher education reform, ICEE again played a crucial role in facilitating the collaboration between SCERT and Resource organisations: Digantar, Eklavya and VBERC.

Challenges

There were multiple challenges during this reform process. Initially, there was a delay in approval processes between different government organizations threatening to derail the entire process. However, once the approvals were obtained the changes achieved acceptance within the entire government structures. However, lack of resources of DIETs, absence of good libraries and inability to follow the academic calendar remained challenges in the implementation process.

Results

There were changes made to previous curriculum. One of the major changes was that, the new D. Ed curriculum would qualify teachers to teach only in the primary classes (class 1 to 5) and not elementary level classes (classes 1 to 8). This was due to the concern that a two year programme was not sufficient for the students to gain competence in the subjects to be taught in classes 6, 7 and 8. Introduction of papers based on Philosophy of Education is expected to be a significant step towards creating a cadre of reflective teachers.

The new curriculum is now being implemented across all the DIETs in Chhattisgarh.

III. Establishment Of Chhattisgarh Education Resource Centre (CERC):

One of the basic objectives for the collaboration was to have people in Chhattisgarh take ownership for the process of reform in the state. ICEE and resource organisations felt that that there was a requirement for an organization which could interact with the SCERT on a continuous basis. The organization needed to have local presence to be effective. The permanent presence was also important from the point of view of a demonstrated commitment on the part of the resource organisations to improvement in education in the state of Chhattisgarh.



Taking these aspects into consideration, ICEE and the resource organisations, in consultation with the SCERT set up the Chhattisgarh Education Resource Centre (CERC) in June, 2007. CERC was envisioned as an organisation working in four areas. The four areas are as follows:

- Working with the government education structures of the state
- Creating a common platform with the non-governmental organisation of the state
- Developing a resource group which can assist the SCERT and other education structures
- Contributing to knowledge and understanding of issues related to school education in the state

Key Learnings from the programme:

Actions taken by the programme help in understanding the key issues that need to be tackled for successful implementation.

Actions Taken	Key Learnings
<p>Area of Intervention: ICEE aimed to improve government elementary school performance through</p> <ul style="list-style-type: none"> ➢ Improving teacher performance ➢ Advancing curricular reform ➢ Enhancing institutional accountability 	<ul style="list-style-type: none"> • Clearly identify the area of intervention/involvement and the scope of work • Clear problem analysis of the elementary education sector aligned with the governmental policies and constitutional values • Leverage on the existing government infrastructure.
<p>Identification of select initiatives to support:</p> <ul style="list-style-type: none"> • Clearly defined area of work <ul style="list-style-type: none"> ➢ Institutional support to resource centres ➢ Facilitating partnerships with resource centres and governments ➢ Developing professional expertise in elementary education sector • Enhancing sectoral capacities through support to initiatives that are selected through a rigorous process 	<ul style="list-style-type: none"> • Clearly identify the area of work • Have a well defined process to select initiatives run by NGOs/ Govt. / Corporate that have synergy with the company's CSR objective
<p>Implementation Structure</p> <ul style="list-style-type: none"> • Collaboration structure • Steering committee to drive the initiative 	<ul style="list-style-type: none"> • Decide on an appropriate team structure for the programme • Appropriate engagement with the stake



<ul style="list-style-type: none"> • Continuous engagement with the government and other partners 	<ul style="list-style-type: none"> holders • Create strategic partnerships between institutions to create value • Ensure ownership among different stakeholders and thereby bringing about sustainability of reform processes.
--	---

Contribution of the programme towards RTE Objective

RTE Objective	ICEE's contribution
Improve the quality of teachers	Helped in bringing curriculum reform for D.Ed (Teacher's certification course)
Improve the overall quality of education for children	Advancing the cause of child centered education through curricular reform in the state of Chhattisgarh
To promote innovations, researches, planning and capacity building for the state	Helped in establishing Chhattisgarh Education Resource Centre as an autonomous organization to assist the state government in education reform
Development of a framework of national curriculum	Involved in developing a frame work for curriculum in Chhattisgarh

Conclusion: Working with government organisations in implementing government's initiative is a real challenge. Despite these challenges, ICEE along with all partners worked together with the government to bring about definitive changes in the education system and processes in Chhattisgarh. The constant support of the leadership in the SCERT, the commitment of the resource organisations and the trust and mutual respect between the collaborating organisations ensured positive results. This experience highlights the important role that such collaborations can play in furthering the intent of the RTE. It also exemplifies the possibility of bringing sustained changes within the state apparatus which continues to be the largest provider of education to children in India.



Case Study: “Akshaya Patra Mid Day Meal Program”

Organization Overview: Akshaya Patra Foundation

Akshaya Patra Foundation, conceptualized by ISCKON (International Society for Krishna Consciousness) Bangalore, is an organization for the underprivileged children with the vision “**No child in India shall be deprived of education because of hunger**”. The foundation, through its Akshaya Patra Mid-Day Meal , provides a healthy, balanced meal that the children would otherwise have to work for. The Foundation is also involved in various other charitable activities like providing intensive coaching for eligible students and food after school hours under “Vidya Akshaya Patra Programme”, providing subsidized meals to daily wage earners under various schemes like “Akshaya Kalewa Programme” and “Aap Ki Rasoi”, providing food for babies and mothers in Anganwadis and implementing various other programmes for the relief of the poor.

The current case study will focus on **Akshaya Patra Mid-Day Meal** program and highlight some of the best practices and key learnings.

About Mid-Day Meal Program:

The Mid-Day Meal provides school children in government and government assisted schools with one meal per day, free of cost, on all school days. On November 28, 2001 the Supreme Court of India passed an order stating: “*We direct the State Governments/Union Territories to implement the Mid-Day Meal Scheme by providing every child in every Government and Government assisted Primary School with a prepared mid-day meal.*” Since then the scheme has so far covered nearly 120 million children, making this school lunch program the largest in the world.

The objectives of the mid day meal program are:

- Improving the nutritional status of children in classes I-V in Government, Local Body and Government aided schools, and EGS and AIE centres.
- Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

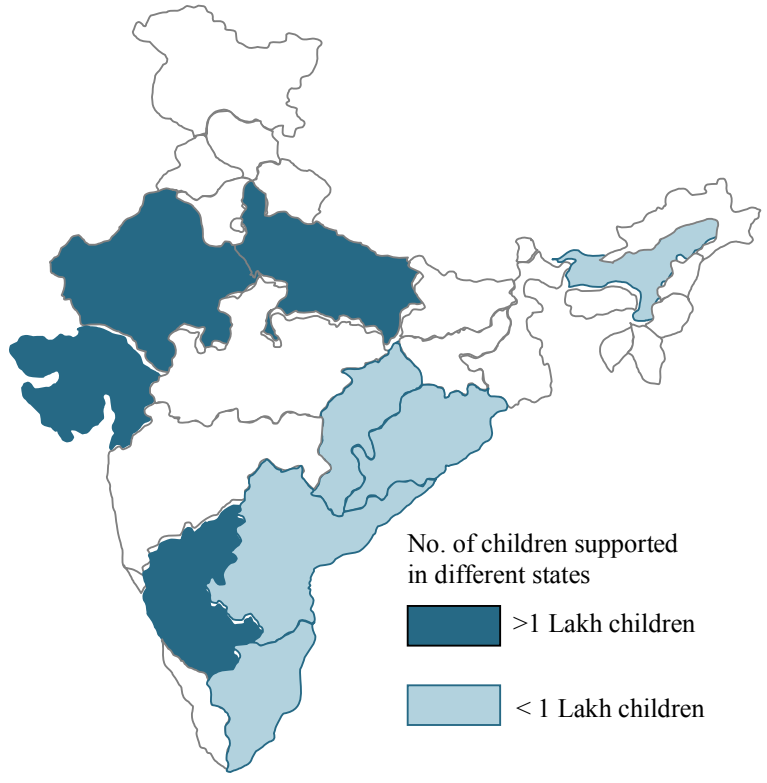


In order to successfully carry out this mandate, each State Government then started its own Mid-Day meal program. To overcome the implementation challenge government partnered with many NGOs to help on a Public-Private-Partnership model. The Governments provided food grains and financial support required to implement the program.

Akshaya Patra Mid-Day Meal program: Akshaya Patra Mid-Day Meal program started in the year 2000 by feeding 1500 children in 5 schools from a temporary kitchen in Bangalore. Even prior to the Supreme Court order to implement the Mid-Day Meal scheme, the Foundation was already running the Mid-Day meal program in Karnataka. By the time the Union Ministry of Human Resource Development (Department of School Health and Education) extended its support to this noble cause in 2003, Akshaya Patra was already reaching out to 23,000 children. The Karnataka government was the first to engage Akshaya Patra as the implementation partner for Mid-Day meal program. Since then, Akshaya Patra Foundation started working with the Union and various State governments in a Public-Private-Partnership model as an **implementation partner for the Mid Day Meal Program**. With a single minded focus to fulfill the vision, combined with good management, innovative technology and operational excellence, the program has been able to substantially grow over the last ten years to serve 1.2 million children across 9 states and 19 locations. Akshaya Patra Mid-Day meal program holds the distinction of being the **largest NGO-run Mid-Day meal program in the world**

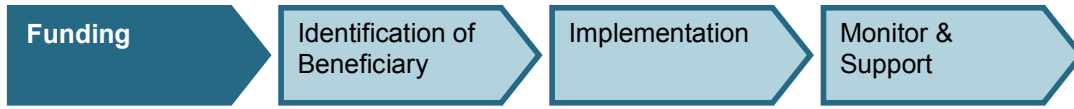


Number of Children supported through Mid Day Meal program by Akshaya Patra (Data as of October 2010)



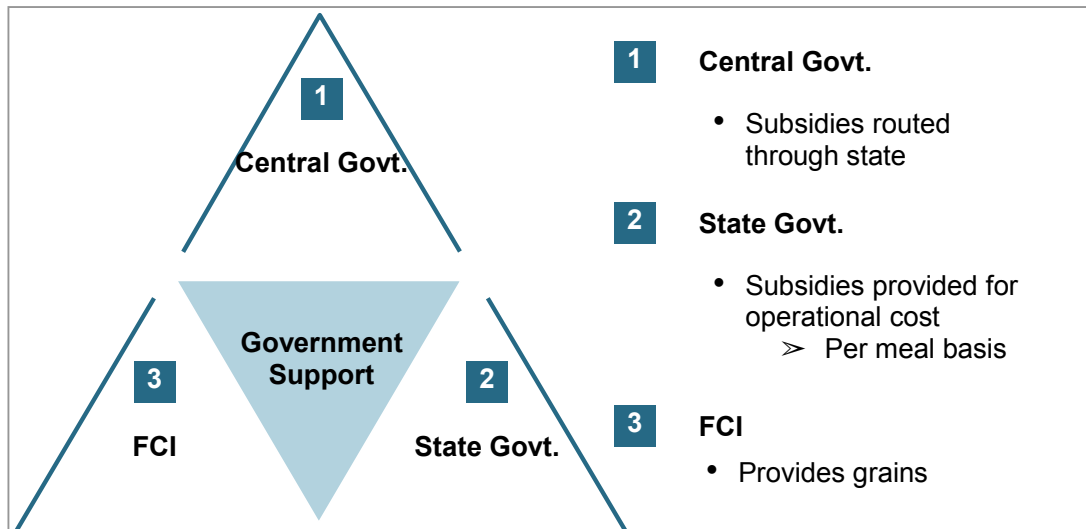
State	No of children	No. of schools	Locations
Karnataka	5,44,274	2508	Bangalore,HubliDharwad, Bellary,Mysore,Mangalore
Gujurat	2,12,225	820	Ahmedabad
Rajasthan	1,62,443	1826	Jaipur, Nathdwara,Baran
U.P	1,58,584	1526	Vrindavana &Mathura
Orissa	64,039	623	Puri, Nayagarh
A.P	43,290	247	Hyderabad,Vishakapatnam
Assam	36,782	386	Guwahati
Chhattisgarh	31,027	156	Bhilai
TamilNadu	602	1	Chennai
Total	1,253,266	8093	

Approach of the Programme:



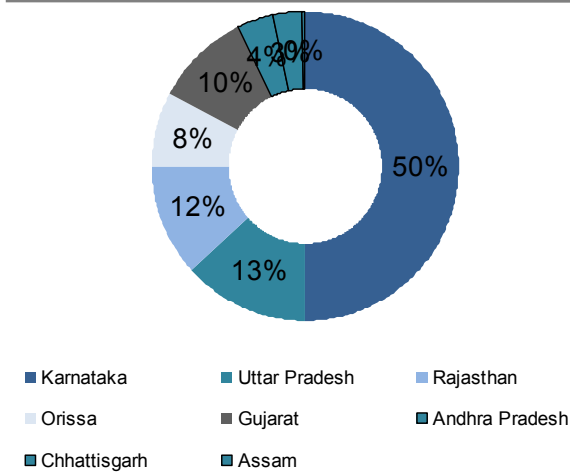
• **Funding source:**

- > **Government:** This program is conducted in partnership with the various State Governments and Central Government. Nearly 50% of the running cost of the Akshaya Patra program is supported through the subsidies provided by the government. The Food Corporation of India (FCI) and the Food and Civil Supplies Corporation of all the partner states provide the food grains necessary for cooking.



Subsidies provided per meal (Units Rs.) (Data as on March 2010)		
State	Primary School	Upper Primary School
Karnataka	2.5	3.75
Uttar Pradesh	2.5	3.75
Rajasthan	2.69	4.03
Orissa	3.3	4.92
Gujarat	2	2
Andhra Pradesh	3.54	3.96
Chhattisgarh	3.3	4
Assam	2.5	3.75

Share of Fund received from Government (FY10)

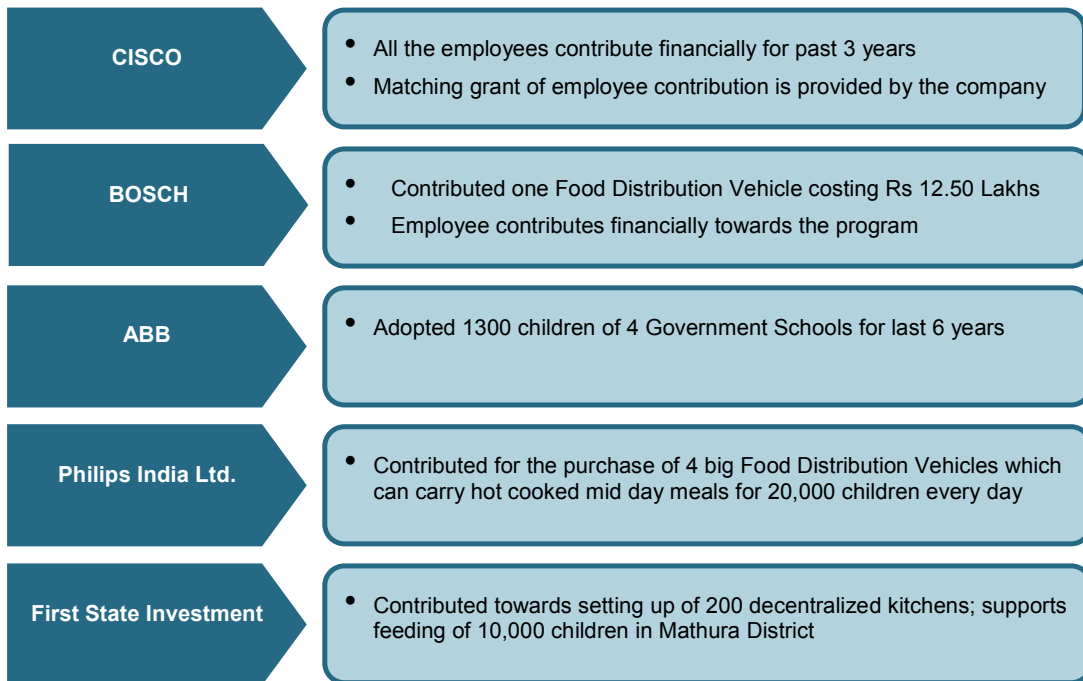


State wise Subsidy for FY10 (Cash & Grain)

State	Fund received (Rs Lakh) in 2009-10
Karnataka	2,179.02
Uttar Pradesh	579.86
Rajasthan	504.34
Orissa	339.76
Gujarat	431.41
Andhra Pradesh	164.31
Chhattisgarh	130.99
Assam	17.01
Total	4346.70

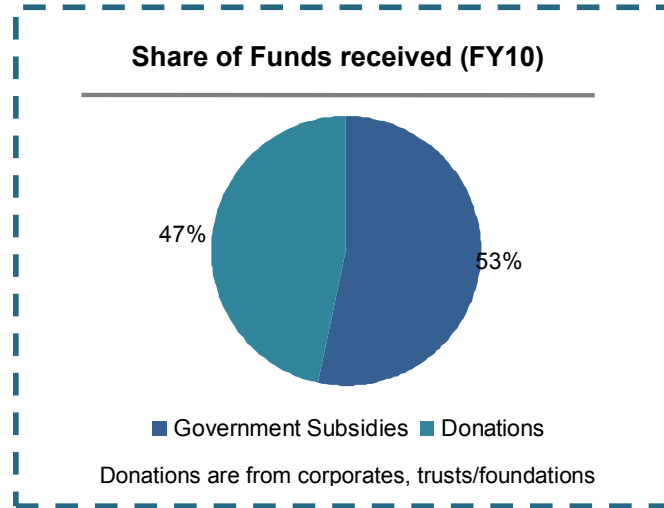
> **Corporate:** Several corporates provide financial support to run the program. The support can be towards the running cost of the program or capex cost such as setup of new kitchen or buying of new Food distribution vehicles. Corporates typically sign an MOU with the foundation to support for at least 3 to 5 years.

Some of these supports are highlighted below.





> **Individuals:** Individuals also contribute significantly towards the foundation. Individuals can sponsor as many meals for children as they wish to. To sponsor one child's meal for the entire school year a donor needs to donate Rs 525.



• **Donor engagement:**

Donor engagement mechanism for corporates and individuals is mentioned below.



Challenges & Responses:

Challenge #1 Fund raising

The project required continuous funding in large amount to support its growth plans of over 70% p.a since 2005.

Response: The program took the following steps to overcome the challenge.



- Setup a dedicated fund raising team
- Vertical wise approach followed for fund raising
 - Distinct teams to track key verticals like IT/ITES, BFSI, Manufacturing etc.
- Extensive use of online medium to spread awareness of the program leading to higher contribution from individual donors.

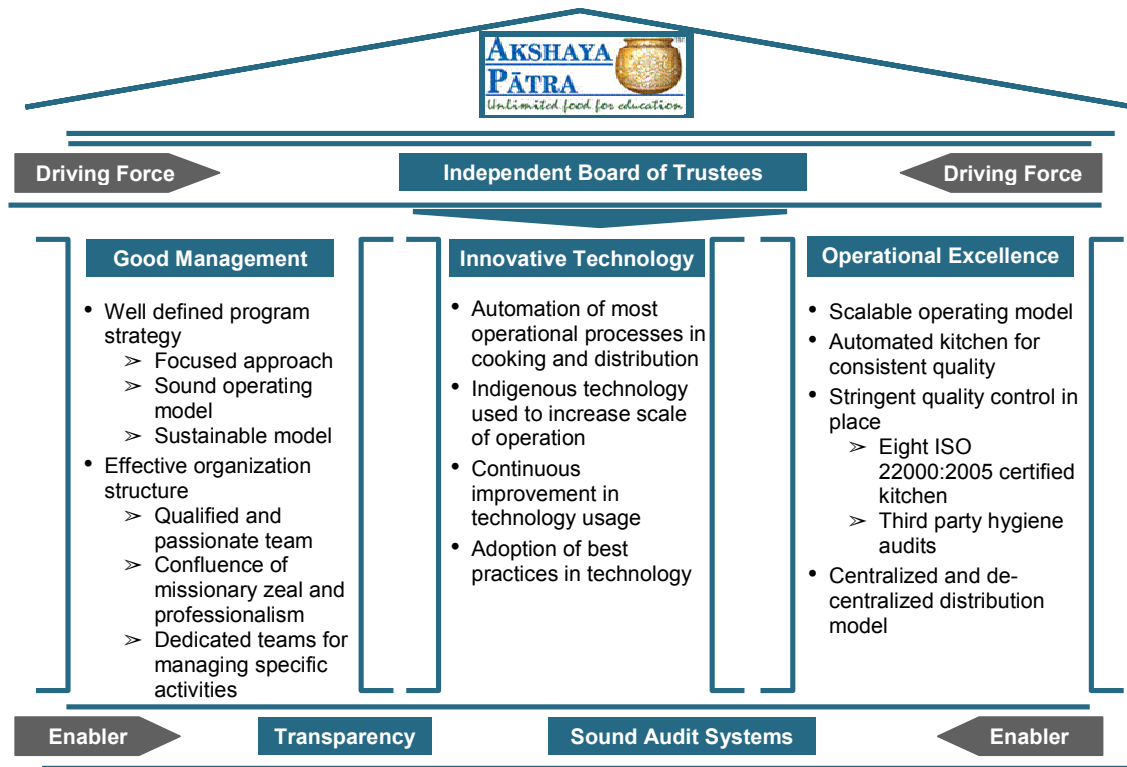


The beneficiaries for the program are primary and upper primary students in government schools. The program serves these children across several locations in India. In order to identify the select locations, the program broadly follows the following criteria.

S.No	Selection Criteria	Rationale
1)	States that show willingness to engage the foundation as the implementation partner.	Govt. support is utmost essential for success of the program
2)	Schools that send applications to the foundation	Helps the foundation to reach out to the needy areas



The fundamental pillars on which the Akshaya Patra Foundation stands on are Good Management, Innovative Technology and Operational excellence. The diagram below explains the basic building blocks of the foundation which has helped in making the Akshaya Patra Mid-Day meal program a successful one.



Driving force behind the Initiative:

The Akshaya Patra Foundation forms a unique blend of people from different walks of life who form the independent board of trustees. Comprised of missionaries, corporate professionals and entrepreneurs, the Board of Trustees is the driving force behind the organization. With uncompromising principles and strong governance, they have guided The Akshaya Patra Foundation to the heights that it has reached today. Some of the names include Madhu Pandit Dasa, Chairman Akshaya Patra Foundation, Mr. T V Mohandas Pai, Board Member & Director, Human Resources, Infosys Technologies Ltd., Raj Kondur Director, Ascent Capital. These eminent personalities provide strategic inputs and support to the program.

Three Pillars of Akshaya Patra Foundation:

- I. **Good Management:** The foundation has been able to achieve phenomenal success because of the good management and governance.

Well defined Strategy: The foundation has a well defined strategy to implement the program.

- Focused approach:



- The foundation's core focus was Mid-Day meal program right from the beginning and still remains the same
- With this single minded focus for last ten years program has been able to better itself and achieve the desired scalability
- Robust operating model: The program's operating model is aimed at replicability and scalability. Operating model is designed keeping the end objectives in mind.

Objective	Operating Model	Characteristics
Reach Large number of children	Centralized	<ul style="list-style-type: none"> • Centralized kitchen-operated in a hub and spoke model to serve near by schools • Kitchen operated from an urban place • Capacity to serve 1.5 Lakh children
Increase the reach to rural areas in remote places	Decentralized	<ul style="list-style-type: none"> • Decentralized kitchen near to the school • SHGs are trained and recruited to help in the operation • Operated in remote areas where it is difficult to setup large infrastructure

II. **Innovative Technology:** Akshaya Patra foundation is one of the pioneers in use of technology in the social sector. This has significantly helped in maximize efficiency and minimize cost, time and labor. All phases of the design and process have involved appropriate technological consideration.

Following are some of the use of Technology in the program

- Gravity flow mechanism based kitchen
- Automated vegetable cutting machine to cut large quantities of vegetables
- Automated roti making machine (~40,000 rotis per hour)
- Programmable flow valve to allow measured quantity of ingredients
- Rice cleaning machine (Capacity: 5 tons of rice cleaning per hour)
- Conveyer belt to load food containers into vehicles
- Customized vehicles to carry and preserve hot food for long hours



(Chapatti making machine)



(Cooks rice for 1000 students in 15 minutes)



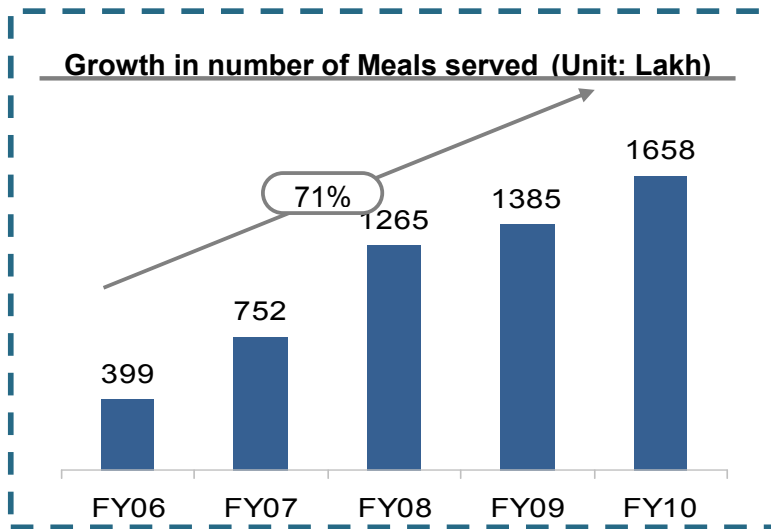
(Customized vehicle to carry and preserve hot food)

The automated machines that are used in the kitchen are not readily available in the market. They are indigenously designed keeping the requirement in mind. The roti making machine was inspired from the Papad making machine and was customized and improved to make chapattis at such a fast rate. A machine used in chocolate factory (used to pump liquids) has found use in the process of cooking rice.



All these technological innovation has helped in preparing 1 Lakh meal in only 6 hours.

III. Operational excellence: The number of meals that are served has been growing at a rate of ~71% over the last 5 years. This would not have been possible without the operational excellence of the program.



Some of the key highlights about the operational excellence are mentioned below.

Operational Excellence	
Automated Kitchen	<ul style="list-style-type: none"> All the kitchens in operation are automated/ semi automated with minimal human intervention
ISO certification	<ul style="list-style-type: none"> Eight kitchens are ISO 22000:2005 and the rest are in the pipeline to get ISO certified
Quality control	<ul style="list-style-type: none"> There is a quality control team to monitor the quality. There are third party quality audits for hygiene control

The program is already in the process of obtaining six sigma certification as well.

Challenges & Responses:

Challenge #1: Expansion in areas not conducive to infrastructure development:

When the program was planned to expand in rural areas with remote locations it faced the following challenge

- Lack of infrastructure like bad roads made it difficult for food to be distributed widely



- Lack of access to labor force

Response: The program adopted the following steps to overcome the challenge

- Operated in a de centralized mode where meals were cooked near the school
- Self Help Groups(SHG) were formed (who in most cases were mothers of the school children) and were employed
- Training programs conducted for SHG to help them prepare the meals in a healthy, hygienic manner

Challenge #2: Identify the right technology to enable the scaling of operation

As the program expanded, it required the right kind of technology to help them scale up the operation. There were not any readymade technology/ products available which can operate in such large scale (Millions of meals in few hours time)

Response: The program followed following strategy to overcome the challenge

- The overall requirement (e.g. rice cooking) was broken up into key tasks (e.g. rice cleaning, cooking, steam generation etc) that need to be performed
- Identified some key relevant technology used in other industries which can perform the individual tasks
- Customize the adopted technology by making suitable changes with the help of in house engineering team and external experts
- Test the new technology and make incremental improvements



The program follows several well defined monitoring mechanisms to ensure transparency and accountability. Some of them are mentioned in the following table.

Type of Monitoring	Monitoring mechanism
Financial monitoring	<ul style="list-style-type: none"> • Accounting standard is IFRS compliant • Monthly branch audit reports sent to head office for review • Audit committee was formed as a sub-committee of the Board of Trustees • Third party audit every year by KPMG
Operational	<ul style="list-style-type: none"> • Quality audit to check hygiene control



monitoring	<ul style="list-style-type: none"> Feedback form sent to every school and their feedback is incorporated to improve the quality
Donor reporting	<ul style="list-style-type: none"> Donor's fund utilization report sent to all donors who donate more than Rs. 1 Lakh

Sustainability of the Programme and Future plans: The program operates in a P-P-P model which helps in making the model sustainable. The financial support from corporates, foundation and individuals the program increase the sustainability. The replicable and scalable model has helped in the rapid growth of the program and it aims to serve 5 million children by 2020.

Key Learnings from the Akshaya Patra Mid-Day Meal program:

Actions taken by the program help in understanding the key issues that need to be tackled for successful implementation

Actions Taken	Key Learnings
<p>Identification of the area of intervention</p> <ul style="list-style-type: none"> Clear Vision: <i>"No child in India shall be deprived of education because of hunger"</i> Single minded focus on fulfilling the vision 	<ul style="list-style-type: none"> Identify area of involvement/intervention In case of multiple area of intervention identify core focus area
<p>Funding requirement</p> <ul style="list-style-type: none"> P-P-P model enables to reduce the financial burden Dedicated fund raising tem <ul style="list-style-type: none"> > Vertical focused approach > Extensive use of online medium to raise funds Donor management system in place to ensure transparency and build trust 	<ul style="list-style-type: none"> Identify adequate sources of fund Decide on appropriate fund raising mechanism Create right levels of donor engagement
<p>Identification of select initiatives</p> <ul style="list-style-type: none"> Vision of the program inline with Govt's Mid-Day meal scheme and hence has chosen to be the implementation partner of state governments 	<ul style="list-style-type: none"> Select initiatives whose objectives are in line with the organization's objective Finalize on the level of involvement with the program



<ul style="list-style-type: none"> • MOU signed with government prior to the engagement • Receives continuous support from government through out the 10 years of operation 	
<p>Implementation Structure</p> <ul style="list-style-type: none"> • Effective organization structure in place • Confluence of people with missionary zeal and professionalism • Board of trustees are highly experienced and qualified, and work as a drive force • SHGs are formed and employed to operate in the decentralized model • ISCKON devotees provide complete support in the program's operation 	<ul style="list-style-type: none"> • Design appropriate team and organization structure to run the initiative • Identify suitable partners to help in the program execution
<p>Monitoring and tracking</p> <ul style="list-style-type: none"> • Transparent system in place • Third party assessment done periodically <ul style="list-style-type: none"> ➢ A.C Neilson survey done in 2006 ➢ Survey by St. Jones medical college ➢ Independent government assessment done periodically • Effective monitoring mechanism in place (Refer Monitor & Support section for details) 	<ul style="list-style-type: none"> • Assess impact of the programme at regular intervals • Have an effective monitoring system in place • Ensure financial regularities and transparency in the system
<p>Sustainability</p> <ul style="list-style-type: none"> • Replicable model • Robust technology to ensure scalability of operation (Refer Implementation-> Technology Innovation for details) • P-P-P model helps in the sustainability of program (Refer Sustainability of the Programme and Future plans section for details) 	<ul style="list-style-type: none"> • Ensure that the model is replicable • Have right kind of technology to enable desired scalability



Contribution of the programme towards RTE Objective

RTE Objective	Akshaya Patra's contribution
Every child (6-14 years) to have free and compulsory education	Program helps to bring children back to school.
Holistic development of the children	The programme ensures the child gets nutritious food to ensure full cognitive development.
Ensuring basic infrastructure of school is at place including kitchen for mid-day meal program	The decentralized model builds kitchen near the schools
Improve the overall quality of education	Program has been able to improve school enrolment and attendance thus contributing to the child's right to education.

Conclusion: Akshaya Patra Foundation is a role model for successful implementation of a P-P-P model for a non-profit initiative. Serving nearly 1.2 million children everyday is a no mean achievement and this is made possible because of the processes setup by passionate individuals who run the program. One of the integral forces behind the success of the program is the extensive use of technology. The program has resulted in positive outcomes, leading to overall nutrition, healthy bodies and better performance of the children. With a solid foundation, laid over the last 10 years and continued support from government and its donors, it will not be a surprise if the program over achieves the target of 5 million children by 2020.



Summary of Key Learnings from Model III

Model III: Implementation partnership

In this model, corporate play the role of implementation partner to initiatives which are run by other corporate/ NGO/ Govt. organization. The implementation plan is run with the guidance of programme owner.

Based on the successful case studies mentioned above, there are some key aspects that one needs to take into account while replicating this model. The summary of all key learnings from model III initiatives are mentioned below.

Key activities	Details of Key activities
Identification of the area of intervention/ involvement	<ul style="list-style-type: none"> • Identify the areas of interventions among the areas of <ul style="list-style-type: none"> ➢ Capacity Building (Training to Teachers, Building infrastructure for school etc) ➢ Training / Skill-Building programs ➢ Institution management programs
Identification of beneficiary	<ul style="list-style-type: none"> • Demographic profile of beneficiaries <ul style="list-style-type: none"> ➢ Which locations ➢ What kind of children <ul style="list-style-type: none"> ◆ Girl children or boy or both ◆ Slum children / orphans / back ward category ➢ Age of children (Primary school / secondary school children)
Managing the Source of Fund	<ul style="list-style-type: none"> • Prepare annual budget for the initiative • Identify Fund raising mechanism <ul style="list-style-type: none"> ➢ Part of company's overall budget ➢ Employee donations ➢ External donations • Prepare a donor engagement model and donor fund management system
Identification of select initiatives to support	<ul style="list-style-type: none"> • Short list select initiatives run by NGOs/ Govt. / Corporate who run programs that have synergy with the company's CSR objective • Approach the programme owners to become the



	<p>implementation partner</p> <ul style="list-style-type: none"> • Finalize on the level of involvement with the programme • Finalize mutually agreeable Terms & Conditions
Building a dedicated Team for managing the initiative	<p>Finalize</p> <ul style="list-style-type: none"> • Organization structure • Recruitment of key personnel • Level of Involvement of senior personnel for guiding this initiative • Identify local partners to support in implementation
Stake Holder engagement plan	<ul style="list-style-type: none"> • Identify key stake holders in this initiative <ul style="list-style-type: none"> ➢ Senior management Team ➢ NGO/ Program owner's Management Team ➢ Govt. officials ➢ Community members ➢ Children ➢ School management team ➢ Employees ➢ Third party partners for audit/ monitoring • Define stake holder engagement plan
Build a detailed activity plan	<ul style="list-style-type: none"> • Resource mapping for the programme • Awareness programme in the community • Training for the local partners and volunteers involved
Monitoring and tracking of the programme	<ul style="list-style-type: none"> • Identify KPIs for the programme • Identify templates / tools to measure the KPIs • Finalize on the frequency of the monitoring process • Impact assessment of the programme • Internal mechanisms to measure / report utilization of funds to the donors • Mechanisms / frequency of reporting to the donors involved • Mechanisms for taking feedback from donors • Financial audit of the programme by third party • Level of involvement of senior management in the monitoring process



Ensuring Sustainability of the programme

- Ensure financial sustainability of the initiative
- Training programme for stake holders
- Defining SOPs and training manual for reference



Potential role of corporates towards fulfilling the RTE objectives

Based on the learnings from the case studies, it can be derived that corporates who has or would like to have Model III as their CSR engagement model can contribute significantly towards meeting the RTE objectives. The table below highlights the potential role that a corporate can play in fulfilling the RTE objectives.

RTE Objective	Potential area of contribution from the corporate
<ul style="list-style-type: none"> • Every child (6-14 years) to have free and compulsory education • Improvement in quality of education provided to disadvantaged children • Special provision for children not admitted to or who have not completed elementary education 	<ul style="list-style-type: none"> • Help in the implementation of NGO/ Corporate/ Govt. programmes that work for the education of underprivileged children in the area of: <ul style="list-style-type: none"> ➤ People and infrastructure support ➤ Spreading awareness
<ul style="list-style-type: none"> • Improve the overall quality of education for children 	<ul style="list-style-type: none"> • Help in implementing initiatives in the area of <ul style="list-style-type: none"> ➤ Curriculum reform ➤ Capacity building exercise ➤ Improving teacher's performance
<ul style="list-style-type: none"> • Improvement in quality of teachers 	<ul style="list-style-type: none"> • Conduct/ Facilitate teacher training programs
<ul style="list-style-type: none"> • To promote innovations, researches, planning and capacity building 	<ul style="list-style-type: none"> • Provide technical support and resource to the state government



Conclusion

The successful case studies of the three models bring out the fact that, it requires different strengths/skill sets in order to successfully operate in any of the models. Each of the models in their own way can contribute towards meeting the RTE objectives. Corporates and other institutions wanting to engage them selves in any of the model should be aware of the critical success factors of these models. To replicate any of these models they should understand these nuances and suitably align their programme strategies.

Engagement Model	Critical Success Factors	Impact on RTE
Model I (Program Owner)	<ul style="list-style-type: none"> • Have a strong stake in the community because of their business presence <ul style="list-style-type: none"> ➢ Helps in effective community engagement • Strong implementation capabilities <ul style="list-style-type: none"> ➢ Awareness of local culture because of company's existing business presence ➢ A suitable partner (e.g. NGO) who can provide on ground capabilities • Partners can help to expand the reach of the programme beyond company's locations • Monitoring and control over the programme lies in the helm of the corporate 	<ul style="list-style-type: none"> • Creating infrastructure for the school, thereby helping schools to meet the infrastructure norms • Setting up academies to promote research and innovation in the state • Improve the overall quality of education <ul style="list-style-type: none"> ➢ Programs aimed at providing academic and material support to children • Programs with active community engagement to strengthen the role of SMC • Improvement in quality of teachers by providing <ul style="list-style-type: none"> ➢ teacher training ➢ teacher certification course
Model II (Fund Provider)	<ul style="list-style-type: none"> • Identifying suitable programme owners to provide financial support 	<ul style="list-style-type: none"> • Support NGO/ Corporate/ Govt. programmes that work for the education of



	<ul style="list-style-type: none"> • Parameters of evaluation <ul style="list-style-type: none"> ➤ Alignment of programme with company's CSR objectives ➤ Impact of the programme ➤ Scale of the programme ➤ Area of operation • Actively encourage employee participation • Effective monitoring of the programme 	<ul style="list-style-type: none"> underprivileged children <ul style="list-style-type: none"> ➤ Financial support ➤ Support in programme management • Provide support in the following area to improve quality of education <ul style="list-style-type: none"> ➤ Scholarships ➤ Adoption of schools ➤ Sponsoring infrastructure improvement of schools ➤ Teacher training workshops ➤ Sponsoring research work on improving education standard of the children • Actively engaging employees to support programs that aim at improving the education standards
<p>Model III (Implementation Partner)</p>	<ul style="list-style-type: none"> • Ability to mobilize local resources • Ability to raise funds especially when programme owner is government agencies • Program execution and local liasoning 	<ul style="list-style-type: none"> • Implementing initiatives in the area of <ul style="list-style-type: none"> ➤ Curriculum reform ➤ Capacity building exercise ➤ Improving teacher's performance • Provide technical support and resource to the state government in researches, planning and capacity



		<p>building exercise</p> <ul style="list-style-type: none">• Conduct/ Facilitate teacher training programs to improve the quality of teaching
--	--	---



About Tata Strategic Management Group

Tata Strategic Management Group is the largest Indian Owned Management Consulting Firm. Set up in 1991, Tata Strategic has completed over 500 engagements with more than 100 Clients across countries and industry sectors, addressing the business concerns of the top management. Today more than half the revenue of Tata Strategic Management Group comes from working with companies outside the Tata Group. We enhance client value by providing creative strategy advice, developing innovative solutions and partnering effective implementation.

Contact at Tata Strategic Management Group

Mr. K. Raman

Practice Head

Infocomm, Media & Education

e-mail: raman.kalyanakrishnan@tsmg.com



TATA STRATEGIC MANAGEMENT GROUP

Nirmal, 18th Floor, Nariman Point, Mumbai 400021, India

Tel 91-22-66376712 Fax 91-22-66376600

url: www.tsmg.com email: raman.kalyanakrishnan@tsmg.com

The information contained herein is based on primary research with the concerned members of the programs and secondary sources such as annual reports and website etc. Although we endeavor to provide accurate and timely information, there can be no guarantee that such information is accurate as of the date it is received or that it will continue to be accurate in the future.