Impact assessment of FY 2019-20 CSR initiatives
BA Continuum India Private Limited (BACI)
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Impact assessment of FY 2019-20 CSR initiatives

Executive summary

BA Continuum India Private Limited (BACI) is a nonbanking subsidiary of Bank of America with offices across Mumbai, Gurugram, Hyderabad, Chennai, and GIFT city. Committed to its social obligations in India, BACI implements its Corporate Social Responsibility through NGO partners. The CSR investments at the Company are guided by its CSR strategy and policy and are aligned to the parent Bank’s development agenda. BACI’s CSR portfolio consists of projects in the thematic area of education, skill development and community revitalization.

In the FY 2019-20, BACI’s CSR grants of INR 15 Cr were distributed across 11 projects and were implemented across six Indian states (30 districts/administrative zones). As the projects followed a January – December 2020 implementation cycle, they were impacted due to the evolving COVID-19 Pandemic, and the nationwide lockdown that was imposed on 22nd March 2020. Subsequently, BACI worked closely with the implementing partners to make appropriate modifications in the project intervention models to continue engaging with the beneficiaries in a relevant and effective manner. Despite the initial setback, BACI CSR grants FY 2019-20 benefitted more than 105,000 individuals through various programmatic interventions.

BACI approached Deloitte to ascertain the impact created by five CSR projects, with investment of more than INR 1 Cr, from the FY 2019-20 grant portfolio. These projects in the domains of education (2), skilling (1) and community revitalization (2) were implemented during the January 2020 – July 2021 period.
About the projects under review
Deloitte assessed impact of projects within the domain of education, skill development and community revitalization operational at Delhi, Gurugram, Chennai, Mumbai, and Hyderabad cities. Cumulatively, these five projects reached about 68,820 beneficiaries through various initiatives and represent an overall CSR investment of INR 8.54 Cr (about 57% of total disbursements). The project models for the three domain areas are described below:

Education
- The ‘Science Education project’ (Agastya International Foundation) aims to provide experiential, hands-on teaching-learning methods to teach STEM concepts to students from economically weaker. The model pivoted to digital delivery due to the pandemic (Explore, Play, Learn V2.0) and used simple experiments using easily available and household materials to clarify concepts
- The ‘Young People’s Initiative’ (Naz Foundation) leverages sports to encourage holistic development of adolescents. YPI Dost and YPI Pragati modules were used by Naz Coaches and Community Sports Coaches (CSCs) to engage with adolescent participants over 1-4-month durations

Skill Development
- 1811 individuals completed training under the BACI supported ‘Digital Inclusion of Young Aspirants’ project (Anudip Foundation) across Gurugram, Hyderabad, and Chennai locations. The digital skills were transferred to project beneficiaries through an in-college model and a centre based model. 3-4 months courses in skills like Java, Web designing, Hardware and networking, Accounting and tally, Excel, Information Technology, and English were made available free of cost or at nominal fees to the trainees. The project pivoted to a remote online model to overcome the challenges and restrictions posed by the pandemic

Community Revitalisation
- The ‘Integrated Slum development project’ (Humana People to People India) aimed at holistic community development through interventions related to health, sanitation, education, advanced skilling, and access to social schemes.
- The ‘Jal Seva project’ (Jal Seva Charitable Foundation) mobilised community collectives and carried out institution building activities to promote access to health and WASH resources, improve awareness and engagement with key stakeholders to demonstrate scalable water conservation and WASH models in the target communities.

Approach
Deloitte conducted the current impact assessment through a desk research of project related documents, and primary interactions (on a sample basis) with key stakeholders and project beneficiaries. The descriptions and the findings in this report, are specific to the BACI FY 2019-20 CSR grant supported projects assessed, unless stated otherwise.

The objective of the assessment, executed along a 1-month period, was to ascertain the impact of the projects w.r.t the following research questions:
- What were the intended or planned outcomes of the initiatives? Are the program’s results in line with the anticipated outcomes?
- Did the evolving pandemic cause any disruptions to the initial program design, and what were the changes to the overall design to avoid potential program disruption?
• How do the beneficiaries and other stakeholders perceive the CSR initiatives undertaken?
• Has there been a disruption in impact due to remote program execution? Are there any potential strategies that could be deployed to combat this disruption?
• Ascertain any other challenges in implementation of the activities that are impeding optimal results.

### Project wise impact summary

The assessment found that all five projects were relevant to the needs of the target population and were appreciated by the target beneficiaries during the pandemic year. A summary of impact created by them, based on document review and analysis of data, is documented in the following section.

<table>
<thead>
<tr>
<th>BACI supported project</th>
<th>Investment</th>
<th>Project Overview</th>
<th>Outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Education Project (Agastya International Foundation)</td>
<td>INR 1.04 Cr</td>
<td>Experiential and hands-on teaching learning models to improve students’ learning across STEM subjects</td>
<td>30,953 students across 148 schools</td>
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<td></td>
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<td>2,88,281 student exposures through synchronous and asynchronous learning</td>
</tr>
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</table>

#### Relevance/need for project:
- The existing education system in the country is heavily reliant on rote-learning of concepts, which leads to disinterest and the lack of understanding of the STEM subjects.
- The National Education Policy, India (2020) places significant thrust on the need to make pedagogy more experiential, holistic, inquiry and discovery driven, and learner centered to promote progress in STEM subjects (Science and math).
- The Agastya model aims to build these aspects into the teaching learning model, and hence promote better learning engagement amongst students.

#### Impact created:
- The Agastya model of teaching pivoted from the initial classroom teaching model to the subsequent engagement with the students through digital means owing to the evolving pandemic and the resultant school closures. The model targeted students from underprivileged families studying in grades 6th-10th of the government schools through the modified digital engagement model called “Explore, Play, Learn, Version 2.0” (EPL V2.0)
- The student cohort underwent a shift, making the tracking of long-term outcomes difficult. Several students of the initial cohort (students from classroom sessions) had to drop out from the sessions due to inaccessibility due to various reasons. During the assessment, ~30% of the students reported that they were able to access Agastya digital sessions but were not a part of the initial intervention group.
- The EPL model was initially inaccessible to 50% of the students who did not have access to digital devices at home. Over the next few months, the content delivery mechanism was revised by Agastya, and the students were able to access the content shared by instructors through WhatsApp, and online Google Classroom sessions.
- The student cohort reported high retention of taught concepts, and ~60% of the students reported ability to explain the scientific phenomena recently taught to them.
- The students engaged in the Agastya EPL model reported presence of positive learning behaviors like curiosity, awareness, and creativity. In addition, the schoolteachers reported that the students also demonstrated improved concept recall and learning ability.

#### Recommendations for way forward:
- Efforts to expand access to the digital model for students with financial constraints may need to be considered in addition to last mile delivery through partnerships with community-based and local-government organisations.
- Deployment of technology to measure and track the students’ engagement and learning levels needs to be considered.
### Impact created

- WHO recommends age specific physical activity to reduce risk from a range of non-communicable diseases. Despite this, a large proportion of individuals including adolescents do not engage in sufficient physical activity.
- Naz Foundation’s Young People’s initiative is a Sports for Development project that aims for social and life-skill development of individuals through sports and physical activity. The life skills and physical activity sessions targeted at adolescents, mostly girls, are structured to empower them with knowledge and to provide them with safe spaces to express themselves.

### Relevance/need for project:

- The original 10-month long YPI program was modified into the YPI Dost and YPI Pragati models (1-4 months’ duration) to enable engagement of target beneficiaries in a safe and effective manner. The impact of the BACI supported project can be outlined for two distinct beneficiary groups:
  - Community Sports Coaches (CSC): CSCs gained knowledge about ‘new’ topics made relevant by the ongoing pandemic such as cyberviolence and social distancing. The added responsibilities post the intervention pivoted to a community-based model, helped the CSCs in enhancing their own communication and problem-solving skills. Sample respondents reported increased self-confidence, sense of responsibility and leadership skills due to NAZ’s capacity building program. Some respondents from the sample assessment mentioned that they aspired to continue as ‘Junior Coaches’ with Naz and have enrolled/plan on enrolling into an undergraduate degree course (a pre-requisite for the job role). Most important impact was that they continued to receive the committed monthly stipend of INR 3,500 (as part of their development program) even when the engagement with adolescents was suspended during the initial lockdown. This income security came as a relief to many CSC families where the earnings of the primary breadwinners had reduced or stopped during the pandemic-imposed lockdowns.
- Adolescent participants: The biggest impact of the YPI program within the participants (and communities) was awareness created around the ongoing pandemic by CSCs. Updated health & hygiene messages disseminated through modified YPI models emphasized on prevention of rumours and promotion of fact-based messaging, as per the sample adolescent participants. With schools closed, the sessions were the ‘girls’ only opportunity to socialize among peers and engage in a physical fitness/sport activity. Many of the sample respondents mentioned that they shared the knowledge gained (around topics such as ‘HIV, body image and labelling, and gender roles etc.’) within families and friend network – this has in led to more participants signing enrolling for the initiative. Further, the interactions with the CSCs (seen as role models in the community) and Naz coaches, and the life skills training have helped improve the participants’ own communication skills and their confidence levels.

### Recommendations for way forward:

- Direct efforts towards strengthening the process of evidence generation and institutionalizing learnings.
- Wider dissemination of life skills content could be facilitated to relevant beneficiaries within the portfolio.

### Impact created

- Digital training and placement support to youth enrolled in the last year of undergraduate program or fresh graduates (from underprivileged backgrounds) in employability related digital skills. Facilitate placement linkages to ensure gainful employment of candidates successfully completing the 3-4-month training.

### Relevance/need for project:

- Employment opportunities available to fresh graduates are limited, even if their degree colleges have a placement cell. The employability of the young people is further impacted by a mismatch in domain specific and soft skill sets required by several job roles. Anudip Foundation’s DIYA programme seeks to address these concerns by offering technical courses, soft skills courses integrated into all training modules and facilitating placement linkages.

### Impact created:

- The DIYA programme offers eight employability-oriented courses. Standardized content is delivered by trainers in a classroom setting, periodic assessments conducted, with certification and placement opportunities provided to successful candidates. This model however pivoted to a virtual mode of engagement in line with pandemic related restrictions across locations.
• Despite the initial challenges of pivoting to an online model, efforts by the Anudip Foundation staff ensured that the BACI supported project was able to achieve 103% of the training target (1811 trained against a target of 1750) with low dropout rate of 0.66% (12 candidates).
• Since the courses were offered free/at nominal fees, they were accessible to disadvantaged youth for whom the market fees of INR 10-25,000 for similar courses was prohibitive. During sample interactions, trainees reported a high level of satisfaction with the training material, quality, and interaction with trainers – some of them reported to have recommended the courses to their friends and siblings.
• Trainees reported positive impact on their communication and presentation skills their confidence to interact with others socially (at work, or at home) has given them a feeling of empowerment.
• After a thorough market scan, Anudip Foundation moved the focus from sector-specific placement to job-role specific placement thus expanding the universe of opportunities made available to the candidates.
• The institutionalized placement process ensured better access to employment opportunities and lower attrition amongst participants.
• Alumni of the DIVA programme were able to access employment opportunities (73% placement rate with an average income of INR 1.67 lakhs per annum) with support from Anudip Foundation. They were able to sustain their own expenses and a portion of the family expenses in trying times (when pay cuts/ job losses were reported across households).

Recommendations for way forward:
• Leverage remote model to scale engagement with additional colleges.
• Leverage existing Anudip Foundation infrastructure to organize practical sessions across locations to ensure hands-on-practice for candidates undergoing IT related technical training.

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<thead>
<tr>
<th>BACI supported project</th>
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<th>Project Overview</th>
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<tbody>
<tr>
<td>Integrated Slum Development Project (Humana People to People India)</td>
<td>INR 2.45 Cr</td>
<td>Holistic community development through interventions in community building</td>
<td>11,962 unique individuals across slum clusters in Chakkarpur and Nathupur (Gurugram), and Malad and Andheri (Mumbai) were covered through BACI supported ISDP project</td>
</tr>
</tbody>
</table>

Relevance/need for project:
• The United Nations Global report on Human Settlements, 2003 identifies that slums and the urban housing settlements have inadequate housing conditions, with weak water and sanitation conditions, and unsafe building structures. The slums also suffer from issues of overcrowding, socio-economic deprivation, and economic, physical, and social exclusion- and lack of access to education, healthcare, and social services.
• The Humana People to People India project enables holistic development of the communities living in slum communities through initiatives related to out of school children, skill development of women and young adults, provision of health and sanitation infrastructure and services, and linkage to government schemes.

Impact created:
• The Integrated Slum Development Project was reported to impact several development areas such as health, sanitation, education, advanced skilling, and access to social schemes through various activities. The project pivoted to an online mode of delivery for several project elements due to the evolving pandemic.
• The health clinics located at project locations supported improvements in health and hygiene outcomes and reduced time in seeking healthcare and timely referrals when necessary. Sample beneficiaries reported facilitation by project staff to seek timely care, which was provided through healthcare clinics in the community.
• The community toilets and the bathrooms constructed in Gurugram were reported to enable greater sense of privacy, and proper sanitation.
• The bridge and remedial education programmes for students were reported to be useful to improve the understanding of the subjects taught in school. In the online delivery mode, the 33 girls and 20 boys were provided support to remain in school through teaching-learning support provided through WhatsApp. In addition, basic adult and financial literacy enabled illiterate/semi-literate women to continue learning - sample beneficiaries reported ability to read English and Hindi alphabets and count numerals to 100.
• The advanced skilling (beautician and tailoring) courses enabled self-employment to sample beneficiaries – they were able to earn of INR 2000-5000 per month. Sample beneficiaries completing Tally courses reported earning monthly salary in the range of INR 8000-12000.
• The government document linkages provided to the beneficiaries also enabled access to COVID support schemes initiated by government, which would otherwise have been inaccessible to the beneficiaries.

Recommendations for way forward:
• Healthcare assistance in the communities could be expanded through provision of longer duration and frequent scheduling of providers in the community.
## Executive summary

- Assistance to placement can be provided to youth engaged in skilling programmes.

### Jal Seva Project (Humana People to People India)

- **Locations:** Delhi and Hyderabad

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<th>Project Overview</th>
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<tbody>
<tr>
<td>Jal Seva Project (Humana People to People India)</td>
<td>INR 1.89 Cr</td>
<td>Community and institution building for sustainable WASH models for water insecure areas- including last mile water delivery through infrastructure creation and upgrading, awareness, and provisioning of infrastructure for WASH measures, capacity building of key stakeholders, demonstration and advocacy related to saleable WASH models</td>
<td>12,649+ marginalized beneficiaries in 27 slums of Delhi and Hyderabad were included in the project</td>
</tr>
</tbody>
</table>

### Relevance/need for project:

- Over 70% of India’s population resides in rural and underdeveloped urban areas. These localities report water insecurity, and unavailability of clean, potable water due to various challenges.
- Additionally, there is low health awareness, underdeveloped socio-economic systems, lack of education, poverty and various other issues that make water provisioning and safe utilisation difficult.
- The project aims to deliver a community institution led model of WASH and water security through provisioning, awareness generation, and key stakeholder engagement.

### Impact created:

- Sample beneficiaries from project locations reported improved health & hygiene outcomes, leading to reduced frequency of diarrhoea and stomach ailments, and reduced expenditure on illness episodes correlated with access to improved drinking water – they attributed this to health messaging and capacity building sessions that encouraged community members to adopt handwashing and better hygiene practices.
- The better access to water within the community also led to reversal in time poverty for women.
- The project also engaged in empowerment and education of key community members to manage the repair of provisioned infrastructure and maintain the new community behaviours - which enabled sustainability. Community members also reported that a cadre of plumbers, community mobilisers and field level workers were also trained, to carry out project maintenance activities in the community.
- Through the collectives created within the slums, community members were also empowered to approach the local administration officials as well as government officers to request for repair, maintenance and new installations as need arose within the community. A single entity was formed and empowered for this exercise, which ensured accountability for public authorities.
- In addition, engagements with school going children and women were carried out for water conservation measures in the community.

### Recommendations for way forward:

- Assist the community in reviewing O&M process with standardized template-based documentation and linkages with local vendors for long-term maintenance of infrastructure.
- Expand programme to include aspects on inspirational messaging, and advocacy related to water conservation and hygiene.
Introduction

About BACI
BA Continuum India Private Limited (BACI) is a nonbanking subsidiary of Bank of America with offices across Mumbai, Gurugram, Hyderabad, Chennai, and GIFT city. Committed to its social obligations in India, BACI implements its Corporate Social Responsibility through NGO partners. The CSR investments at the Company are guided by its CSR strategy and policy and are aligned to the parent Bank’s development agenda. BACI’s CSR portfolio consists of projects in the thematic area of education, skill development and community revitalization.

Strategic intent of BACI’s CSR investments
BACI’s societal commitments to local communities have been historically guided by the Bank’s pledges as a global citizen, the CSR projects supported in India are highly contextualised and responsive to local needs. BACI leadership in 2019-20 revisited their CSR strategy for India – the intent was to adopt an evidence based and outcome focused approach to the CSR grant management process. Further, evolved Governance and M&E structures and refined processes were introduced for efficient management of the CSR portfolio and effective performance tracking.

The renewed CSR strategy ratified by the Board in FY 2019 – 20 reaffirms the Company’s commitment to social development in three primary thematic areas of Education, Skill Development and Community Revitalization. While the focus of the grant supported activities in the Education and Skilling verticals will be to improve learning outcomes, impart relevant skills sets and facilitate income linkages, the Community Revitalization investments focus on creating enabling environments and demand for the former.

Education
Enhance learning outcomes by enabling access to quality resources and infrastructure

Skill Development
Vocational training programs with focused job linkages; and promotion of micro-enterprise to boost local employment

Community Revitalisation
Addressing community needs through water, sanitation, and health solutions that create enabling environments for learning

The development mandate is delivered through strong partnerships with Not for Profit partners across the country. In addition to the grant investments that drive social development, the Company encourages a strong employee volunteering culture (through a
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separate HR initiative) – employees sign up for skill-based volunteering activities with the NGO partners. The Company will continue to build on this momentum as it sets itself to ‘Enrich lives of 1 million children and young people by 2025/26.

Impact created through FY 2019 – 2020 CSR investments

The implementation of the projects supported by the FY 2019-20 grants was impacted the evolving COVID-19 pandemic and the nationwide lockdown that was imposed on 22nd March 2020. BACI worked along with its NGO partners to make necessary modifications to the project specific intervention models to continue engaging with the beneficiaries in a safe and relevant mode.

In the first year of implementation of the new strategy, BACI grants with a cumulative total of about INR 15 Cr impacted lives of about 105,000 individuals (most of them in the targeted age group of 6 - 30 years). 60% of the beneficiaries of the BACI grants are women or girls – this is in alignment with the Bank’s focus on gender inclusion and empowerment.

1,05,423 beneficiaries
~ 60% of them women and girls

78,892 students*
Across 436 resource poor schools

2,517 individuals*
Receiving vocational skills training

24,611 community members*
Across 69 slum clusters

Key activities and outputs

700+ group tutoring sessions
Remedial and bridge education for children

13,003 life skills sessions
For school going girls

~ 2,90,000 student exposures
1 exposure = 1 student receiving single STEM content

15,855 health consultations
Across 58 health camps and 481 clinics

Capacity building and asset creation

236 training workshops
For project staff and schoolteachers

61 new libraries
Across Govt schools

2 Net Ball grounds
In Delhi project location

1 Science Centre
Accessible to Govt. school students

44 Training Centres
Across project locations

*Overlap of beneficiaries
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Introduction

*Overlap of beneficiaries

<table>
<thead>
<tr>
<th>Beneficiaries reached*</th>
</tr>
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<tbody>
<tr>
<td>📚 Education 78,892 students</td>
</tr>
<tr>
<td>🧼 Skill Development 2,517 Trainees</td>
</tr>
<tr>
<td>🏡 Community Revitalisation 24,611 individuals</td>
</tr>
</tbody>
</table>

*Overlap of beneficiaries
Approach and methodology

Scope of work
BACI approached Deloitte to review the impact created by 5 projects supported through their FY 2019 – 20 CSR grants. These projects in the education, skilling, and community development domains, were implemented during the January 2020 – July 2021 period. A short summary of the projects assessed is provided below:

<table>
<thead>
<tr>
<th>Project</th>
<th>Short Description</th>
<th>Implementing partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Education Project</td>
<td>The project seeks to support government schools through hands on experiential teaching- learning interventions and enable student exposures across MSL, iMobile, LoB and Science Center) interventions</td>
<td>Agastya International Foundation</td>
</tr>
<tr>
<td>Sports for Development</td>
<td>The project seeks to leverage ‘Sports for Development’ (S4D) methods to encourage holistic development of students by conducting netball and age appropriate life skills sessions</td>
<td>Naz Foundation</td>
</tr>
<tr>
<td>Digital Inclusion of Young Aspirants</td>
<td>The project seeks to provide digital skills training support and placement support 1750 youth from impoverished communities through educational institutes and skill training centers</td>
<td>Anudip Foundation</td>
</tr>
<tr>
<td>Integrated Slum Development Project</td>
<td>Holistic community development with intervention across Health &amp; Sanitation, Education, Employable skills, Access to government schemes) for 8000 families across 42 slum communities spread in 4 slum clusters in 2 cities</td>
<td>Humana People to People India</td>
</tr>
<tr>
<td>Jal Seva Project</td>
<td>Community and institution building for sustainable WASH models in water-insecure areas to demonstrate efforts on water conservation, waste disposal and effective O&amp;M in communities and their neighborhood institutions like schools and Aanganwadi centres</td>
<td>Jal Seva Charitable Foundation</td>
</tr>
</tbody>
</table>

Approach
The impact assessment was based primarily on desk research of project related documents, and select interactions with implemented part staff and beneficiaries to inform the following research questions:

- What were the intended or planned outcomes of the initiatives? Are the program’s results in line with the anticipated outcomes?
- Did the evolving pandemic cause any disruptions to the initial program design, and what were the changes to the overall design to avoid potential program disruption?
- How do the beneficiaries and other stakeholders perceive the CSR initiatives undertaken?
- Has there been a disruption in impact due to remote program execution? Are there any potential strategies that could be deployed to combat this disruption?
- Ascertain any other challenges in implementation of the activities that are impeding optimal results.

Deloitte remained cognizant of the fact that the implementing partners had to pivot from the initial programme design due to the evolving pandemic situation March 2020 onwards. Hence, the programmes were assessed for impact with a nuanced understanding and appreciation of the limitations of remote programme execution.
The impact assessment\(^1\) of the CSR initiatives was executed in a phased manner along a 1-month period.

**Desk review**

Desk analysis of project documents (milestones achieved vs. set targets) was undertaken. The documents reviewed included the project proposals shared by the implementing partners (IPs) and the CSR teams, MoUs, available project baseline and end line data, beneficiary databases, NGO M&E reports for the review period, and project documentation related to revised remote strategies for execution and monitoring of the programs. In addition, a high-level literature search was done to document the need for the project.

**Data collection**

A stakeholder mapping exercise, based on the desk review, was conducted to identify the range of interactions that would be required to document multiple perspectives about impact. The documentation of multi-stakeholder interactions was critical to validating findings through triangulation. The stakeholders and the beneficiaries were selected purposively due to the time limitations of the assessment. The data collection for the assessment was carried out as follows:

<table>
<thead>
<tr>
<th>Project</th>
<th>Project Stakeholders</th>
<th>Documents reviewed</th>
<th>Primary Interactions conducted</th>
<th>Aspects covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Education Project</td>
<td>• Students engaged by Agastya instructors in the identified schools&lt;br&gt;• Science/ Math Teachers at the school&lt;br&gt;• Agastya instructors engaged in the delivery of the sessions</td>
<td>• Project Proposals (Cybergrant application)&lt;br&gt;• Project assessment reports for FY 2020-21&lt;br&gt;• Program Concept Notes (Explore-play-learn model, Self-study module)&lt;br&gt;• Agastya annual report FY 2019-20, 20-21</td>
<td>• 9 Project beneficiaries (Beneficiaries engaged with project for more than 3 years- 4, beneficiaries engaged in online delivery model- 5)&lt;br&gt;• 5 Teachers at Agastya intervention schools&lt;br&gt;• 2 Agastya instructors</td>
<td>• Digital Mobilization strategy deployed by IP&lt;br&gt;• Frequency of sessions&lt;br&gt;• Session and lesson structure&lt;br&gt;• Demonstration and Doubt clearing methodology&lt;br&gt;• Overall experience of sessions&lt;br&gt;• Impact on learning related to other subjects</td>
</tr>
<tr>
<td>Implementing Partner: Agastya International Foundation</td>
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<td>Review Dates: 14th August to 18th August 2021</td>
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<td></td>
<td></td>
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<tr>
<td>Sports for Development Project</td>
<td>• Project Beneficiaries&lt;br&gt;• Community Sports coaches&lt;br&gt;• Adolescent participants/ YPI Dost</td>
<td>• Project Proposals (Cybergrant application)&lt;br&gt;• Project assessment reports for financial year 2019-20 and 2020-21&lt;br&gt;• Program concept notes (YPI Dost, YPI Pragati model)&lt;br&gt;• NAZ Annual report 2020-21</td>
<td>• 7 project beneficiaries&lt;br&gt;• 2 community sports coaches&lt;br&gt;• 3 YPI Dosts</td>
<td>• Project impact on Communication skills and executive presence of coaches, YPI Dosts and beneficiaries&lt;br&gt;• Improvement in spoken English and IT Skills (if any)&lt;br&gt;• Livelihood security/ income changes&lt;br&gt;• Impact on Physical and Sports fitness</td>
</tr>
<tr>
<td>Implementing Partner: Naz Foundation</td>
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<tr>
<td>Review Dates: 16th August to 20th August 2021</td>
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<tr>
<td>Digital Inclusion of Young Aspirants</td>
<td>• Trainees engaged via the initiative&lt;br&gt;• Centre administrators&lt;br&gt;• Trainers</td>
<td>• Project Proposals (Cybergrant application)&lt;br&gt;• Project assessment reports for financial year 2019-20 and 2020-21</td>
<td>• 7 trainees engaged within various skilling areas</td>
<td>• Access to training and cost of access (if any)&lt;br&gt;• Individual Impact related to communication skills and employability&lt;br&gt;• Post-training Placements and income&lt;br&gt;• Impact of the programme on the overall household income</td>
</tr>
<tr>
<td>Implementing Partner: Anudip Foundation</td>
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<tr>
<td>Review Dates: 14th August to 20th August 2021</td>
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</tbody>
</table>

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\(^1\) Deloitte employed a Remote interaction and review process for the assessment
### Impact assessment of FY 2019-20 CSR initiatives

#### Approach and methodology

<table>
<thead>
<tr>
<th>Project</th>
<th>Project Stakeholders</th>
<th>Documents reviewed</th>
<th>Primary Interactions conducted</th>
<th>Aspects covered</th>
</tr>
</thead>
</table>
| Integrated Slum Development Project | • Project Beneficiaries  
• Implementing partner Project leader  
• Centre heads  
• Community Mobilisers | • Project Proposals (Cybergrant application)  
• Project assessment reports for financial year 2019-20 and 2020-21 | • 10 Project beneficiaries purposively chosen from beneficiaries who have accessed more than one service with HPPI  
• 8 Project Staff | • Changes in social development outcomes such as community health, hygiene, education, and economic status  
• Access to, and impact of socio-economic benefits/schemes and health services  
• Access and impact of Skilling services |
| Water Security in Slum Communities Project | • Project Beneficiaries  
• Implementing consultants Project leader  
• Central team coordinator  
• Community Mobilisers | • Project Proposals (Cybergrant application)  
• Project assessment reports for financial year 2019-20 and 2020-21 | • 11 Project beneficiaries purposively chosen from beneficiaries who have accessed more than one service with JSCF  
• 3 Project Staff | • Changes in social development outcomes such as community health, hygiene, and access to Water  
• Sense of empowerment and rights realization due to collectivization under social-group formation  
• Time and income savings with access to water pipeline  
• Impacts of last mile pipeline connections |

#### Limitations:
- Due to the time constraints, the impact assessment was based on a small sample of beneficiaries, which was not representative of the entire cohort of beneficiaries across the various projects. Hence, extrapolation of the results/findings to the larger group is not recommended.
- As most projects had to be implemented remotely, assessment of the projects was carried out as per the remote outreach design.

### Picture

Picture Courtesy: Anudip Foundation
STEM learning made easy
Agastya International Foundation
1. Introduction

<table>
<thead>
<tr>
<th>Project title</th>
<th>Science Education Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing partner</td>
<td>Agastya International Foundation</td>
</tr>
<tr>
<td>Project overview</td>
<td>The Science Education Project has received a 1-year grant from BACI to achieve 98,500 student exposures (across interventions Mobile science lab (MSL), Lab on a bike (LOB), iMobile Lab and Science center). This would entail an outreach to about 23500 students across 70 schools. The project activities are targeted at Grade 6-8 students from government schools in Chennai, Delhi, Gurugram, Mumbai and Hyderabad.¹</td>
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<tr>
<td>BACI support</td>
<td>To achieve the following:</td>
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<tr>
<td></td>
<td>• Increase access to practical, hands-on science-math education for economically disadvantaged government school children</td>
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<td></td>
<td>• To supplement government school system with experiential science, math learning and digital experience</td>
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<td></td>
<td>• To support teacher community to handle their teaching sessions better and introduce peer to peer teaching/learning methodology</td>
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<td></td>
<td>• To spark curiosity, creativity and build leadership (over 3-5-years of intervention in a cohort) among underprivileged children of India</td>
</tr>
<tr>
<td>Project period</td>
<td>January 2020 to March 2021</td>
</tr>
<tr>
<td>Grant amount</td>
<td>INR 1,04,36,210/-</td>
</tr>
<tr>
<td>Project location</td>
<td>Mumbai, Delhi, Gurugram, Chennai and Hyderabad</td>
</tr>
<tr>
<td>Problem statement</td>
<td>The current education system in the country lacks experiential, hands-on learning methodology required to spark the curiosity of the child. The National Education Policy (NEP) 2020, India recognizes that the schools report significant reduction in curiosity with progress across grades, and places significant thrust on pedagogical methods that are experiential, holistic, inquiry and discovery driven, and learner centered in order to promote progress in STEM subjects (Science and math)⁴. Education is an important tool to overcome poverty. The uninspiring learning methods, and consequent reduction in the curiosity deprives children of this tool. Current schooling system is a major contributing factor to education apathy, high out-of-school rates and youth that lacks creative thinking and problem-solving abilities to excel in life. There is lack of infrastructure and teaching facilities that deploy technology for foster experiential learning methods³.</td>
</tr>
<tr>
<td>SDG alignment</td>
<td><img src="image" alt="Image" /></td>
</tr>
</tbody>
</table>

¹ Source: Q5 progress report, Agastya International Foundation  
² Source: Cybergrant application to BACI for community project funding, AIF, 29th August 2019  
³ Source: National Education Policy, 2020, India
Impact assessment of FY 2019-20 CSR initiatives | STEM learning made easy

Coverage snapshot
The BACI supported YPI project pivoted to a blended model in response to the COVID-19 related restrictions in the project locations. The outreach of the initiative through the FY 19-20 grant is presented below.

148 Schools
in Delhi, Mumbai, Chennai, and Hyderabad

30,953 students
16,756 Girls and 14,196 Boys

4209 Community Members engaged

2,88,281 Student exposures

Description of beneficiaries
BACI funded Agastya project reached out to 30,953 overall students (55% of them girls) from 126 Government schools during the January 2020 – March 2021 period. The beneficiary students studied across 6th-10th grades of Government schools and were from underprivileged families.

Source: Q5 Project Progress Report, Agastya International Foundation
Intervention model:
The original Agastya model⁶ consisted on 4 methods (Mobile science lab, Lab on a bike, Science centre, and an iMobile) to engage with children in the lower resource settings.

However, the original model had to pivot in April 2020 from an in school - on ground engagement with the students to a remote engagement approach. The “Explore, Play, and Learn” (EPL) model comprising of a mix of online teaching plus offline activities was adopted since July-August 2020. The EPL model was built on the same principles as the original model and delivered through WhatsApp and Google classrooms. The model allowed for interactions between the instructors and students over chat and group video calls to facilitate understanding of the topic.

⁶ Source: Agastya Annual report 2020-21
Inputs
Agastya’s Science Education project is innovative regarding its content and delivery model. Unique pedagogical methods and low-cost experiments are used by Agastya instructors to explain complex STEM concepts. Student and schoolteacher participation is also encouraged through science fairs, competitions, and camps.

The same content was further developed to allow for dissemination in using technology platforms from March 2020 onwards. Staff and instructors were additionally trained in remote delivery of the project activities.

Process
The delivery model of the BACI supported science program had to be adapted from a school-based model and the process was directed towards an online delivery model.

The EPL implementation was carried out at the identified schools, through a synchronous- asynchronous session model that could be made available to all students who had access to smartphones, across various divisions. Instructors form groups of 40-60 students on WhatsApp and share bite size content, specific to a concept, over 5 days of the week. Each day, the students engage for 60-90 minutes depending on the activity and the task provided for the day.

In these classes, instructors introduce concepts and materials, explain and conduct activity, allow time to share observations, explore and recall the learnings. In this model, more emphasis is placed on home-based activity recreation, and care is taken to ensure that all materials used in the activities are low cost and either generally available at home, or easily purchased. Each module comprises of 2-3 activities, that the students are expected to recreate at home.

Once in 2 weeks, students can also connect with instructors over Zoom to get their doubts addressed for the last 2 lessons taught. Once every 2-3 months, students are also brought together for summer camps/science fairs (3-4 hours) virtually, using Zoom.

Strategic differentiators

| Low cost execution models that leverage the organizations’ strong relationships with schools and Education Depts. | Activity based learning with emphasis on demo models/experiments using daily household materials |
| Grade specific project syllabus aligned to school curriculum and delivered in local languages | Strong pivot mechanisms deployed during lockdown, to remain relevant |

Impact created
The account presented below is basis the analysis of survey responses and a content analysis of the narratives recorded during the multi-stakeholder interactions. The Deloitte team interacted with students, teachers, and Agastya instructors during the virtual review. The impact discussed is built specific to the modified model.
Key findings
Continuity of learning through the digital model

The pivot to the digital model of delivery of concepts was assessed to establish if there was any scope for marginalization of students based on availability of the devices to access the session. The following aspects were revealed:

- Initial difficulty in accessing Agastya content online, resolved through subsequently updated outreach approach
- Ability to access lesson video later through WhatsApp helped with access
- Instructors took special care to resolve queries and doubts

While the students had initial hiccups in accessing online content, the EPL V2.0 solved for this - 50% sample students reported that they were able to access content and engage in activities daily. 30% students reported that they were able to engage in learning activities at another time of the day. ~10% students also reported having to access sessions on shared device with other friends or neighbors. 80% of the sample students reported that instructors took special care to see that all their queries and doubts were resolved.

~10% students reported that they needed to regularly access the content later through WhatsApp videos or repeat sessions due to unavailability of a mobile device at home at the time of session. These students also reported that accessing sessions later in the day was not interesting, and hence some activities were skipped by them.

The student cohort underwent a shift from the initial group during the period of digital implementation. ~30% of the students reported that they were able to access Agastya digital sessions but were not a part of the intervention group at the school earlier. In addition, instructors also mentioned that though there has been an increase in the students that are being reached out to, about half of the students dropped out of the sessions when the initial switch from offline to online sessions occurred. Instructors also reported that about 5-7% students showed no engagement in the online model despite various contacts established.

Instructors also reported that there was a steep dip in participation in the digital mode of engagement initially, and that maintaining decorum in online classroom is difficult. In addition, there was consensus amongst teachers and instructors that the existing mechanisms of internal monitoring and record maintenance do not effectively capture students’ engagement levels and digital fatigue.

The impact study revealed that the digital outreach model, by design, excluded the children who did not have access to a device to access the sessions. The assessment of the Explore, Play, Learn model V2.0 (EPL) revealed increased student participation (vs older online delivery model), and expanded student outreach (vs offline/online delivery models of the past).

Enhanced STEM learning outcomes

- High retention and lucid explanation of recently taught concepts
- Demonstrated ability to break down complex problems in easily solvable elements

During the assessment, the interactions with students revealed enhanced STEM learning outcomes through high degree of retention and lucid explanation of the concepts. All students included in the assessment reported retention of the recently taught concepts, and 60% students were able to explain the scientific phenomena studied recently in an elaborate manner. The students
revealed a high degree of confidence, and the teachers mentioned that the students demonstrated improvements in engagement and learning related to science and math.

Learning appropriate attitude and behaviors
The Agastya EPL V2.0 model promoted exploratory and experiential learning in various subjects at school level. The lesson plans were related to Physics, chemistry, biology, mathematics, ecology, and geography. The learning behaviors tracked for the model included curiosity, awareness, and creativity. Students demonstrating these behaviors also improve their learning outcomes overtime. Deloitte assessed the learning outcomes of the students through two proxy indicators of concept recall among students and schoolteachers account of students' learning ability.

Overall, students engaged in Agastya intervention demonstrated improved concept recall and learning ability. The group continued to report improvements in three parameters of scientific mental development of the student - curiosity, awareness, and creativity. The students that Deloitte interacted with have demonstrated excitement and recall of the recently taught topics.

50% of the teachers mentioned that these improve learning behaviors have also led to better performance in other subjects at school. The School teachers also mentioned that students remained active through other school lectures as well, and demonstrated better concentration improve communication and confidence.
Impact assessment of FY 2019-20 CSR initiatives | STEM learning made easy

Stories from field
Stakeholder quotes

“I have accessed content related to Agastya’s delivery through WhatsApp and Google classrooms and I find that the instructors are really engaging and genuinely interested in teaching these concepts”

– Science Teacher, Government School, Ashok Vihar, New Delhi

“I find the sessions to be really enjoyable and they are the best part of my day. I try to never miss the sessions”

– Student, Government School, New Delhi

“During these times, teachers have a lot of administrative responsibilities and I find it extremely difficult to prepare creative lesson plans. I am thankful for the Agastya instructors who are taking all possible steps to engage the children”

– Science teacher, Government School, Mumbai

“Initially, I was really concerned about the students’ grasp on the concepts through online classes. But now, I always make comprehensive videos of the experiments and activities which help students to catch up. I also dedicate 1 hour of the day to doubt solving over WhatsApp.”

– Instructor, Agastya, New Delhi

Picture Courtesy: Agastya International Foundation
Case studies

Dyandev Nivrutti Patane
Class 7, N.M.M.C School Sarsolegaon School no. 12, Navi Mumbai

Dyandev, a student of Navi Mumbai school is one of the most active participants in most live-sessions, especially the one about “Plant and its parts”. The live-session on ‘Plant and its parts’ was very interactive, where Dyandev and other students learnt about the parts of a plant using coriander (easily available at every household). They learnt about different types of roots, stems, and leaves of a plant. During the interaction after the live-session, Dyandev was eager to speak to the Deloitte team. He shared his experience of attending Agastya sessions. He finds Agastya sessions more interesting than his regular classes in school. He uses his parent’s handset, whichever is available at home to access the live-sessions. He finds virtual teaching helpful as he can attend any session from anywhere. He mentions, in the past sessions, the Instructor has taught different topics in Science, Mathematics and Geography, Science being his favorite subject. Through fun and interactive sessions, Dyandev says, he learnt topics such as Earth and other Planets, Day and Night in Geography; Measurements and Bar Graph in Mathematics; Color and shades of color in Science. Out of all the sessions, he likes the sessions where the Instructor conducts experiments. His favorite experiment was the one where he was asked to use 3 glasses, filled with water at different levels (Full, Half full and 3/4th full of water). The instructor asked the students to put drops of a color in each of the glass and observe different shades of the color in the glasses. Dyandev found this activity fun and insightful.

Utkarsh Omprakash Shrivastava
Class 9, Government Boys Sr Secondary School, D Block, Ashok Vihar, Delhi

Utkarsh, a student of Government Boys School, Delhi excitedly talks about attending the online Agastya sessions since April 2020. He says that he has only joined the online version of Agastya sessions, and not the ones that were held at school. He talks about how scientific concepts can be seen in day to day life. “I learnt how science helps in watering plants and in washing clothes.” When probed further, he explains the concept of capillary action and centrifugal forces with lucidity. He mentioned that the capillary action was taught to them through a white thread and colored water, and he loved recreating the experiments with his family members as well. When asked about an experiment that he recently created, he talks about a water pressure experiment created with candle and a transparent container. He explains, “when the candle uses the air to burn, it causes the pressure inside the container to rise and the water level goes up”. When asked if he was always interested in science, he mentions that he always thought that science was interesting but difficult to understand. He mentions, “I love studying science now”.

Rishi Ankush Devkate
Class 9, Rameshwar Vidhya Mandir, Mumbai

Riddhi Ankush Devkate studies in the 9th Standard at Rameshwar Vidhya Mandir. She loves to read books; her father is a policeman and her mother is a home maker. She talks about her experiences of getting online education due to the COVID-19 outbreak. She says, “Corona (COVID-19) stirred up a lot of confusion all over the world. The schools and colleges shut down, and markets got closed and social gatherings were avoided to control the spread. However, it was not all negative. It brought some good things too- such as greener earth, reduced pollutants and clean healthy environment”. She also speaks about her experience with the Agastya online sessions. She says that the Agastya instructors kept her occupied during these times of the pandemic as they helped her do activities and learn using the easily available materials at home. With these sessions, she never missed school and Agastya hands-on learning sessions. She was able to learn new facts and information, relating to current years’ academics.

She also mentions that her parents feel the positive effects of the classes too. “They were involved in all my sessions, helping me gather materials and carry out the activities. My mother makes sure that I actively participate in all sessions.” She feels that the online sessions have brought school home.
Palak Patel
Class 9, Sarvodaya Kanya Vidyalaya, Ashok Vihar, Delhi

Palak is a student of the Sarvodaya Kanya Vidyalaya at Delhi. She has been a part of the Agastya sessions since the last 3-4 years. Her father works at a factory, and her mother is a home maker. She mentions that she loves the Agastya sessions that she has been a part of for years and says that she does not get bored by these sessions because they are based on demonstrations.

She says, “These sessions have helped me learn different things, new ideas and various activities. I do miss my regular school and wish that we could go back to normal school... but I really enjoy the online Agastya sessions as well. Being able to do activities at home and in front of my parents makes them happy and proud.”

Her mother also mentions that she feels that “the online sessions are really helpful in continuing learning even in times like these”.

Way forward
The project reviewed by Deloitte reported frameworks and systems that allowed for timely reporting and adherence to agreed outputs and outcomes. The assessment however, outlined certain opportunity areas to enhance the effectiveness of the grant and maximize impact. These are presented as project wise recommendations in the table below:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Recommendations</th>
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</table>
| Current design / implementation model | • Agastya’s EPL V2.0 has shown promise with respect to online delivery channels for demonstration. However, training, peer-learning and standardization of the engagement methods followed by instructors will allow for better student engagement across geographies.  
• Agastya’s online model, by design, excluded the participants who did not have access to devices to access the online content. BACI may consider provision of grants to provide devices to deserving students who have financial constraints causing the learning gap. |
| Technology deployment         | • It would be useful to deploy paid technology platforms that track participants’ engagement levels and interest to strengthen content delivery mechanisms |
| Partnerships                  | • Strengthening partnerships with community based organisations and local government organizations to enrich the dialogue with non-school participants and their parents would enable last-mile delivery |
Impact assessment of FY 2019-20 CSR initiatives

STEM learning made easy

Empowering young people through sports
Naz Foundation

Picture courtesy: Naz Foundation
Empowering young people through sports

Introduction

Project title | Young People’s Initiative (YPI)
---|---
Implementing partner | Naz Foundation

Project overview

The initiative’s unique model through the medium of sports seeks to empower young adults, with a specific focus on adolescent girls, by imparting life skills and providing them with a safe space to express themselves.

The activities are directed towards individuals aged 12+ years in resource poor schools and communities. The specific objectives of the 10-month BACI supported initiative are as follows:

- To equip 5000 girls and boys with knowledge, attitudes, and behaviors to make informed decisions in their own lives through a netball and life skills curriculum
- To train 125 girls and boys as peer leaders in their community so that they can become agents of change
- To train 50 Community Sports Coaches (CSCs) by providing them with leadership and skills training that will enable them to conduct engaging sessions for the adolescents

Need for the initiative

The WHO defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure – it includes all kinds of movement with varied intensity. It is known to reduce the risk of a range of noncommunicable diseases. Despite this however, more than 80% of adolescents globally do not engage in the WHO recommended daily hour long moderate – vigorous intensity activity.\(^7\)

The Sports for Development models enable personal and social development among individuals by using sport and physical activity. While the sport directly promotes health and physical wellbeing, its positive impact on educational outcomes and life skills enhancement among children and adolescents is well documented. In addition to providing the messaging integral to the specific model, various aspects of ‘social inclusion’ for the participants is also achieved.\(^8\)

Project period | January 2020 to July 2021
Grant amount | INR 12,000,000/-
Project location | Delhi and Mumbai

SDG alignment

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\(^6\) Source: WHO’s Key Facts on Physical Activity (https://www.who.int/news-room/fact-sheets/detail/physical-activity)
\(^7\) Source: Getting into the Game – Understanding the evidence for child focused sports for development (UNICEF, 2019)
Impact assessment of FY 2019-20 CSR initiatives | Empowering young people through sports

Coverage snapshot

The BACI supported YPI project pivoted to a blended model in response to the COVID-19 related restrictions in the project locations. The outreach of the initiative through the FY 19-20 grant is presented below.

13 Schools and 29 Communities
in Delhi and Mumbai cities

11,444 adolescents
9,221 Girls and 2,223 Boys

50 Community Sports Coaches
48 women and 2 men

2 Net Ball grounds
across Delhi location

Description of beneficiaries

A total of 11,400+ unique individuals were covered through the capacity building sessions implemented as part of the BACI supported YPI initiative. In line, with the intervention objectives, the beneficiaries of the program can be categorized into two groups.

Adolescent participants:

• 5,071 individuals, 63.4% girls, covered during the Jan – Mar ’20 period were from the graduating batch of Grade 8 across 17 schools during the Academic Year 2019-20. These students primarily belonged to economically weaker sections of the neighbouring communities of the public / resource poor schools.

• 6,373 young adults were engaged in the community centric YPI Pragati and Dost model during the Apr ’20 – Jun ’21 period. These were from 29 poor neighbourhoods in both Mumbai and Delhi.

Community Sports Coaches:

The individuals trained and engaged by NAZ as CSCs were in the 18-24 age group. 96% of the CSCs engaged in the BACI supported project were women. Most of these individuals were alumni of the YPI program who are being further nurtured by the organization to become change agents within the communities.

Intervention model:

The original YPI model was designed as a 10-month long program with 2-hour weekly touch points with the adolescent participants. Life skills, through structured modules, and basic Net Balls skills were delivered by Coaches and Community Sports Coaches during these weekly sessions.

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9 Source: Q5 Project Progress Report shared by Naz
The initial model however pivoted to a remote/community centric model with 3 distinct components, in response to school closures during the COVID-19 pandemic-imposed lockdown. The organization developed content (aligned with the original Life Skills programming and COVID-19 awareness modules) and trained the Coaches and CSCs for effectively and safely implementation of program among participants in the communities.

### YPI Dost
- **10 session capsule program**
  - Run by CSC
  - Only fitness
  - No contact/touch
  - Risk Level I
- All individuals in 12-18 age group (primarily targeted towards adolescent girls)
- Life skills for COVID-19 safety using videos and games
- 10 sessions delivered over a month
- Peer lead support groups at community level
- Identify and mobilise participants for the YPI Pragati program

### YPI Pragati
- **10 session capsule program**
  - Run by CSC
  - More formal
  - Ground based
  - Risk level II - IV
- All individuals in 12-18 age group (primarily targeted towards adolescent girls)
- YPI Sports for Development content: Netball + Lifeskills
- YPI Dost content on COVID
- 1-4 months customizable programme based on media, location, duration, risk level
- Restore YPI in the schools and communities
- Creating change agents in the community
- Alumni can become YPI Dost leaders

---

Legend:
- **Target audience**
- **Content**
- **Duration**
- **Intended impact**
Impact assessment of FY 2019-20 CSR initiatives | Empowering young people through sports

**Inputs**

27 videos with Life skills and fitness activities were developed.

YPI Dost was developed as a month long (10 sessions) peer led program with a focus on Life Skills for COVID-19 safety. The program delivered in capsule mode was aimed at building participant’s capacity and empower them to become change agents for their families and friends. These peer leaders would then form a base to start the YPI Pragati program in new communities.

YPI Pragati is an adapted and customizable pivot of the organization’s original YPI flagship program. The 1–4 month (11-27 sessions) program includes Life skills sessions (adapted from the original Be Yourself, Be Healthy, Be Empowered, and Be Money Savvy modules) and Fitness/Sport activity and aims to empower adolescents to make informed decisions for themselves.

**Process**

The program activities were suspended during the March – June 2020 period, during which the focus was on content creation and capacity building of Coaches and CSCs to enable a seamless pivot from the School centric model to a Community centric one.

The 27 life skills and fitness videos were among the first to be circulated to continue engagement of the adolescent participants. These were circulated through the project school principals or class/physical education teachers to students (YouTube video link vis text messages or WhatsApp).

YPI Dost was implemented in the community after an initial pilot. The short capsule program was delivered primarily by trained CSCs. CSC create a network of 6-10 adolescent participants/neighbours for sharing life-skills, fitness, and hygiene messages. While this activity allows for leadership & personality development exercise for the CSC and critical information dissemination in the communities, it also served as a medium to identify and mobilise potential adolescent candidates for the YPI Pragati program. The idea of the YPI Dost model was for it to eventually become a peer led initiative, with trained adolescents (supported by the NAZ staff) to continue the activities in their respective communities.

The YPI Pragati model was implemented on ground, in an online or offline model, based on the local COVID-19 situation. The duration could be 1.5 – 4 months and the type of sports activity undertaken was also determined by the local pandemic situation and safety guidelines. The organization’s presence in a specific community either through YPI Dost, students from target schools, or partner organizations determined identification of communities for implementation.
Impact assessment of FY 2019-20 CSR initiatives | Empowering young people through sports

Strategic differentiators

- Crucial life skills delivered through the medium of sports
- CSC network in community ensures connect, dissemination, and ‘behaviour change’
- Safe spaces created for adolescents to share experiences
- Gendered programming with an objective of empowering girls/women
- Focus on staff capacity building for effective delivery
- Agile program design and strong feedback loops ensure relevance of model

Impact created

The impact reported below is specific to the program activities implemented through the modified model. The narrative has been built basis review of available documentation around key outcome metrics available with the implementing agency, as well as a content analysis of the narratives recorded during the multi-stakeholder interactions. The project activities have impacted two distinct direct stakeholders – the CSC and the adolescent participants.

Key findings

Community Sports Coaches (CSCs)

The pivot to the digital model of delivery of concepts was assessed to establish if there was any scope for marginalization of students based on availability of the devices to access the session. The following aspects were revealed:

- Enhanced communication skills and executive presence
- Improvement in spoken English and IT skills (especially related to meeting platforms and social media)
- Livelihood security during the lockdown

The CSCs are a part of a 2-3-year development program with NAZ Foundation during which they also receive an average monthly stipend of INR 3,500. The CSCs are encouraged to complete higher education during this program and many of them complete BA or BCom courses. In addition to getting trained on the regular NAZ YPI modules, the CSCs gained knowledge about ‘new’ topics made relevant by the ongoing pandemic such as cyberviolence and social distancing. As a part of the original model, the CSCs work under the guidance of the Coaches with a captive audience of students. However, with the new model, they had the added responsibility of mobilizing adolescents from the community by convincing their families to coordinating with the local stakeholders to enable sessions on the grounds. The added responsibilities helped the CSCs in enhancing their own communication and problem-solving skills. Sample respondents reported increased self-confidence, sense of responsibility and leadership skills due to NAZ’s capacity building program.

The CSCs continued to receive the committed stipend through the engagement period, even when the active engagement with adolescents was suspended from during the lockdown. The income security provided through the NAZ program, came as a huge relief to many CSC family where the earnings of the primary breadwinners has reduced or stopped during the pandemic-imposed lockdowns. High motivation levels and intent to continue with the organization was seen among the CSCs during the sample.
reviews conducted by Deloitte. A good proportion of respondents from the sample assessment mentioned that they aspired to continue as ‘Junior Coaches’ with Naz and have enrolled/plan on enrolling into an undergraduate degree course (a pre-requisite for the job role).

Adolescent participants
The biggest impact of the YPI program within the communities was awareness the CSCs through the YPI Dost program was able to create around the ongoing pandemic. Health & hygiene messages were updated as per COVID-19 advisory and guidelines and disseminated as a part of both modified YPI models. Sample respondents mentioned the emphasis on the COVID-19 related messaging was on prevention of rumours. Additionally, the essential scientific information provided on menstrual hygiene management resulted into adoption of safer MHM practices among respondents.

Further, with schools closed, the sessions (especially the ones conducted on playgrounds) provided the girls the only opportunity to socialize among peers and engage in a physical fitness/sport activity. Respondents preferred the outdoor sessions over the online sessions (marginally lower attendance rates were reported by the organization in quarterly progress reports). The hour-long sessions attended by 10-15 girls in a group started with warm up and game drills (once the COVID-19 situation was contained) and followed with life skills module. ‘HIV, gender-based violence, difference between needs and wants, body image and labelling, gender roles’ etc. were mentioned as some of the most useful topics covered during the YPI modules. Many of the sample respondents mentioned that they further shared the knowledge gained within families and friend network – this has in turn worked to increase awareness about the community-based program and more participants signing enrolling for the initiative.

Further, these interactions with the CSCs/Naz coaches/other participants and the life skills training have helped improve the participant’s own communication skills and their confidence levels. The CSCs many of them alumni of the YPI program, and members of the same communities, mentioned that it their education and career aspirations were shaped as a result of the YPI modules they attended – they were inspired by their Coaches to persevere and exercise their rights, and aim for financial independence.
Stories from field
Stakeholder quotes

“I learnt life skills and basic netball (how to pass and rules) and told my parents about the programme”
– Kajal, Grade 8 student, YPI Delhi participant

“We had to relocate our playgrounds to ensure hygiene and safety of participants. Community members assisted in identifying safe open grounds as Aaligaon area saw an influx of new families after the first lockdown”
– Anjali Panwar, Naz Coach, Delhi

“I could connect with the session on real beauty and body image. Since my association with the Naz program, I am more confident – I even take a bus to work now and have started saving money as well. These are very useful considering that I did not have the know how before”
– Aanchal Kumari, Delhi CSC

“Time at Naz has been enriching - the training methods are fun, and we enjoy ourselves thoroughly (while learning newer skills/knowledge in the process. I was able to complete my grade 12 and have filed applications to join college. I want to continue with Naz”
– Shweta Gupta, Mumbai CSC

Picture courtesy: Naz Foundation
Case studies

Sanskriti Khedekar
From a ‘nonbeliever’ to YPI Dost

15-year-old Sanskriti studies in Grade 9 and lives in Kamgar Nagar community in Prabha Devi, Mumbai. She attended the YPI Pragati program – the playground where the sessions were conducted was about a 10 min walk from her home.

“I didn’t initially believe that a program like this exists so close to home when Didi came home to tell us about it. I’m glad that I took the effort to go and check the sessions on the ground. The bi-weekly sessions of Netball were my only chance to step out of the house.” She mentioned that due to COVID-19 safety measures, the Coaches only conducted drills and discussed rules of the Netball game. She however hopes to continue playing the game.

While Sanskriti preferred the physical activity sessions over the life skills, she values new knowledge she gained during these sessions. She found a range of sessions from COVID awareness to topics such as menstruation, ‘good and bad’ touch, self-image of body etc. quite useful. “I got to know facts about HIV for the first time during the YPI session. I also shared this with my mother after which she encouraged me no to miss any YPI sessions”. Sankriti also encouraged a few of her school friends to join the program.

Kamal
Change agent in the community

Kamal has been a CSC with NAZ for 3 years now. She is in charge of Jaitpur community site. She was motivated to join the NAZ program, after she completed her own training in the 10 month YPI training and got further exposure to the game through the Netball Club.

She earns INR 3500 as monthly stiped for the time she devotes to the YPI work – an average of 4 hours over 3 to 4 days of the week on site locations. Since the schools were locked down, they started with community outreach and delivering sessions to small groups. “We started conducting door to door visits to explain about the program to the families....it was a hard to convince them initially. Since the sessions are conducted on open community grounds, we (CSCs and coaches) clean the site, remove debris, pick up stones or broken glass etc. The sessions and gameplay were structured in a manner that allowed engagement without compromising the safety of all participants. There are other challenges including delays in getting necessary permissions and approvals from local authorities to gather participants and engage them. Within the community site there are challenges of local boys smoking and older men making unnecessary enquiries. We only respond to genuine queries regarding the program to ensure community mobilization”.

She further explained that the pivot to the YPI Pragati model came with a lot of planning and capacity building of staff at the organization level. “As the young people were confined within homes, the NAZ sessions gave them a break from the monotonous routines. A combination of game, snack (banana), free-masks and sanitizers insured that adequate attraction was there for them to attend the program.”
Jagruti Devrukhkar
An aspiring future Naz Coach

Jagruti has been with Naz for almost six years and has recently completed her B Com program. Her association with Naz started with participation in the YPI program that was being implemented in her school – Jagruti was a peer leader and had to assist the Coaches/CSCs during the sessions. The peer-leader training had helped her to overcome shyness and speak up. The peer leaders were also taught the basics of computers and the MS Excel skills she learnt here, also helped her during the BCom course. She took a break during her 10th grade, as the school policy did not allow her to play Netball.

She excitedly took up the offer to become a CSC during the lockdown as she loved the game and wanted to continue playing. “It also felt like the right time to gain employment”, she says. “During the pandemic we tried online sessions as the schools were closed. Fitness lectures, engagement activities and life skills sessions were adapted to the changing Covid situation. We were instructed not to share fake news and taught the community how to access the WHO website, how to survive Covid etc.”

Jagruti hopes to continue her journey with Naz and has applied for a junior coach position. She is awaiting the results of the interview process.

Shradha
Empowered peer mobiliser

Shradha is a Grade-8 student at Girls High School in Malad. She along with a 16-20 girls played on a nearby ground. Most of girls from her group joined the Netball club after graduating from the YPI program.

She fondly recalls her experience of the program and the Naz Coaches Sanju Didi, Prajakta Didi and Sheetal Didi. The sessions would typically begin with ‘warm up’ exercises, followed by Netball practice before the group was taken through the Lifeskills content for the day. ‘Leadership, cyber violence, no bullying or teasing’ are some of the modules she recollects as most useful.

“My mother and I followed some of the advisory at home as well. I learned about helpline 1098… how to report a problem and what to say.” Shradha (and her mother) was so convinced about the program that she also motivated her friend Aditi to also sign up.
Way forward

The BACI supported YPI program has shown evidence of positive impact among beneficiaries across project locations. The organisation’s focus on deploying trained staff (from relatable backgrounds) and thoughtfully designed content has ensured that the program remains relevant to the beneficiaries’ needs. Based on the current assessment, the following opportunity areas were identified to enhance the effectiveness of the grant and maximize impact.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| Evidence generation           | • While YPI historically had strong data collection processes, this aspect took a back seat while the organization sought to continue effective engagement of the target population during the pandemic.  
• Now with that the model has been tested and deployed, efforts should be directed towards strengthening the process of evidence generation - special focus should be on institutionalising learnings from field including mobilization and communication channels, and programming and delivery insights etc.  
• Similarly, pre-post program data around ‘Knowledge, Attitude and Practices’ about the YPI objective should be collected from the participants and CSCs. |
| Wider dissemination of life skills content | • As Naz has in the form of the YPI Dost program created relevant content in a capsule format, it is recommended that BACI explore if the same can be disseminated within other relevant beneficiaries within its portfolio.  
• Naz can also consider sharing case-study feature videos on social media platforms for wider audience who may benefit from the life-skills sessions. |

Picture courtesy: Naz Foundation
Empowering youth with employability related digital skills
Anudip Foundation
Empowering youth with employability related digital skills

Introduction

<table>
<thead>
<tr>
<th>Project title</th>
<th>Digital Inclusion of Young Aspirants (DIYA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing partner</td>
<td>Anudip Foundation</td>
</tr>
</tbody>
</table>
| Project overview    | The project seeks to train youth enrolled in the last year of undergraduate program or fresh graduates in employability related digital skills. Placement linkages are then facilitated to ensure gainful employment of candidates successfully completing the 3-4-month training. The activities are directed towards individuals from low-income families (BPL/Antyodaya) who seek employment opportunities upon graduation. The specific objectives of the BACI supported project are as follows:
• Enhance technical skills and knowledge of 1750 youth in digital services sector
• Enable digital livelihoods for at least 75% of the students (1312 students) impacting their economic and social well-being
• Bridge demand and supply gap in these skills

Need for the initiative
While most degree colleges across the country have a placement cell, employment opportunities available to fresh graduates are limited. In addition to the inadequacy of opportunities available on campus, several job roles require specific skills which are a combination of domain specific and soft skills. The DIYA programme seeks to address these 3 concerns by offering technical courses, soft skills courses integrated into all training modules and facilitating placement linkages

<table>
<thead>
<tr>
<th>Project period</th>
<th>January 2020 to March 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant amount</td>
<td>INR 19,627,374/-</td>
</tr>
<tr>
<td>Project location</td>
<td>Chennai, Hyderabad, Gurugram, Mumbai</td>
</tr>
</tbody>
</table>

SDG alignment

[Image of SDG alignment icons]

[10] Cyber grant application submitted to BACI on 10/11/2019
Coverage snapshot
The BACI supported DIYA project pivoted to a blended model in response to the COVID-19 related restrictions in the project locations. The outreach of the initiative through the FY 19-20 grant is presented below:

38 College partnerships and 1 training centre
in Gurugram, Mumbai, Hyderabad, and Chennai (centre)

1,823 candidates enrolled
Across 4 locations

1,811 trained
1,210 females; 601 males (103% of training target)

1323 placed
73.05% cumulative placement rate 100.8% of placement target

Description of beneficiaries
A total of 1823 unique individuals (about 67% women) were trained and 1323 placed under the DIYA programme supported by BACI. The programme was aimed to benefit students in the final year of graduation (for the college model) and graduates (for the centre model). While the college model was operational in 3 cities: Mumbai, Hyderabad and Gurugram, the BACI supported centre was operational in Chennai (Tharamani).

Across locations, there was a balance across gender groups among trained candidates:

Location-wise distribution of trained candidates
N=1811

<table>
<thead>
<tr>
<th>Location</th>
<th>Number of Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mumbai</td>
<td>379</td>
</tr>
<tr>
<td>Hyderabad</td>
<td>367</td>
</tr>
<tr>
<td>Gurugram</td>
<td>328</td>
</tr>
<tr>
<td>Chennai</td>
<td>172</td>
</tr>
</tbody>
</table>

Gender wise distribution among trained candidates
N=1811

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mumbai</th>
<th>Hyderabad</th>
<th>Gurugram</th>
<th>Chennai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>165</td>
<td>379</td>
<td>328</td>
<td>119</td>
</tr>
<tr>
<td>Male</td>
<td>255</td>
<td>512</td>
<td>512</td>
<td>136</td>
</tr>
</tbody>
</table>

Intervention model
Training in the DIYA model ranges from 3-4 months across the 8 courses offered: Java, Web designing, Hardware and networking, DAT (Diploma in Accounting and Tally), CEDES (Certificate in English Communication, Digital education with Excel Specialization), DHN (Diploma in Hardware and Networking), DWD (Diploma in Web Designing), CEIT (Certificate in English Communication and IT)
The programme was envisioned as a combination of 2 distinct delivery models. While the content, delivery of training, assessment, certification, and placement opportunities are standardized, the distinction between the 2 models are as follows:

A. **In the college model.** MoU signed with identified colleges to integrate DIYA training into college timetable
   - In the online mode of training, college representative urged to join the sessions to ensure attendance
   - Mobilization activities limited to college campus with enrolment of candidates typically in the last year of graduation who are willing to take up formal employment post-training
   - The college model operates without a fee component

B. **In the centre based model,** students are directly mobilized by the centre staff
   - Nominal fees ranging from INR 1000-1500 charged for courses

The above models however pivoted to a virtual mode of engagement in line with the pandemic related restrictions across locations. Google Meet was the primary platform used for programme delivery.

**Inputs**
Content developed and delivery monitored by Anudip’s inhouse Academic Excellence Team. All curriculum digitized to adapt to online training methods

In response to the COVID crisis limiting field-based mobilization activities, online mobilization undertaken leveraging Facebook and alumni networks for short instructional web-based training such as ‘Excel shortcuts’, ‘How to design a website’. These open access bite sized videos were used to encourage candidates to enroll in the training programme

Strong technical systems to back process with a dedicated Quality Control (QC) team in-charge of recording attendance after candidates’ login at circulated link. Content uploaded on Learning Management System (LMS) - Moodle

All courses are offered without fees in the college model and with nominal fees (~INR 1200) in the centre model. Courses offered ranging from specialized technical courses such as Web Designing and Java to Communication skills, Advanced Excel course with a focus on enhancing employability of trained candidates
### Process

The program activities were being implemented in-person across the college and centre-based model till before the declaration of the lockdown in March ‘20.

Marketing executives involved in the mobilization of candidates in the centre model. In the college model, students informed of the DIYA programme after signing of the MoU with the college management. Passive mobilization via alumni network also contributes to candidate enrolment. Online mobilization via social media, bite-sized informative videos, informercials identified as an adaptive mobilization technique.

After verification of candidate’s household income, age, and education – the candidate is enrolled into the course of her/his choice. Centre model emphasizes on parental counseling to ensure uptake and retention. Computerized Management Information System (CMIS) portal used for centrally storing candidate information. After enrolment, document verifications completed by the CMIS team. Post the verification process, the trainer raises a request for batch consolidation. After approval, batch details generated.

Content developed by Academic Excellence Team adapted to ensure smooth online delivery. DIYA and EnGuru app also contribute to technical and soft skills module availability. Moodle used as an LMS for sharing content and assessment details.

Upon completion of the course, METTL (third party assessment) completed. Pre-placement counseling covers topics such as expectation setting, introduction to various job roles. Opportunities available posted on a central job portal internally managed by Anudip. Trainers expected to nominate candidates across opportunities. Mock interviews are conducted, and adequate placement related training is offered. Post finalization of placement offer letters are stored centrally and retention is tracked for a period of 3-6 months. In cases where the first employment has not worked out for the candidate, feedback is collected, and second employment opportunities are also shared with the candidates.

### Strategic differentiators

| Evidence based planning after periodic market scans and interactions | Focus on delivery in tandem with college management to ensure buy-in from candidates |
| Strong backing from internal/backend technical platforms such as CMIS, LMS | Holistic support to candidates from mobilization to post-placement |
| Institutionalized placement process. Movement from focus on sector to job roles while facilitating placements | Low dropout during training and low attrition among placed candidates |

### Impact created

The impact reported below is specific to the program activities implemented through the 2 models of intervention. The narrative has been built basis review of available documentation around key outcome metrics available with the implementing agency, as well as a content analysis of the narratives recorded during the multi-stakeholder interactions.
Impact assessment of FY 2019-20 CSR initiatives | Empowering youth with employability related digital skills

Key findings

Access to specialized training at nominal/no charge

Enhanced communication and presentation skills

Access to employment opportunities

Contribution to HH income especially beneficial during lockdown
(Average annual income: INR 1.67L)

Students engage with the DIYA programme trainers for a period of 3-4 months to complete the training module of ~ 180-200 hours. In addition to accessing course material, enrolled candidates also have access to the DIYA app, soft skill sessions via the EnGuru app. As part of the original model, students were envisioned to interact with the trainers in person either after college hours (college partnership model) or during the sessions to be organized at the centre. However, after the announcement of the nationwide lockdown, all training activities pivoted to an online mode of implementation.

While the content developed was adapted to ensure smooth online delivery, the challenges faced by the IP and the students also included accessibility concerns with regards to devices and network availability. Across students belonging to the marginalized sections, the household would often have only 1 device which could potentially not have smartphone features making it difficult for students to access sessions on Google Meet. In cases where personal devices were available, availability of funds to recharge internet packs was a challenge. This was further compounded by parents either losing their jobs during the pandemic or migrating to native places.

Despite the challenges faced, the programme was able to achieve 103% of the training target (1811 trained against a target of 1750) and 100.8% of the placement target (1323 placed against a target of 1312). The project outputs also point towards a low dropout rate of 0.66% (12 candidates). This is indicative of the mobilization techniques and counselling inputs by Anudip Foundation that ensures adequate identification of candidates for the programme.

The biggest impact of the DIYA program as reported by the candidates who had completed training was the effect it had on their communication and presentation skills. Candidates reported that their confidence to interact with others socially at work, or at home has given them a feeling of empowerment. During the pandemic while the primary earning members of the families lost their job – students of the DIYA programme were able to access employment opportunities with support from Anudip Foundation and were able to sustain their own expenses and a portion of the family expenses in trying times.

Students expressed that their interest was piked when they learned that the DIYA programme not only offered certified courses such as JAVA, Web Designing, Advanced excel – these would be integrated into the college hours to ensure no clashes in schedule. Additionally, while these courses are priced at anywhere between INR 10-25,000 in private training facilities, these courses will be offered without any fees.

Most candidates have also recommended the programme to their younger siblings/friends. During interactions with the candidates, students reported a high level of satisfaction with the training material, quality, and interaction with trainers. Most candidates who have completed the training programme continue to be in touch with trainers/centre staff members.

While most colleges have functional placement cells, limited job opportunities are offered to freshers on campus. Although candidates would have completed a bachelor’s degree, they are viewed to lack employability skills or specific technical skills. The DIYA programme equips students with these employability skills while also facilitating placement linkages and tracking job retention. Across all courses offered, soft skills modules are incorporated to enhance communication and presentation skills.
Employers working with candidates from the DIYA programme commended the support provided by Anudip Foundation staff. The placement team keeps employers informed when the batch is about to graduate. Employers also share their needs periodically. Employers were appreciative of the low attrition rates among placed candidates.

After completion of the courses, candidates who had not found immediate employment reported that they were confident that they were equipped with the necessary skills and would eventually be gainfully employed. Few candidates also reported that after undertaking courses under the DIYA programme, they have now been exposed to the various opportunities available and are on the path to access skills that will render them more capable of accessing these opportunities.

While the programme duration was from January ‘20 to December ‘20- the programme was granted a no-cost extension till March ‘21 to achieve targets. Anudip facilitated the employment of 73.05% trained candidates (100.8% of placement target) with an average annual income of INR 1.67 LPA.

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of candidates trained</th>
<th>No. of candidates placed</th>
<th>Average income</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDES</td>
<td>342</td>
<td>219</td>
<td>₹ 1,64,832</td>
</tr>
<tr>
<td>CEDESFS</td>
<td>1175</td>
<td>864</td>
<td>₹ 1,75,944</td>
</tr>
<tr>
<td>DAT</td>
<td>146</td>
<td>130</td>
<td>₹ 1,75,620</td>
</tr>
<tr>
<td>DHNC</td>
<td>12</td>
<td>6</td>
<td>₹ 1,71,492</td>
</tr>
<tr>
<td>DWDC</td>
<td>70</td>
<td>55</td>
<td>₹ 1,56,960</td>
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<tr>
<td>DWPP</td>
<td>66</td>
<td>49</td>
<td>₹ 1,59,060</td>
</tr>
<tr>
<td>Total</td>
<td>1811</td>
<td>1323</td>
<td>₹ 1,67,220</td>
</tr>
</tbody>
</table>
Impact assessment of FY 2019-20 CSR initiatives | Empowering youth with employability related digital skills

**Stories from field**

**Stakeholder quotes**

“The course has equipped me with technical skills and boosted my confidence. The support from Anudip and the trainer was great. Although the training was online, quality was never compromised. The interview training component was also very beneficial.”

– Ekta (Student, DAT (Gurugram))

“My father was the sole earner in the family. Post my training at Anudip, I now have a job and earn INR 10,000 per month. I believe that the DIYA training largely contributes to my ability to communicate at work.”

– Shreya Joshi (Student, CEDES (Mumbai))

“DIYA training was introduced in our campus. The eye-catching representation of training outcomes and the fact that it was offered without any charges encouraged me. Use of the EnGuru App and the training in general has drastically improved my vocabulary and communication skills”

– Deanne Dias (Student, CEDES (Mumbai))

“Prior to my enrolment in the programme, I struggled with communications. Within a short span of time, my confidence in my ability to converse has increased drastically.”

– Jayasuriya V. (Student, CEDES (Chennai))

Picture courtesy: Anudip Foundation
Case studies

Sanskriti Khedekar
A confidence and personality building exercise

28-year-old Suman Saini belongs to a joint family of 11 farmers based in Old Faridabad. She is an M. Com Graduate from Pt. J.L Nehru College in Faridabad.

She got to know about Anudip Foundation’s DIYA programme through her teachers on WhatsApp groups and local college community. She not only enrolled herself but also encouraged other 6 friends who then joined the course with her.

Suman’s main motivation for joining DIYA’s CEDES course was holistic personality development. She felt the need for improvement of her English skills and increasing her confidence. She is happy with the training provided by the program. Even during the testing times of COVID she mentioned how the IP provided the option of both online and offline training, whichever was more suitable for the trainees. Job preparation modules like resume building were taught during the offline courses which facilitated her in the job application process and interviews.

Suman wants to be a teacher in the future. She is happy how DIYA has helped her polish her soft-skills and Excel competence which she feels would act as a major foundational base in her career ahead.

Manju
Shared ambitions

Manju is an ambitious 22-year-old BMS (Bachelor of Management Studies) Graduate from KES College, Khar.

Hailing from a family of 6, Manju’s father was the only earning member of the family with an average monthly income of INR 10,000 before she got placed. Her mother gave up working due to inability to cover travelling costs during the pandemic. She has 2 siblings who are pursuing their education.

The DIYA training programme was a great learning experience for her and she was able to improve her communication and presentation skills. Mock interviews were conducted online due to COVID related restrictions. She believes that even if the current opportunity does not lead to full time employment, the Anudip team will ensure that she gets another job. Since Manju earns INR 20,000 per month, she supports her family in daily expenses and is paying off educational loans taken for her sister’s engineering studies. She wishes to pursue an MBA in the future to pursue a corporate job. She is saving a portion of her stipend for its fees. She is in touch with her faculty who informed her about support provided for DIYA students for higher education.

She is grateful to DIYA for their interventions and now even wishes that her sister joins one of their trainings for grooming and financial independence!

Shreya Joshi
Onward and upward

Shreya graduated from B L Amlani College with a Bachelors in Banking and Insurance in November ’20. Whilst classes moved online because of lockdown related restrictions, Shreya- who knew about Anudip Foundation’s DIYA programme decided to enroll herself in the programme that was now being delivered virtually.

While her father works for Mahindra and Mahindra and was the sole earner in the family, Shreya has now joined Mialtus Broking Agency in December ’20 and draws a salary of INR 10,000 per month to support the family income. Given the pandemic, she faced challenges looking for a job and was in touch with the IP for job opportunities. This opening was identified via a personal reference. She believes that the Anudip Foundation training largely contributes to her ability to communicate at work. Modules such as financial literacy and money management were the most useful. She is in touch with the team and looks forward to getting access to other job opportunities in the future!
Jayasurya V.

Equipping young students with communication skills

Currently in the final year of B.E. Computer Science, Jayasuriya lives in a joint family of 10 members. While he was trying to learn additional skills to improve the likelihood of getting a job, he was informed about the courses offered at Anudip in Chennai, by his professor.

Prior to his enrolment in the programme, Jayasuriya struggled with communications. Within a short span of time, his confidence in his ability to converse has increased drastically.

He is currently pursuing an online internship at Samagraha Foundation, Mumbai to build his CV and is simultaneously working on Graphic design skills to get a better paying job in the future. Although he eventually wants to pursue higher studies, he was very pleased with the training at the centre and wishes to work in the IT sector in the future.

Way forward

While the project frameworks and systems allowed for timely reporting and adherence to agreed outputs and outcome, the following recommendation are suggested to enhance the effectiveness of the grant.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>College model</td>
<td>• Given that the training is now being completed in an online mode, the IP can consider scaling to colleges where students can be engaged remotely</td>
</tr>
<tr>
<td>Centre model</td>
<td>• Leverage existing Anudip infrastructure to organize practical sessions across locations to ensure hands-on-practice for candidates undergoing IT related technical training</td>
</tr>
</tbody>
</table>

Picture courtesy: Anudip Foundation
Impact assessment of FY 2019-20 CSR initiatives

Empowering youth with employability related digital skills

Integrated Slum Development
Humana People to People India (HPPI)

Picture courtesy: Humana People to People India
Integrated slum development

Introduction

Project title          Integrated Slum Development Program (ISDP)
Implementing partner   Humana People to People India (HPPI)

Project overview
ISDP’s unique model enables holistic development of communities living in underserved slum clusters. The activities of the 12-month long BACI supported project are being implemented across four locations in suburban Mumbai and Gurugram slums, and can be categorized into the following buckets:

- **Establishing linkages and enhancing educational outcomes**
  - Age-appropriate learning to Out-of-School Children (OOSC)
    - Remedial classes for school going girls
    - Introductory computer education for school going children and OOSC
    - Basic & Financial Literacy for Adult Women
  - Capacity building to promote income generation
    - Advanced Skill Development Training (Beautician and Tailoring courses) for Women
    - Tally training for young adults (Gurugram)
  - Enabling access to Health and Sanitation infrastructure/services
    - Weekly health clinic facilities for the community
    - Health & Sanitation awareness through camps and rallies
    - Toilet & Bathroom construction/repair
    - Development of street through awareness meetings and activities
  - Awareness generation and facilitating linkages to Govt schemes
    - Assisting the community in getting Aadhaar, PAN cards and bank accounts. And linkages to other social security schemes

Need for the initiative
The slums and the urban housing settlements have inadequate housing conditions, with weak water and sanitation conditions, and unsafe building structures. They also suffer from issues of overcrowding, socio-economic deprivation, and economic, physical, and social exclusion-and lack of access to education, healthcare, and social services. ISDP through interventions, enables “Improvement in quality of life” in the communities. These migrants belong to Bihar, Jharkhand, UP, MP and West Bengal and do not possess government documents that can get access to services. Migration to cities enables employment opportunities and majority families remit income (3000-5000 per month) to homes in villages. A significant proportion belongs to SC, ST and OBC communities while remainder are from EWS sections.

Project period          January 2020 to July 2021
Grant amount            INR 2,44,87,164/-
Project location        Gurugram and Mumbai

SDG alignment

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Coverage snapshot
The BACI supported ISDP project demonstrated success of community centric model during its response to the COVID-19 related restrictions in the project locations. The efforts across slum communities had an overall outreach to close to 12,000 unique beneficiaries off which, several individuals participated in more than one project activity.

The key highlights of the project activities and outreach through the FY 19-20 grant is presented below.

11,962 unique beneficiaries
in 4 slum communities of Mumbai and Gurugram cities

15,855 consultations
through Health Camps and Clinics

742 children and 450 community members
included in supplementary education and skilling programmes

1,136 PAN Card, Aadhar Cards and Bank Account linkages
60% women beneficiaries

Description of beneficiaries
A total of 11,962 unique individuals across slum clusters in Chakkarpur and Nathupur (Gurugram), and Malad and Andheri (Mumbai) were covered through BACI supported ISDP project. Slum residents across cities are usually migrants who arrived from rural or semi-rural backgrounds in search of employment, education, or opportunities from the urban setting. Majority of the adult population lacked basic primary education due to economic and social hardships; thereby becoming labourers at an early age. A significant proportion of this population does not have basic identification documents such as PAN cards, Aadhar cards or voter-ID cards.

In line with the intervention objectives, the beneficiaries of the program are categorized into 4 groups. These are:

a. Health and sanitation beneficiaries
   - 254 pregnant women
   - 15,855 consultation facilitated, (72% women beneficiaries)
   - 56% of the 1230 sanitation beneficiaries who accessed the newly constructed/renovated toilets and bathrooms in Gurugram slum clusters, were women

b. Education beneficiaries
   - Samarth Education Program benefitted 671 students between grade 1-10
   - Kadam Education Program reached out to 53 students who were out of the formal schooling system via bridge education
   - Adult basic and financial literacy training reached 315 women who were previously illiterate or had not completed their formal schooling.

c. Skill development beneficiaries: 94% of the 450 skilling beneficiaries were women. Only the Tally course was open to male beneficiaries

d. Govt. documentation beneficiaries: linkages facilitated to 1,136 PAN Cards, Aadhar Cards, and opening bank accounts (60% women beneficiaries)
The distinct nature of the project meant that most households benefitted from more than one intervention. This was typically observed in health camp beneficiaries who participated across skilling, education, and awareness interventions.

**Intervention model:**

- **Community Development**
  - Toilet/bathroom repair/construction
  - Advanced Skilling: Beautician, tailoring and Tally classes
  - Samarth & Kadam education classes
  - Basic Adult and financial literacy classes, NIOS linkages
  - Govt. documentation

- **Human Resources**
  - Engagement of trainers, doctors and contract staff
  - Formation/re-linking and operation of WHC

- **Preparations**
  - Updating material in hired centers located within cluster

- **Community mobilization**
  - Location(s)
  - Economic profile
  - Migrant/Local status

- **Slum Identification**
  - Baseline survey-based selection of slum clusters continued from previous year’s funding cycle

- **Preparations**
  - Monthly team-building exercise with all project leaders gathering in head office to discuss project details, innovations, ideas and issues. Feedback inputs used to improve project

- **Activities**
  - Improved wellbeing and empowerment through BCC addressing hygiene practices
  - 4 monthly health camps and thematic health rallies (held weekly thrice in Gurugram and twice in Mumbai) supported by WHC
  - Tally: youth in Gurugram centres only
  - Linking of pregnant women with Asha workers and hospitals

- **Outcomes**
  - Community wellbeing improved with access to toilets/bathrooms, clean drinking water and medical care
  - Women entrepreneurs in tailoring and beauticians
  - Illiterate women begin to read and write Hindi and complete basic arithmetic
  - Adolescents continue pursuing education
  - Rights realization with access to government documentation-based schemes, opportunities and basic identification

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**80 Women Health Clubs**
10-14 members (avg.) attend monthly theme: introductory expert presentation (week 1); learn & discuss monthly theme (week 2 & 3); community rally / awareness camp (week 4)
Inputs
Community based project offices are established within rented premises at project sites. 13 staff members are deployed on an average per project office – 2-3 teachers, 2-3 trainers, 2-3 community mobilisers, 1-2 MIS officer, 1 Sanitation officer and other staff per centre. Of these, 2-3 project staff reside within the community office to enable greater connect with community members who live within 2-10 km radius coverage.

Other specific inputs applied as part of the ISDP project were as follows:

Health and sanitation initiatives
- IEC for health messaging was contextualized and disseminated through Women Health Committees and one on one messaging during clinic visits
- Weekly clinics (for routine consultation) and special camps (for ENT, TB diagnosis, and general checkups) were organized free of cost for the communities. Qualified doctors and prescription medicines were provided during these
- The maintenance repairs or construction of toilets and bathrooms was completed in Chakkarpur & Nathupur for communities that shared sanitation facilities
- Sensitisation for cleanliness and maintenance of streets through awareness meetings and activities

Education initiatives
- Proprietary Samarth (remedial education for girls) and Kadam (bridge education for OOSC children) initiatives and content deployed by HPPI teachers at the project office classrooms. Educational material is provided to children under both initiatives
- Introduction to basic computer education for school going children and OOSC
- Structured content to promote basic reading, writing and numeracy skills, in additional to financial literacy for adult women

Skilling initiatives
- Advanced Beautician and Tailoring courses for women were HPPI's three-month courses to refine their skills and enable income generation. A starter kit is given to each trainee upon successful completion of the program
- A three-month training for young adults (high school and undergraduate students) at NCR location to impart basic working-knowledge of Tally software

Awareness generation and facilitating linkages to Govt schemes
- A dedicated Resource Center has been established by HPPI in each office to identify such slum residents and assist them in getting documentation such as Aadhaar Card, PAN card etc.

COVID Relief (additional to Project)
- All centres responded to lockdown by assisting with ration distribution, linking community with CM CORONA Relief Fund, providing medicines and mask production. Later vaccination drives were also completed. These were non-budget support that was extended through the BACI funded centres.

Process
While the original intervention model calls for hands on engagement with the community through dialogue with key community stakeholders and various forums, the COVID-19 pandemic called for changes to ensure safety of the communities and project staff. The project activities were suspended during the 21 Mar -1 June 2020 period, when the focus was on content creation and handholding of community to enable migrant retention and survival within the community.

Following this, the organization transitioned to a blended model with all education, health awareness, and training content being disseminated through online (WhatsApp groups) methods. WhatsApp was also used by HPPI for project progress tracking including photos for attendance, status update and support was completed in a structured manner. As the lockdown restrictions were eased, smaller groups were formed to join classes while maintaining distance and safety protocols.
Health and sanitation initiatives: Health clinics were held on thrice a week. Cases requiring specialized care during the health camp or clinic were referred to nearest government hospital. Mobilizers encouraged institutional delivery by constant communications and follow up exercises for any pregnant women seeking care at the clinics. Expectant mother received pre- and post-natal health care, immunization and nutritional support through linkages established with the ASHA workers. Health rallies through the community to raise health awareness on various topics of the month, resumed after lockdown following government guidelines and safety protocol. Construction and repair activities were ramped up after lockdown following government guidelines and safety protocol.

Women’s Health Clubs (WHC), 10-12 women groups established post door to door mobilisation, are critical to information dissemination and mobilization of larger community for ISDP activities. HPPI staff engaged with these groups on weekly basis to share health and hygiene messages. Impromptu counselling is also enabled as all-female staff establish individual rapport with the women leading to greater sense of trust and privacy.

Education initiatives: Adolescents continued pursuing education through interactive engagement over WhatsApp. Younger children (age 5 -11 years) were engaged in evenings with their parent’s support. All students shared photo of work completed with teacher on dedicated WhatsApp groups. Adult literacy was completed by community mobilisers and trainers working together in small groups of 2-3 members with adequate distance and safety protocols.

The WHC interactions in community also assisted in identifying potential beneficiaries for Basic & Financial Literacy Training who were identified and grouped under cohorts of 2-5 women. Trainers visit the cohorts for dedicated training-intervention using training workbooks. Women successfully completing the course are also encouraged to complete SSC certification by facilitating NIOS linkages.

Skilling initiatives: Beauticians, Tailors and Tally students completed theory classes via WhatsApp to save time during lockdown, practical skills required attention, especially for those students who did not own smartphones. They were called to the centre when restrictions were removed.

Government scheme linkages continued throughout the year through the Resource Centre - CM relief fund linkages were facilitated during the lockdown.

Strategic differentiators

- Community based offices enabled real time response/handholding and monitoring
- Community ownership established through capacity building of women ensures sustainability of outcomes
- Project activities are built based on the needs of the communities
- Constant staff capacity development and internal quality control
- Ability to pivot implementation model during pandemic enabled fine tuning of outcomes
- Strong foothold in community and networking with likeminded CBOs ensure effective delivery
Impact created
The impact narrative in the following section has been built basis review of available documentation around key outcome metrics available with the implementing agency, as well as a content analysis of the narratives recorded during the multi-stakeholder interactions. The project activities have impacted two distinct direct stakeholders – the underserved and migrant populations.

Key findings
Enhanced health outcomes

- Improved health & hygiene outcomes - reduced time spent in seeking health care and timely referrals
- Reduced expenditure on health from access to qualified doctors
- Institutional deliveries of newborn and complete immunization facilitated

80 WHCs having 940 members enabled sharing of hygiene messages and community mobilization across locations. Sample beneficiaries appreciated and could recall COVID-19 specific messaging such as ‘6-step hand washing technique, 2-feet distance, no handshake, don’t touch etc.’ Women also mentioned that they learnt about skin cancers and water-borne diseases during these sessions. Pregnant women were linked with Asha workers and hospitals. They were advised on health, hygiene, and nutrition as well,

Health Clinics located within centres were most appreciated ISDP activity due to easy and regular access to qualified doctors and medicine, with opportunities for repeat referrals/checkups – all were free of cost. Health clinics increased outreach activities with physical distancing, masks, and sanitizer, leading to improved relief amongst community. The clinics also ensured that timely care was sought by community members, especially women and elderly, for whom private consults are cost prohibitive and hence symptoms are initially ignored. 28 beneficiaries received timely treatment.

Sanitation

- Access to better sanitation infrastructure through the renovation/construction support at Gurugram
- Enhanced awareness and adoption of sanitary practices

Community toilets and bathroom construction and repaired enabled greater sense of privacy. During the lockdown, the community was able to ensure discipline and sanitized the shared spaces to ensure safety of all users. Proper sanitization was followed to ensure next user could be facilitated in the community toilet/bathroom. The household level sanitation awareness meetings in Mumbai lead to separation of garbage and cleanliness drives. Lower incidence of diarrhoeal illnesses were reported during interactions with health clinic doctors, community members and project staff.

Education:

- Meaningful engagement of school aged children, outside of schools (during COVID-19 imposed lock down)
- Migrant Adult women able to read and write in English & Hindi (non-native languages)
Impact assessment of FY 2019-20 CSR initiatives | Integrated slum development

Bridge and Remedial education enabled school going students across all grades, to continue their studies. The programme enabled them to improve their understanding of subjects taught in school and the programme transitioned to online delivery module during the lockdown. For households not owning smartphones, small study groups of 2-3 children were made in neighborhood and daily assignments given with physical-distancing and compulsory wearing of masks. Their teacher tested their progress by Saturday quizzes and checking their notebooks for homework completion via WhatsApp. Sample students shared aspirations to pursue careers in sectors as diverse as engineering, banking, and environment protection. 33 Girls and 20 boys from Malad location were reintegrated into the schooling system through the efforts of Kadam programme.

Basic Adult and financial literacy enabled women left out of schooling systems to continue their learning. Sample beneficiaries reported learning English & Hindi alphabets and counting numerals up to 100. All confirmed receipt of stationery (pen, pencil, eraser, sharpener) and spiral-bound exercise book given by trainer. Common demand for 3 months additional training for increasing self-confidence and interest generated in continued education. The NIOS linkages could not be completed due to server error and lockdown which remained an unachievable target in near future.

Advanced Skilling:

- Placement linkages facilitated with local enterprises
- Enhanced social and economic mobility

90 women each in tailoring and beautician courses trained per city. All trainees received starter-kits to enable self-employment or entrepreneurship. Sample Tailor beneficiaries reported earning INR 3,500-5,000 per month and Beautician earned INR 2,000-3,500 per month. Some Beauticians provided home-service and tailors had setup own shops as well.

Tailoring beneficiaries were organised by HPPI to manufacture 1,365 masks (755 in Nathupur and 610 in Chakkarpur) for distribution to needy and sales. Similarly, the tailoring beneficiaries from both Andheri West (134) and Malad (120) prepared 254 masks for distribution to the most needy. The tailoring teacher from Chakkarpur established a mask production (using the raw materials and HPPI centre based setup provided through the BACI grant) along with her 21 trainees (all HPPI beneficiaries) and made 15,000 masks generating revenue of INR 45,000.

Tally (Gurugram only) training included employable life skills like CV/resume making, work-readiness etc. Sample trainees reported placement in retail roles with salary range of INR 8-12,000 per month. Some candidates pursuing B. Com in online mode along with Tally training requested an additional training hour for typing-practice sessions.

Govt. documentation Linkages:

- Sense of identity
- Increased awareness and uptake of government schemes

For many beneficiaries their PAN cards or Aadhaar cards, obtained through HPPI support, were the only identity proof – obtaining these not only established their identity for varied verification purposes, but also opened employment opportunities. An Aadhaar linkage beneficiary from Nathupur is grateful to HPPI for enabling their child’s school enrolment, ration-relief and job application facilities that was only possible due to the newly acquired Aadhaar card.

Beneficiaries reported increased sense of security due to the program at large and access to government identification documents.

Additionally, the HPPI staff were able to facilitate linkages of migrant workers with CM’s COVID relief funds as well. According to the sample respondents, these handholding efforts by the project staff resulted into an overall sense of social security among communities in both cities. As a part of this, HPPI project staff in Gurugram assisted 235 Bihar and Jharkhand natives with linkages
with CM CORONA Relief Fund, which enabled them to receive INR 1,000 in their bank accounts. 302 additional applications in Nathupur and Chakkarpur were made under Haryana Government scheme to enable ration distribution among households without local ration cards.

COVID-19 relief mobilization

HPPI staff residing within the project communities were able to react to changing scenario by establishing linkages with local authorities and other CBOs to mobilise relief efforts. Frontline-workers’ passes were promptly obtained in both Gurugram and Mumbai locations to enable distribution of rations and other relief materials. WHC organised by HPPI and other community volunteers were mobilized by ISDP staff to distribute rations, sanitization materials and medicine (these materials were typically provided by local government bodies or other NGOs in the region).

1,288 ration kits (500 in Nathupur and 788 in Chakkarpur) funded by various donors were provided to most needy beneficiaries. 7,200 Dal protein GOMO packets (3,600 packets in each location) were distributed to Samarth Girls and other project beneficiaries.

In Mumbai, 970 ration kits (44 in Andheri West and 926 in Malad) were distributed in the community. Additional 2,880 masks (176 from Andheri West and 2,704 in Malad) sponsored by other donors were distributed in the community. 200 sanitizers, 1,500 water bottles and 250 juice packs were also distributed in Andheri West.

Masks and sanitizers were provided to all WHC members during post-lockdown meetings and some wall paintings for COVID-19 awareness were completed in select areas.

Picture Courtesy: Humana People to People India
**Stories from field**

**Stakeholder quotes**

“The health services were excellent. My child was delivered in a Government hospital and I received support in getting her immunization card. Besides I also got free consultation and medicines at the (Humana) health clinic”

– Gopika, member of Kendu-WHC in Chakkarpur (Gurugram)

“I benefited a lot since my husband lost his job as a rickshaw puller during the lockdown. We received rations and medicines that enabled us to pay ₹3000 house rent. The community mobilizer through demos and instructions taught us about how to safely store drinking water. We have seen definite improvement in our health.”

– Sunita, member of Sumitra-WHC in Chakkarpur (Gurugram)

“Vector Borne diseases have reduced over the last four years with increased awareness regarding food and water storage and sanitation. We were beneficiaries of tailoring classes and our children attend Samarth classes. We have been using boiled water for the last 3 years and have noted changes in our health”

– Jamna from Rupali-WHC and Asha from Sumitra-WHC, Chakkarpur (Gurugram)

“I had suffered fungal infection of the foot that cost ₹2,000 per month as treatment but it had no effect. Attending the health clinic enabled swift recovery as the medicines were effective and Humana staff kept following up to ensure I followed treatment properly. My wife suffered a foot injury that was treated by clinic as well. This led to savings & relief in my household. The Humana clinic is a big saviour, especially now that income has reduced (had to shut down his tea-stall due to the lockdown situation)”

– Selvan, Health Clinic beneficiary, Malad West

“I migrated from District Siwan, Bihar and have been a resident of Nathupur for the last couple of years. I got a PAN card and was able to open a bank account. I received rations for my family of four since my husband earns ₹10,000 per month. I will be joining a WHC group in the next opportunity cycle as I am inspired by their work during the lockdown”

– Kunto Devi, resident of Nathupur (Gurugram)
Case studies

Susheela Kumar
Immunized at birth
Susheela belong to Jharkhand and has been residing in Nathupur since the past three years. The family of found includes the husband who is the sole breadwinner with ₹9,000 salary per month. Through Humana, the family accessed Rations and government facilities such as PAN card and opened bank accounts that enabled survival during the lockdown. Humana assisted with getting an ambulance to the civil hospital where she delivered a 3 Kg child. Post Natal care and scheduled immunization was completed with close coordination by programme staff. The Second Saturday of every month was fixed for vaccination drives through PHC staff visiting Humana centre when there is no crowd and the children got full support.

Ravish
Building an identity
Ravish from Chakkarpur graduated from class 12 recently and applied to Delhi University for pursuing B.Com pass course. He faced some challenges at home and was looking for a job when the nearby mall offered him a billing role. Since he did not know Tally, he asked his friends for support and they introduced him to Humana. He could not afford any fee-based course so Humana was a blessing in disguise when he attended the three months training program between October to December just prior to his board exams. He learned topics such as preparing bills, entering data, product management, pricing, purchase and selling of products. Since he didn't have a PAN card required for getting employment and was a matriculate graduate at that time, the center assisted him in enrolling for a PAN card. His Aadhar card had a spelling mistake in his father's name so he approached the center to have it updated which was done on time. Since his father was the sole breadwinner earning ₹17,000 per month, he wanted to support the family to enable savings for his sister's wedding. He had been living in Chakkarpur since the last nine years and found that tuitions were very expensive and there were no avenues for culture and games. But now he observes a huge difference in the slum with Humana's interventions over the years. He shared that his typing speed was 30 to 40 words per minute and that he wanted to improve his speed. He appreciated the medical clinic facilities that he found very good as he received medicines on time. He claimed doctors charged ₹500 for diagnostics and his father could lose daily wage if any family member reported sick. Now, anyone could walk across to the centre and seek free treatment.
Anita Thakur
The Women of Nathupur

Anita Thakur from District Madhubani, Bihar has been a resident of Nathupur for the last 20 years. She is a beneficiary of Samarth girls for three years wherein her three daughters attended the program. She got a bank account opened after getting enrolled with a PAN card, besides receiving a water filter and rations during the lockdown. She appreciated all the facilities provided by Humana center. Her husband remained the sole breadwinner earning ₹14-15,000 per month and they had four daughters. They visited Safdarjung hospital that cost at least ₹500 per visit. The local costs for tuition fees are ₹1500 for grade-10, ₹1000 for grade-6 and ₹500 for grades 5th and below. Three of four daughters attended Samarth Girls programme free of cost. Eldest daughter got her PAN card made by the centre. The family appreciated the community toilets and found them very good for privacy. “We are organising and separating our garbage in the dustbins provided to us. We raised a number of slogans during health rallies and I completed tailoring course in March ’21 batch where I received a sewing machine. I have been earning ₹3000 - 4000 per month ever since”.

Renuka Harijan and Sakshi Harijan
Saving the year

Renuka, a resident of Malad (Mumbai) informed that she received a lot of help during the lockdown. She did not know how to teach her children, what were their education needs and how were they to study. She was concerned that her daughter would lose a year of studies. Humana staff insured that her daughter was picked up daily, taken to the center and dropped back after attending classes. They also assisted with rations, and Ms Uma counselled her as well.

“None of the political parties assisted us as much as Humana has done. I did not have Aadhaar card, so teacher Ms Sangeeta from my daughter’s class assisted me in getting it. My daughter also suffered injuries during an accident with cuts to her hands and knees. Again Humana assisted in medical treatment. Now she is in grade-2 and was able to save her academic year.”

Miss Sangita assisted them in getting a transfer certificate (T.C) from Ganesh Nagar to Ambujwadi as the school had not issued a transfer certificate due to lack of documents. The family was found during the door to door survey enrolment for Kadam education program. Humana staff nursed them out of their problems by providing meals and transportation.

“I had a number of challenges from home, so joining WHC enabled me to focus my mind on health and wellbeing. I used to keep sleeping due to sense of loneliness and depression. WHC and especially Ms Uma Tai helped me get out of it”.

Humana assisted in generating the necessary documents and her daughter Sakshi was enrolled in BMC School where she participated in an online play as well.

Images: Deloitte interaction with Mrs. Renuka and Ms. Sakshi. Copy of Sakshi’s enrolment form for Samarth classes
Impact assessment of FY 2019-20 CSR initiatives | Integrated slum development

**Prabhakar Singh**

**COVID Response in Malad West**

Prabhakar Singh, the centre head mentioned that the Community mobiliser Ms. Uma was a pillar of strength during the entire program. She was over 45 years of age, but her fieldwork deserved special mention as she has established relations with the entire community in Malad.

The constant support rendered by her enabled the program to continue even during the lockdown and generated trust. There was a huge demand for oxygen and for knowledge on how to respond to the evolving situation. She kept everyone informed, linked Pregnant women with institutional deliveries at the peak of lockdown and they delivered healthy babies.

The right kind of knowledge and advice was given so people could help themselves. Mobilization included informing everyone regarding the presence of a social worker at municipal hospitals who would take up their cases during the night. Extreme cases were supported by showing orange coloured ration card and linked with Rajiv Gandhi yojana where cashless treatment was provided to many such patients. The community felt empowered due to the government linkages established by Humana.

Sanitary napkin distribution was completed by utilising balance funds and there was a demand for subsidised sanitary napkins to be distributed for improving Women’s Health conditions. Previously, several communicable and fungal diseases were overcome thanks to safe MHM practices taught by conducting private sessions with WHC members and individual counselling during health clinics for the community members.

**Way forward**

The projects reviewed by Deloitte reported frameworks and systems that allowed for timely reporting and adherence to agreed outputs and outcomes. The assessment however, outlined certain opportunity areas to enhance the effectiveness of the grant and maximize impact. These are presented as project wise recommendations in the table below:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Recommendations</th>
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</thead>
<tbody>
<tr>
<td><strong>Health Clinics</strong></td>
<td>Assist the community support through increased health clinics by scheduling more visits and/or longer hours for more diagnostics and referrals to be achieved within the week</td>
</tr>
<tr>
<td><strong>Expanding the Life skills and awareness components</strong></td>
<td>Share inspirational short stories on topics like ‘women in banking’, ‘need for savings’, ‘cleanliness and hygiene’ during the awareness exercises</td>
</tr>
<tr>
<td></td>
<td>Assist in placement support of youth seeking employment after skilling programmes</td>
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Impact assessment of FY 2019-20 CSR initiatives

Integrated slum development

Water Secure Slum Communities
Jal Seva Charitable Foundation
Water secure slum communities

Introduction

<table>
<thead>
<tr>
<th>Project title</th>
<th>Jal Seva project (Creating water secure slums through community managed efforts)</th>
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<tr>
<td>Implementing partner</td>
<td>Jal Seva Charitable Foundation (JSCF)</td>
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Project overview

The BACI supported intervention was intended to benefit 19,500 people across Delhi and Telangana locations. The project activities were designed around the following strategies:

- Creation of model slums, models schools and model aanganwadi centres with access to drinking water, toilets and handwashing stations in households and shared community buildings
- Capacity building, and advocacy with key stakeholders to streamline WASH services in the project area
- Demonstrate scalable WASH pilots and advocacy for solutions to mainstream urban WASH challenges

Need for the initiative

Over 70% of India’s population resides in rural and underdeveloped urban areas. Provision of amenities like drinking water to such a large population is an enormous challenge. Our country faces low health awareness, underdeveloped socio-economic systems, lack of education, high index of poverty, practices and rituals which add to the complexity of water provisioning. The health burden of poor water quality is enormous. It is estimated that around 37.7 million Indians are affected by waterborne diseases annually, 1.5 million children are estimated to die of diarrhoea alone and 73 million working days are lost due to waterborne disease each year. The problems of chemical contamination is also prevalent in India.

As per Census 2011, 25% households in Delhi do not have access to treated water, and 20% of the slum population in Hyderabad do not have access to individual tap connections. The government has been unable to match the provision of housing and basic amenities to these cities rapid pace of growth.

Project period

January 2020 to July 2021

Grant amount

INR 1,89,18,361/-

Project location

Delhi and Hyderabad

SDG alignment

Coverage snapshot

The BACI supported Jal Seva project aims to build sustainable WASH models in water in-secure areas to demonstrate efforts on water conservation, waste disposal and effective O&M in communities and their neighbourhoods institutions such as schools and Aanganwadi centres. The coverage during the project duration was as follows:

The key highlights of the project activities and outreach through the FY 19-20 grant is presented below.

12 Cybergrant Application dated 10/18/2019 to BACI
Impact assessment of FY 2019-20 CSR initiatives | Water secure slum communities

**12,649 beneficiaries**
in 27 slums Delhi and Hyderabad cities

**Handwashing stations constructed in 5 Schools and 11 Aaganwadis**
maintenance of infrastructure across locations

**136 youth trained on WASH**
Across Delhi and Hyderabad locations

**29 Govt. interface meetings**
Training, capacity building and advocacy for WASH across locations

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**Description of beneficiaries**
The project reached out to 12,649+ marginalized beneficiaries in 27 slums of Delhi and Hyderabad to enable access to safe drinking water and sanitation infrastructure. The primary beneficiaries of the project are the slum community, children, adolescent girls, teachers and the Aanganwadi workers. The project additionally reached out to indirect beneficiaries such as residents of the slums out of the intervention areas, school staff, pregnant women, nursing mothers, children below 5 years of age and staff at the Aanganwadi centres.

At Delhi, the project reached a total of 3,767 direct beneficiaries (2,435 people in slum communities, 1,117 children with access to safe Drinking water, and 215 children in Aanganwadi with access to handwashing. At Hyderabad, 8,932 direct beneficiaries were reached with access to safe drinking water, toilet access and handwashing facilities.

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Picture courtesy: Jal Seva Charitable Foundation
Impact assessment of FY 2019-20 CSR initiatives | Water secure slum communities

Intervention model:

*continued from previous year’s funding cycle

Community Development

- Formation and operation of Nari Nirmal Awas Samiti in Delhi and Basthi Vikas Manch in Hyderabad
- Formation of child cabinets and SMCs in Hyderabad schools
- O&M of Community Assets: maintenance of water storage tanks, pipeline networks and hardware & handwashing stands installed in previous funding cycle

Human Resources

- Engagement of trainers, doctors, and contract staff
- Formation/ re-linking and operation of WHC

Preparations

- Set up and stocking of office room within each slum
- Beneficiary identification and enrolment

Activities

- Water filter, rainwater harvesting, toilet renovation, WASH committee
- SWM: Construction of compost pits, waste segregation at household level

Outcomes

- Advocacy meetings in community and stakeholders
- Applications to public authorities with appeals for rights-based development
- 6-step hand washing technique taught in community
- Women MHM: Safe usage and disposal of sanitary pads, nutrition and removal of taboo

Improved wellbeing and empowerment through BCC addressing hygiene practices

Increased access to functional community toilets for women

Community mobilization

- Location(s)
- Economic profile
- Water-security profile, needs & availability at individual and household level

Community mobilization

- Continued from previous year’s funding cycle

Aanganwadi and school:

- Infra: Drinking water; Toilets; rainwater harvesting
- WASH BCC sessions

Outcome measures:

- Operationalization of government utilities like public toilets through interface meetings with government and key stakeholders for reopening, renovating and repair of government owned community toilets and bathhouses
- Access to safer clean water and adoption of health practices
- Reduction in foul smell around surroundings
- Rights-realization by interface with Urban Local Bodies (ULB)
Inputs

The Jal Seva project is a community mobilization and rights-based access project for water and WASH related aspects. The project hinges on community meetings, advocacy meetings with various stakeholders, support to water supply at community buildings like schools and aanganwadis, and awareness generation related to safe WASH practices.

In addition, need based hardware support was provided for the last mile delivery of potable water. This included household water connections, repair of community bore wells, creation of storage tanks, preparation of ground water recharge structures, and new connections at schools and Aanganwadi centres.

Process

The beneficiaries for the intervention are identified based on a door-to-door baseline survey at the slum clusters, schools and the aanganwadi locations. Each slum has a beneficiary identification and enrollment centre leveraging a community owned space – allows for key stakeholders to meet. The community mobilization activities are conducted along with interface meetings with the government and key stakeholders.

The Jal Seva project has the following key activities:

- Creation of model slums, schools and aanganwadi centres: This aspect supports the last mile delivery of water through hardware support at the community buildings. This includes installations of pipes, pumps, and other material to ensure water access to these buildings. The locations for these interventions are identified through a baseline assessment of the project areas. This is followed by an awareness campaign carried out in the area for hygiene behaviors through structured sessions in slums, schools and aanganwadi centers. To monitor and maintain the water structures created, the Jal Sewa project creates O&M communities at the community level.

- Capacity building of key stakeholders for streamlining WASH services in the project area: The project team carries out the capacity building activities for the WASH module at the ICDS Department and the Aanganwadi worker levels, and conducts advocacy meetings with ICDS to keep them engaged for the overall support duration at the slum. In terms of advocacy activities, meetings with community, stakeholders, public authorities are carried out for rights-based movement. In addition, six-step hand washing technique is taught in communities and women are trained in menstrual hygiene management practices.

- The project in its third year was dedicated to Operations & Maintenance (O&M) of infrastructure created in previous 2-years funding cycles. This component included training of community members for eventual handover followed by maintenance and repair of aforesaid infrastructure. An O&M register was provided to 15 members who formed the O&M committee per slum. This register logged entries for tap replacements, broken pipe repair and drain cleaning besides maintaining list of contributors. Regular hand holding support was provided to O&M committee who benefitted from BVM (Hyderabad) and NNAS (Delhi) members. Often O&M members were nominated from BVM/NNAS if they were found vocal and able to manage people effectively. Sample interactions revealed that O&M committee was able to repair broken pipelines, get drains cleaned and resolve any concerns related to maintaining water supply as per schedule.

- The BVM and NNAS were a result of focused collectivization of community members in Hyderabad and Delhi respectively. Jal Seva’s field mobiliser deliberately identified active and charismatic residents from each slum cluster to be trained as peoples’ representative. Their volunteer role expectations included gathering information of community, grievance redressal, ensuring hygiene in surroundings and mobilizing community when called upon for any activities. Sample representatives informed that BVM and NNAS were social platforms that enabled strong community collectivization that enabled ‘creation of a united voice’ especially for effective/immediate resolution of public infrastructure repair/maintenances. Some of the cases resolved included clearing waterlogged areas, last-mile extension of water pipeline etc.

- The project activities also demonstrate scalable WASH pilots and advocacy to mainstream urban WASH challenges through the demonstration of Solid Waste Management (SWM) model in schools and in programme community. Additionally, models for rainwater harvesting (in institutions and community) and water guardian schemes were pilots at select BACI supported locations.
Impact assessment of FY 2019-20 CSR initiatives | Water secure slum communities

Strategic differentiators

<table>
<thead>
<tr>
<th>Community based model centered on awareness building and rights-based approach</th>
<th>Community collectives mobilized and empowered through rights-based advocacy</th>
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<tbody>
<tr>
<td>Strong presence in area over prolonged period and external networks utilized to improve delivery</td>
<td>Community accountability established in operations and maintenance of assets established</td>
</tr>
<tr>
<td>Efforts at ensuring last mile delivery without duplicating government’s work</td>
<td>O&amp;M teams enabled long term sustainability through handover to community representatives</td>
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Impact created

The impact reported below is specific to the program activities implemented through the community WASH centric model. The narrative has been built basis review of available documentation around key outcome metrics available with the implementing agency, as well as a content analysis of the narratives recorded during the multi-stakeholder interactions. The project activities have impacted two distinct direct stakeholders – the underserved and migrant populations.

Key findings

The methodology for awareness drives as well as community sensitization was changed to accommodate lockdowns, but Jal Seva staff continued to enable collectivization towards both rights’ realization and O&M activities. New & innovative mobilization techniques evolved with safety-distancing were appreciated by community and aanganwadi workers. Hygiene campaigns modified for C-19 response with posters and social media messages, showed frequent handwashing and timely isolation of COVID cases. Communities reported very few cases as they trusted hygiene messages and instructions conveyed by Jal Seva teams.

Most important impact of the BACI supported project was laying of functional water pipelines close to homes. This enabled less queues for collecting water and reduced instances of indiscipline, leading to greater access to drinking water and last mile connectivity. Residents were able to stay at home and all fears regarding lack of drinking water were assuaged by such infrastructure with adequate maintenance. There was a greater sense of ownership and empowerment within the communities accessing clean drinking water across the two intervention cities. Reduced conflicts and queues for collecting water lead to increased cooperation and strong perception of COVID-safety & water security in all slums.

Making the communities accountable and in charge of O&M of all infrastructure created in past 2-years’ funding cycle resulted into enhanced accountability and ownership of the assets created in their localities. Sustainability of program is ensured by these O&M committees by collecting community members contributions towards maintenance and repair of infrastructure (as reported during the sample assessments). Community groups took charge of water and ration distribution, conveyed hygiene messages by safe-distancing and animators reported increased trust/influence reposed in them.

Enhanced health outcomes:

- Improved health & hygiene outcomes - reduced frequency of diarrhea and stomach ailments
- Reduced expenditure on health with access to improved drinking water

152 WASH, BCC and Capacity building sessions covering 11,020 (Delhi- 3,689 + Hyderabad- 7,331) community members, enabled uptake of handwashing and general cleanliness within the communities. Sample beneficiaries appreciated and could recall COVID-19 specific messaging such as ‘6-step hand washing technique, 2-feet distance, no handshake, don’t touch etc.’ Women also mentioned that they learnt about MHM safety practices and water-borne diseases during these sessions. Communities receiving
intervention in O&M phase reported practicing boiling and filtration of drinking water leading to savings of minimum INR 540 medical cost for previously frequent events of diarrhea or fever that have reduced nearly 95%.

138 WASH rights training for women collectives (Nari Nirmal Awas Samiti) in Delhi enabled community organization and mobilization of women for creating pressure on representatives to provide water services including maintenance of supply, repair of pipes, water quality tests and frequent small-drain cleaning.

17 cluster-level meetings for WASH completed in Hyderabad enabled similar response to Delhi. Communities were able to get other issues like relocation of overhead high-tension wires and creation of dispensaries within slum areas.

Consultants in both locations used models and flipcharts to share health and hygiene messages regarding safe storage of water, hand washing practices and prevention of water borne diseases. These were available in community office (Delhi) and Aanganwadis (Hyderabad). During the lockdown, Nari Nirmal Awas Samiti members in Delhi and Basti Vikas Manch Members in Hyderabad; adopted novel public-address system methods to share COVID-related hygiene messages. 75 gm soap distribution sponsored by another funder were distributed to beneficiaries along with hygiene messages. **ASHA workers confirmed frequent handwashing and reduction in frequency of Diarrhea and stomach ailments.**

Wall paintings including COVID-related awareness and hygiene slogans.

**Capacity Building**

- Handover to O&M committees enabled sustainability - community commenced contributory pipeline repair schemes
- WASH Training and awareness session of youth created a cadre of plumbers, community mobilisers and FLW
- Children gained access to water-secure schools, aanganwadis and homes where mother was available for longer duration

27 youth in Delhi and 109 youth in Hyderabad were trained & oriented for WASH using flipcharts, posters and models in WASH sessions. Capacity building session for Front line Workers in Delhi and ICDS staff in Hyderabad lead to increased efforts towards handwashing, sanitization, and waste-segregation.

Based on sample interactions, FLW and youth trained in WASH/infrastructure maintenance were able to find employment opportunities as plumbers and support staff post lockdown. Some trained community members found temporary jobs as sanitization officers during COVID wave-2 in Hyderabad.

**Social and economic mobility for empowered communities**

- Quicker response from line departments
- Sense of empowerment and collectivization of slum residents
- Children gained access to water-secure schools, aanganwadis
- Reversal in time poverty for women due to enhanced access to water facilities

138 WASH rights training for women collectives (Nari Nirmal Awas Samiti) in Delhi enabled community organization and mobilization to pressurize administrative representatives to provide water supply, repair of pipes, water quality tests and frequent small-drain cleaning. 17 cluster-level meetings for WASH completed in Hyderabad led to similar response as in Delhi. In addition,
communities were able to resolve non-water related issues like relocation of overhead high-tension wires and creation of dispensaries within slum areas.

29 Govt interface meetings enabled public authority to react faster to request for repair, maintenance, or new installations as communities were represented by single entity. Repair of dumping site and cleaning of small drains hastened in locations like Kirti Nagar and Jawahar Nagar in Delhi due to actions of the women’s’ collective.

17 cluster level Basthi Vikas Manch (BVM) meetings held. ID card and letter head of (BVM) were created, which empowered demonstrating residents to be heard in government line departments while demanding cleaning of overflowing drainpipes that were inundating their slum area with sewer/rainwater entering homes. Sample beneficiaries confirmed electricity wires relocation, water storage facilities and dispensary setups that were facilitated by the advocacy efforts of the BVM groups. Further, rainwater harvesting structure installation and tap replacement/repair (in public stand post) was completed directly by BVM group.

Regular water quality testing and standardized testing parameters (through local trained youth suing the kits distributed among BVM) lead to scientific testing-based demand for potable water. Public authorities were fully aware of testing capabilities within the slums and appreciated the scientific report-based request for repair/construction of pipelines. Immediate repair of broken/infected water supply confirmed by community and BVM members from both cities.

Greater perception of empowerment from improved health outcomes and correlated savings, improved surroundings, and general health behaviour. Community collectives perceived as strong platforms providing voice to community, especially women.

Rain Centre (pilot project in Delhi):

- Engagement of school going children as advocates of water conservation in gated communities
- Mobilization & sensitization of housewives in gated communities towards water conservation and rainwater management

Gentrified housing societies near intervention slums in Delhi were sensitized towards daily water conservation through bathing, dishwashing, car-cleaning and other activities. 13 parameters-based testing instructed to RWA committees including TDS, PH-levels, Hardness, Alkalinity, Calcium, Magnesium, Iron, Physio-chemical properties, bacterial content etc. being tested in water. 10-module Water Guardian program conceptualized and instructed to community volunteers. 18 Water Guardian meetings and 14 RWA meetings held. All RWA residents appreciated water conservation messages, water quality testing demo, involvement of children in campaign and believed they were able to contribute to the environment due to proper information and guidelines being shared.
Stories from field
Stakeholder quotes

“...for 10 years there was a drinking water problem for school children, and we made a number of appeals to get water storage tank installed. Only Jal Seva made an assessment and provided us with a water storage tank. They also renovated the boy’s toilet with urinals. Provisions for drinking water points were made along with installation of a water filter. Prior to the lockdown, student cabinets were formed and trained. A big water problem was solved, and we are all satisfied to see more children attend school.”

– Naveen, Government Higher Secondary School

“We have saved 30 to 45 minutes at least by having water points next to our homes. Previously, our children were unable to wash their hands and maintain hygiene at home due to limited water supply. Now, everyone washes hands frequently. I attended the weekly meetings every Sunday and maintain the registers. I was part of the team that distributed 3000 Liril brand soaps of 75 grams each during the lockdown and each resident got a soap.”

– Sunaina, community member at Jawahar camp Kirti nagar, New Delhi

“Previously our problems were limited to individual residents only, but now we are taking up cases with support of BVM members who have full power. There is no need to ask anyone else as we are now a strong community platform.”

– Anusha, Nagamaikunta, Hyderabad

“Jal Seva enabled Drinking water access through pipelines. Liquid waste management has been taken up with O&M members writing to various government bodies for support. It has reduced the frequency of waterlogging issues.”

– Preeti Vishwakarma, Coordinator, Jawahar camp Kirti nagar, New Delhi

Picture courtesy: Jal Seva Charitable Foundation
Case studies

**Haji Pasha**  
**Hyderabad**

I have been completing water quality testing daily besides spreading public awareness. During the second wave we used autorickshaws to spread awareness through BVM volunteers. I had a band of youth who followed me, and together we spread messages together. They assisted me in preparing banners and pamphlets with the message that 3rd wave should not come. With our collaborative efforts our slums suffered only few Covid cases as people maintained distance, wore Masks and took all precautions. We even isolated the few cases and made provisions for them. For the past six months, it has been our best performance. Three years of motivation and training but there is still a lot to be done in our community. We would love to have water harvesting scheme ramped up and installed in schools. We have already made so many representations to various leaders that they spoke about it in the Hyderabad Assembly recently. They have acknowledged our requests and sanctioned INR 25 Crore to support rainwater harvesting. A new pipeline was established with new type of valves to reduce wastage of water. We taught water-quality testing to youth and repaired broken taps immediately. Since my operating area came under Musheerabad constituency, we were able to get one additional dispensary opened by constantly campaigning with our representative. Even the residents from Harijanwadi member BVM having SC, ST communities from BPL families received water from GHMC pipelines, their schools got water tanks and toilet construction besides hygiene messages. BVM letter head was used to relocate overhead high-tension electrical wires running across majority of the slums, making them safer to live in.

**Sanjay Gupta**  
**O&M committee member, Jawahar Camp, Kirti nagar, New Delhi**

Water was an issue in the slum area as the drinking water pipe used to break due to heavy vehicles passing over it. There is a furniture and marble market nearby that brings huge traffic in the area. So, a lot of labour working there resides in the slum area. The community contributes towards repair of pipes. “Earlier we did not have drinking water and now we have a pipeline, monthly water quality testing with test samples taken since the last 2-2.5 years. Earlier dirty water used to be supplied in the main lines, so we had to travel 1.5 kilometres one-way to collect drinking water. Now we get 5-6 buckets near our house. Wall paintings including hygiene messages and guidance on how to maintain overall cleanliness were completed post the first lockdown. There were no COVID cases in our area. Jal Seva helped a lot during the lockdown, and we followed all the advice given by them. Safe storage of water, cleaning hands using six-step hand-washing technique before meals were some of the key lessons in improving wellbeing. We were able to maintain gaps in the queue for water as all residents had to travel short distance only. If the previous situation continued there would have been long lines for collecting water. Now there is no crowding, and everyone is wearing mask compulsorily at water points. This gave us a lot of facilities”. The Jawahar Nagar slum has 10-12,000 residents in a half kilometre area, of which there are 8,500 registered voters. The streets are so narrow that two people cannot cross together”.

“We had to assist the police with Aadhar details and mobile numbers when 4,000 resident labour migrated back to their homes during the first lockdown. However, all of them have returned now. Furthermore, with the water problems resolved, people who had left the slum earlier to reside in better colonies have returned during the lockdown as there was water and no corona case in the slum. In any case, it made more sense since their work was in the marble and furniture shops nearby and there were no bus facilities. The water points have got good quality plaster, but the streets remain very dirty as they are narrow. We have written letters to the MLA, formed protest groups and received a lot of support through community mobilization. The problem is that Municipal Corporation and the MLA are from different political parties so there is a sort of turf-war where small drains belong to the Municipal Corporation and larger drains belong to Delhi government. Both keep passing the buck and it is the bigger drain that is forever blocked. The Delhi Jal Board cleans our small drains, but it is of no use. We put pressure to get the repairs done but it is not a permanent solution. Community contributes a lot of funds to maintain the area. We have more expectations from Jal Seva than the politicians. We received O&M training booklet that was given to 15 members of the committee and all of us follow it diligently.”
Shahnawaaz  
**BVM Convenor 2019-21, Indira Gandhi nagar, Hyderabad**

We used to observe 8-10 meetings in the community where water collection, waste management, retaining wall construction and complaints etc were taken up. With the drinking water pipeline laid and slum drains completed the next effort was to create water storage points. Jal Seva and BVM created a water tank with sump and motor that lifted pipeline water up to the water tank. Previously, we had to appeal to the politicians but now the community is mobilised. Nobody helped us regarding the water problems as politicians only came for votes. Now BVM has been mobilised, they know the processes, form up the gatherings and hold meetings. They are aware of whom to meet to get the work done and can collect community contributions through student volunteers. The community of 1,500 people depended on a half-inch pipe which was upgraded to a 1-inch pipe leading to more water supply. Men and women stand in separate queues and maintain distance so that there is no stampede. The mobilizer Mr Chand taught BVM about types and methods of separation for garbage. The Municipal Corporation began garbage collection after the first BVM application letter was submitted. This has led to improved health outcomes even in the lockdown where health and hygiene messages were shared with all. The BVM coordinated with local school, Anganwadi and hospitals to support the intervention. Milk and egg consumption was ensured for meeting dietary requirements and residents were assisted to procure the same by youth assistance.

Bhagyarekha 
**Ranganagar Aanganwadi teacher, Hyderabad**

Women’s collectives were formed to spread awareness regarding cleanliness and MHM practices. There was a separate session for children which enabled shy children to speak up and talk about the safe water practices. Six-step hand washing technique was taught to small children. The toilet was repaired and suitable sized adaptive pans were given to the aanganwadi center. A water filtration device was provided and wall paintings included ABC and hygiene messages. Monthly training meetings work completed online and found most useful during the lockdown. Now everybody is cleaning their hands every two hours. Homes are kept clean and I have observed that hygiene messages have been taken up by all. The slum community trusts my work.

**Way forward**

The projects reviewed by Deloitte reported frameworks and systems that allowed for timely reporting and adherence to agreed outputs and outcomes. The assessment however, outlined certain opportunity areas to enhance the effectiveness of the grant and maximize impact. These are presented as project wise recommendations in the table below:

<table>
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<tr>
<th>Aspect</th>
<th>Recommendations</th>
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<tr>
<td>O&amp;M of infrastructure</td>
<td>• Assist the community in reviewing O&amp;M process with standardized template-based documentation and linkages with local vendors for long-term maintenance of infrastructure</td>
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</tbody>
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| Expanding the Life skills and awareness components | • Share inspirational short stories on topics like ‘women in banking’; ‘need for savings’; ‘cleanliness and hygiene’ during the awareness exercises  
• Assist in placement support of youth seeking employment after skilling programmes |

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