STRATEGY PAPER TO INFLUENCE CSR POLICY TO INVEST IN

SECONDARY EDUCATION FOR GIRLS AND JOB ORIENTED VOCATIONAL TRAINING/ SKILLING FOR YOUNG WOMEN

IN AP AND TELANGANA

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GIRLS ADVOCACY ALLIANCE

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STRATEGY PAPER TO INFLUENCE CSR POLICY TO INVEST IN SECONDARY EDUCATION FOR GIRLS AND JOB ORIENTED VOCATIONAL TRAINING/ SKILLING FOR YOUNG WOMEN IN AP AND TELANGANA

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INTRODUCTION AND SITUATIONAL ANALYSIS

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BACKGROUND OF GIRLS ADVOCACY ALLIANCE PROGRAMME

The Girls Advocacy Alliance (GAA) is a global initiative of Plan International – Plan Netherlands, Terre des Hommes – Netherlands and Defence for Children – ECPAT Netherlands. In India, Plan India is implementing the project in Andhra Pradesh and Telangana in partnership with Mahita. The project primarily advocates for addressing pressing societal issues like Child Marriage and Child Trafficking throughpromoting Secondary Education among girls and Job Oriented Vocational Training (JOVT) for young women in both states. The implementation model comprisesfour key actors i.e Communities, Civil Society Organizations (CSOs), Government and Private Sector essaying a strong role to maximise impact. GAA programs have been implementing across six districts in Telangana (Hyderabad, Vikarabad, Gadwal, Yadadri, Adilabad and Sangareddy) and three districts in Andhra Pradesh (Kurnool, Visakhapatnam and Krishna).

STUDY COMMISSIONED BY PLAN INDIA AND MAHITA

Children, especially girls, drop out of school by the time they complete Secondary Education (SE) due to their vulnerability, societal circumstances and economic challenges resulting in limited access to secondary education, even lower employment in higher education and being a limited part of the vocational training discourse. Understanding the development gap and limitations with diversity in the future of work[1], the private sector in India is increasingly contributing to girls' development through Corporate Social Responsibility (CSR) activities with the objective to achieve shifts in economic and social empowerment. Many of the Corporates have collaborated with governments, NGOs and aid agencies in ensuring maximum enrolment of children in primary schools. However, the extent of the challenge is significant, with 80% of our population employed in the informal sector and only 5% partaking in a skill development program[2]. This in turn has a trickle down effect of opportunities for women and the girl child, deepening the divide and extent of vulnerabilities. The issue gets compounded with 97% of women engaged in the unorganised sector. [3] Against this backdrop, it is relevant for corporates to redirect their focus to SE and Job Oriented Vocational Training (JOVT) centres for girls and young women respectively, to capitalise on the investments made in the initial stages of their lives. The GAA Program recognizes that private sector CSR funding can have catalyctic impact to structure high impact initiatives for girls and women. This will allow women and girls to gain the right foundational education and skills to join the workforce, ensuring a continnum from education to employment. The study has been commissioned as a part of the effort to understand the extent of the gendered challenge, explore the current and future role of business, to invest CSR grants towards SE and JOVT for young women in AP & TS.

1 Future of work refers to the futuristic trend of people from distinctive socio-economic backgrounds working across three distinctive economies – formal,informal and gig economy

2 Shubha Srinivasan and Kumar, K. 2019. Preparing Youth in India from the Fourth Industrial Revolution. Chapter in Energising India. Fueling a Billion Lives. Rupa Books, India

3 Ministry of Women and Child Development. 2016. Study of Working Women and Privileges in the unorganized sector. http://www.wcd.nic.in/sites/default/files/FINAL%20DRAFT%20REPORT_0.pdf

It is towards the intent that Mahita has commissioned the assignment to Deloitte's Social Impact team to achieve the following objectives:

1. To present an analysis of CSR spending on promotion of Secondary Education and Job Oriented Vocational Trainings for Girls and Young Women in AP and Telangana states.
2. To capture case studies of CSR best practices, spending & created impacts, in Secondary Education for girls and Job Oriented Vocational Training for young women in India.
3. To provide a 'CSR-policy influencing strategy on GAA themes in AP & TS' basis a rigorous Return of Investment analysis.

CONTEXT

Globally, one out of every three women are victims of either physical and/or sexual intimate partner or non-partner violence at least once in their lifetime as indicated by WHO's publication "Global Estimates". Plan International – Netherlands in partnership with local organizations developed a global initiative titled as "The Girls Advocacy Alliance" (GAA) to battle the issue of violence against girls and young women faced worldwide. The **goal is to combat violence by economically empowering victims in developing countries**. In India, Plan International has established a partnership with Mahita and intends to implement the GAA in Andhra Pradesh and Telangana. The programme intends to directly address the challenges of child marriage and child trafficking while emphasizing on the importance of secondary education for girls and promoting job oriented vocation training for young women.

Even though a significant amount of CSR spend is directed towards Education and Skill Development in India, low enrolments and high dropouts among girls in secondary education level remains a common concern[4]. Earlymarriage, low aspirations, lack of sanitation facilities in schools are just some of the many reasons for school dropouts among girls. The strategy paper aims to draw the attention of corporate stakeholders to invest time, effort and resources towards focusing on Secondary Education (SE) and Job Oriented Vocational training (JOVT) for girls.

India is the seventh largest country in the world with a diversesocio-cultural populace. Its diverse geographic settings have had an impacton social formations since early times which in turn, affected the demographic profile in terms of socio-economic indicators such as access and control over health, education, sanitation, natural resources etc. as people began negotiating their living around this environment. While India's GDP is at 7.4%[5], women continue to face a local challenge in developing countries often termed as "feminization of poverty"[6]. As defined by UN Women, the phenomenon refers to the gap between men and women trapped in the cycle of poverty, which over

[4] Sateesh Gouda, Dr.T.V.Sekher. Nov-Dec 2014. Factors Leading to School Dropouts in India: An Analysis of National Family Health Survey-3 Data, IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 4, Issue 6 Ver. III PP 75-83

[5] IMF. October, 2018. IMF Country Focus. https://www.imf.org/en/News/Articles/2018/08/07/NA080818-India-Strong-Economy-Continues-to-Lead-Global-Growth

[6] Mayoux, Murthy R.K & L. Sankaran. 2001 Towards Women's Empowerment and Poverty Reduction:Lessons from the participatory impact assessment of South Asian Poverty Alleviation programme in Andhra Pradesh, India, 2001 and Insights, Issue NO 34, 2000

the last decade has continually expanded. Worldwide, women who are victims of poverty are more often than not denied access to crucial resources including land ownership titles, credit and rightful inheritance[7].

Historically, women in India have not been an inclusive part of the overall development paradigm, which was greatly skewed to begin with. As per United Nation's Gender Inequality Index, India is ranked 131 amongst 188 countries[8]. Discrimination against girls and women is a long standing and persistent challenge that has been a part of the Indian society for decades at practically every level.

Unemployment rate for women was 8.7%, while the total unemployment rate was 4.3%[9]. As per UNICEF's report, "The Situation of Children in India", **70% of women between the age of15 to 49 years have experienced rape and/or beatings**[10]. Deloitte India's best practices compendium, "Towards Gender Equality" tells the stories of leading organizations such as "*Stree Mukti Sanghatana*" that are constantly fighting the challenges of domestic violence faced by underprivileged women in India[11].

The report, *Gender and Son Meta Preference: Is Development Itself an Antidote* provides an interesting perspective on how Gender equality in India is a multi-dimensional and dynamic issue. The assessment highlighted three specific dimensions including the ability of girls and women to make any decision about their own lives, the attitude towards violence against women and wives held by both genders and the direct outcomes of of a preference for a male child and the impact left on the girl child[12]. As of 2014, **63 million women were reported missing in India** and 2 million, girls and women go missing annually for a number of reasons including selective sex abortion, malnourishment, diseases and neglected childcare[13].

> *"India constitutes more than 20% of the world's adolescent population and accounts for the highest number of child marriages in South Asia given its size and population"*Javier Aguilar Chief of Child Protection, UNICEF[14]

Despite outlawing sex selection at birth, preference of the boy child over the girl is encountered in India to date, especially in the rural areas. Although the PNDT Act 1994 stabilized the issue, there is a long ongoing debate on whether the decrease in numbers was result of a societal mindset change or simple due to more regulated state control of sex selection techniques[15]. Although India is experiencing a significant shift towards strengthening gender equality norms especially at early stages, there is still a **need to remove the "unwanted child" notion prevailing in society**. This notion is the root cause of child marriage, especially in marginalized communities where their families view most girls and

7 UN. http://www.un.org/womenwatch/daw/followup/session/presskit/fs1.htm
8 http://www.hdr.undp.org/en/
9 http://www.hdr.undp.org/en/
10 https://www.unicef.org/sitan/files/SitAn_India_May_2011
11 https://www2.deloitte.com/in/en/pages/human-capital/articles/towards-gender-equality.html
12 Economic Survey. 2017-18. http://mofapp.nic.in:8080/economicsurvey/pdf/102-118_Chapter_07_ENGLISH_Vol_01_2017-18.pdf
13 ibid
14 https://www.thebetterindia.com/133409/child-marriages-india-halved-decade-unicef/
15 ibid

women as a “burden”. In 2018, UNICEF released a report indicating that child marriage rate in India had halved, but despite that, there are still 1.5 million girls in India continue to be victims of child marriage[16].

Another challenge faced by **India is that it is home to the largest number of non-literate women** globally, accounting for over **3 million eligible yet out-of-school adolescent girls**[17]. 48.2% of the population in India are women, yet due to lack of education and opportunities they fail to contribute towards the growth and development of the country[18]. These challenges significantly exist in the rural communities where most women lack even the basic knowledge and understanding of their education and human rights. While there are various organizations developing models and practices to bridge the education gap, there is a need for collaboration amongst various stakeholders including the public and private sector and government to promote the importance of quality education in the country.

It is reported that 39.4% of girls between the age group of 15-18 years across India drop out of schools and colleges amongst whom 64.8% do so because they are forced into household chores or are made to beg on the streets[19]. The United Nations Educational Scientific and Cultural organization’s report (UNESCO), “Puberty, Education and Menstrual Hygiene Management” stated that 66% of the country’s schools for girls do not have functioning toilets[20]. According to Dasra’s report on improving menstrual hygiene management, **23% of adolescent girls drop out of schools annually due to lack of functioning toilets.** Additionally, **23 million girls drop out of schools each year as theylack knowledge and awareness towards menstrual hygiene management and access to sanitary napkins**[21].

The Annual Survey Education Report (ASER) 2017[22] indicated that maximum challenges arrive when girls reach the secondary education stage. The findings of the report suggested the **enrollment rate between boys and girls significantly drops at the age of 14 years**. By the time, the students are of 18 years where the state is not enforcing the mandate of the RTE Act, 32% girls are not enrolled as compared to a 28% of boys. In this vein, the report highlights the need for equal emphasis and initiatives focused towards bridging mechanisms for out of school yet eligible girls that already exist at the primary education level but are absent for higher education. It is crucial to take into account the difficulties faced by girls to re-enter the education system once they have dropped out. Opportunities for a second chance at education is few and largely inaccessible given the local socio-cultural contexts across India’s distinctive geographies.

Additionally, the report suggests **the predominant reasons for high dropout rates amongst girls are family pressure and constraints, 32.5% in the secondary**

16 https://www.thebetterindia.com/138496/india-child-brides-marriage-law-posco/
17 http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/National-Survey-Estimation-School-Children-Draft-Report.pdf
18 https://data.worldbank.org/indicator/
19 http://ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=1357&lid=1558
20 http://unesdoc.unesco.org/images/0022/002267/226792e.pdf
21 https://www.dasra.org/cause/improving-menstrual-health-and-hygiene
22 http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202017/aser2017pressreleasenationalenglishfinalrevisedjan23.pdf

education stage[23]. An important aspect to be focused and further developed upon is mechanisms for interactions with parents and at the community level to eradicate social norms against girls' education prevailing in society. This is vital for the current generation as well as the generations to come. The report's findings also indicate that 70.7% of out-of-school youth have mothers who have never been to school.

The national youth policy, 'NYP-2014' has defined 'youth' as persons in the age group of 15-29 years[24]. Census 2011 data shows that, the total youth population in India increased from 168 million in 1971 to 422 million in 2011[25]. Being a developing country, leveraging the youth to significantly contribute towards the growth and economy of the country could potentially create scope for scaling the overall GDP. Unfortunately, majority of individuals lack the basic skill sets, education or training required to join the workforce. According to a report by the National Commission for Protection of Child Rights 39.4% of adolescent girls between 15 – 18 years are not part of any educational institute. Around 65% of school girls between the same age group are engaged in household activities.[26]

In India, vocational training is provided both through formal and non-formal channels**. Industrial Training Institutes (ITI) are key players in preparinga skilled work force**. As per 2016, the total number of ITIs in India were 13,105 amongst which government ITIs were 2,293 and private were 10,812. In addition to skill specific training, vocational education and inculcating life skills have always been a crucial aspect of India's education policy and overall agenda. The Ministry of Skill Development and Entrepreneurship is the leading organization for coordination of skill training and vocational training programmes at a national level including Women's Vocational Training Programmes. However, we have seen a decadal fall in female employment participation in the workfore from 35% in 2005 to 26% in 2018. [27] In addition, the median wage of women is 25% less than that of men[28].

In subsequent sections, a situational analysis of education, employment options and employability of youth in India, with a focus on Andhra Pradesh and Telangana,help frame the rationale for focused vocational training offerings as second chances to unemployed and underprivileged youth.

STATUS OF EDUCATION IN INDIA

According to Census 2011[29], India's 121.02 crorepopulation shows a less favourable sex ratio (number of females per 1000 males) of 940.While, the decadal growth in literacy was 9.21% between 2001 and 2011, the gender gap in literacy rate across all ages was 13.7%. The Planning Commission (now NITI Aayog) had set a target of 85% literacy rate by 2011 and India has achieved 74% literacy rate. Kerala ranked highest amongst States and UTs, with 93.91% literacy. While Bihar ranked lowest with

23 ibid
24 National Youth Policy.2014.Ministry of Youth Affairs and Sports. http://www.rgniyd.gov.in/sites/default/files/pdfs/scheme/nyp_2014.pdf
25 Youth in India.2017.Central Statistics Office. Ministry of Statistics and Programme Implementation. http://mospi.nic.in/sites/default/files/publication_reports/Youth_in_India-2017.pdf
26 http://ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=1357&lid=1558
27 World Bank. 2018. Labor Force Participation Rate. https://data.worldbank.org/indicator/SL.TLF.CACT.ZS
28 http://media.monsterindia.com/logos/research_report/
29 http://www.censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf#page=14

63.82%. Andhra Pradesh (including Telangana, formed in 2014, after census) achieved a lower rank of 31 out of total 35 States and UTs, with 67.66% literacy.

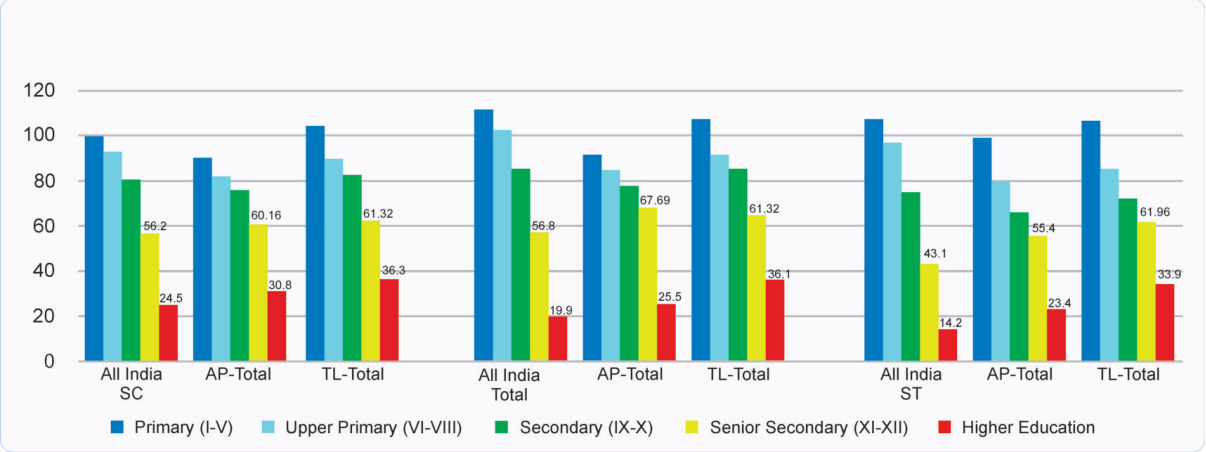
EDUCATION ENROLMENT

Enrolment in education at various levels helps understand the extent of literacy across population. A school age population implies the age group that is officially corresponding to its relevant level of education.Using GER indicators, we are able to estimate the degree of participation in education.

When GER value is nearto, or higher than 100%, it shows ability to enable total participation, but does not indicate existing enrolment. Thereby, it may not sufficiently show if all eligible children were enrolled in school. However, at 90% and above, the aggregate enrolment for age groups are reaching near universal access for that official age group. Thereby, GER is a useful indicator of how much participation could be enabled.

The total GER of India[30] for the year 2015-16 has been compared with Andhra Pradesh (AP) and Telangana (TL) states, as under:

GER 2015-16 (TOTAL) ACROSS SOCIAL CATEGORIES



Source: MHRD, 2018

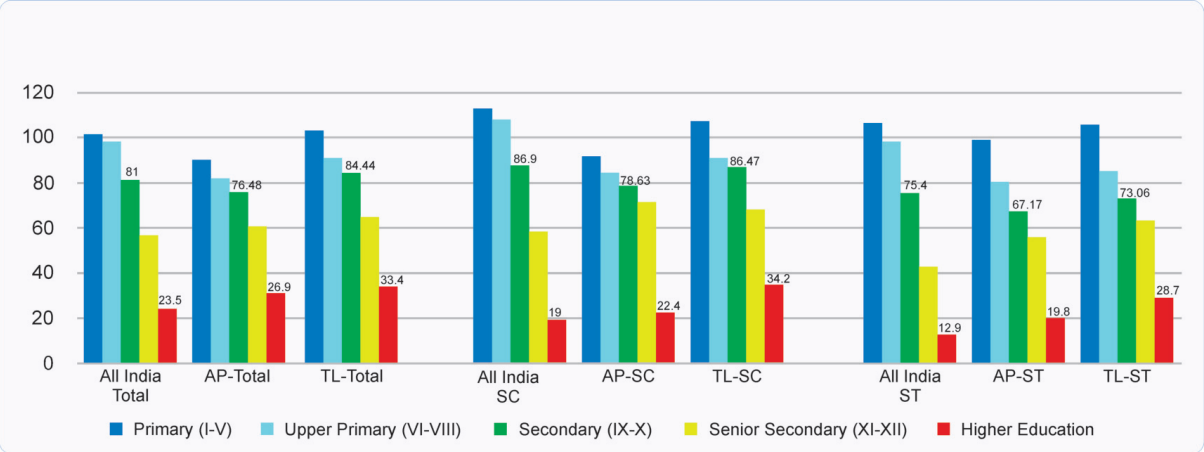
Clearly, the trends show a **decline in GER at levels from upper primary (classes 6-8); secondary (classes 9-10); senior secondary (classes 11-12) and higher education**. The steep decline depicted in the graphs above are due to multiple causes. For each of these groups, the enrolment has not reached near universal status. Thereby, the **number of students enrolling in secondary educationis far less than** the population enrolled in **primary level.**

In Andhra Pradesh, the Primary level GER is above 80% while in Telangana, it crossed 100% implying universal access for the relevant age group at

[30] Educational Statistics at a Glance.2018.Govt of India, MHRD, Department of School Education & Literacy, Statistics Division

primary level. Although the downward trend in GER was replicated, yet the performance was higher than national aggregate. However, the need to increase GER across all levels is required to ensure universal acces to education for the relevant age group.

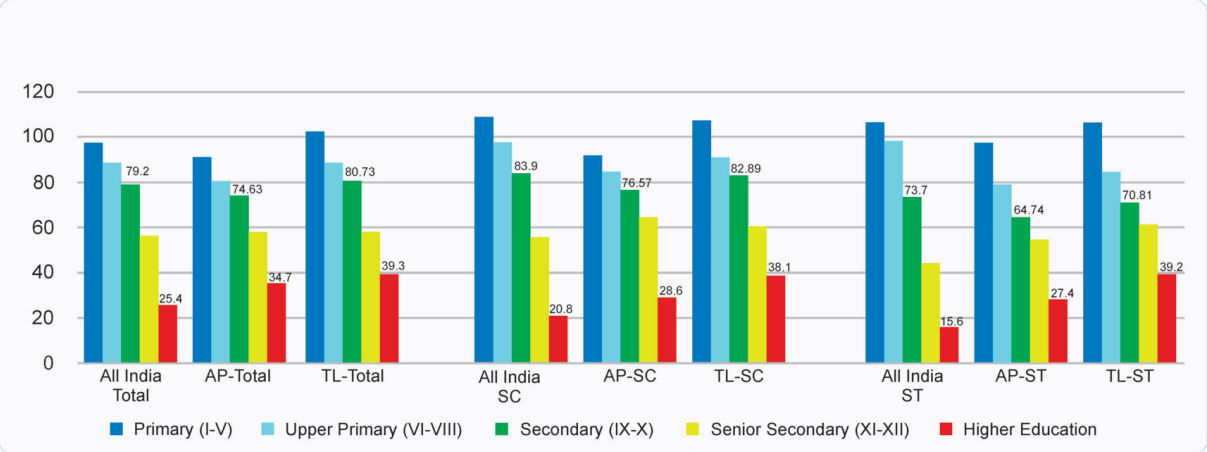
GER 2015-16 (FEMALES)



Source: MHRD, 2018

Further comparison of GER 2015-16 for females (above) and males (below), show the **declining trend in GER for secondary and higher education for women is higher than men**. Although the primary and upper primary level GER is higher than All India level, for the Scheduled Castes (SC) and Scheduled Tribes (ST) population, the trend begins to decline from secondary level onwards.

GER 2015-16 (MALES)



Source: MHRD, 2018

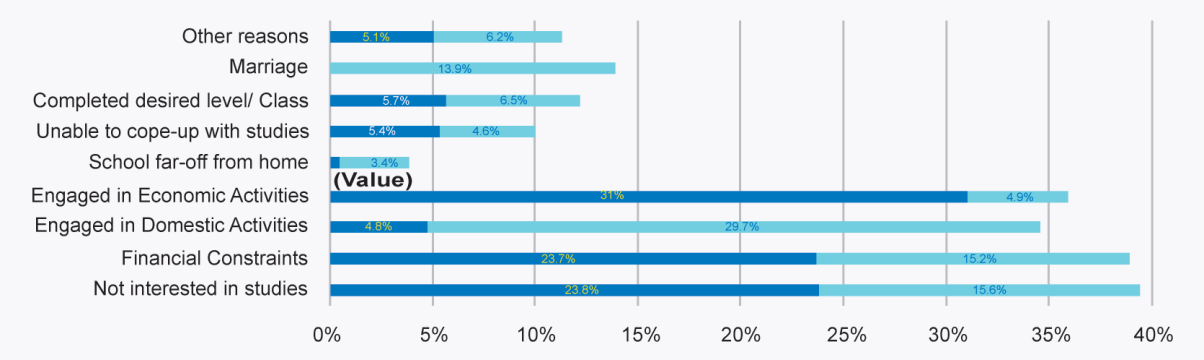
Amongst a list of **issues affecting post primary education enrolment** in education, the concerns range from lack of school infrastructure (including separate toilets for girls), availability of teachers, students joining wage labour (age 15 onwards) and a lack of interest in pursuing education.Even after the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), 2009, the enrolment levels are not satisfactory. [31]

DROPPING-OUT

Besides a declining trend in enrolment as shown by GER indicators, another issue observed is students dropping out of school, almost immediately after Primary, or Upper Primary educational attainment, i.e after class 8 or at age 14 years.

The NSSO Report (71st Round) revealed a **lack of interest in education contributed to high dropouts** (23.8% males and 15.6% females) besides **financialconstraints**with similar number of respondents.[32] Children's **employment in domestic/economic activities were** other leading causes for dropping out of the school ecosystem. The data indicates a higher participation of males in economic activities (31%) and females in domestic activities (29.7%) as causes for dropping out of school.The reasons for dropping out are graphically represented:

CAUSES OF DROP-OUT AMONGST STUDENTS



Source: NSSO 71st Round[33]

The Unified District Information System for Education (U-DISE)[34] developed by the Ministry of Human Resource Development (MHRD) revealed **a lack of counselling services** for students at school level may have contributed to students leaving school due to the reasons cited above. The **need to introduce counselling initiatives in schoolsmay be a differentiating**

31 The Right of Children to Free and Compulsory Education Act. 2009. MHRD. https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Section_wise_rationale_rev_0.pdf

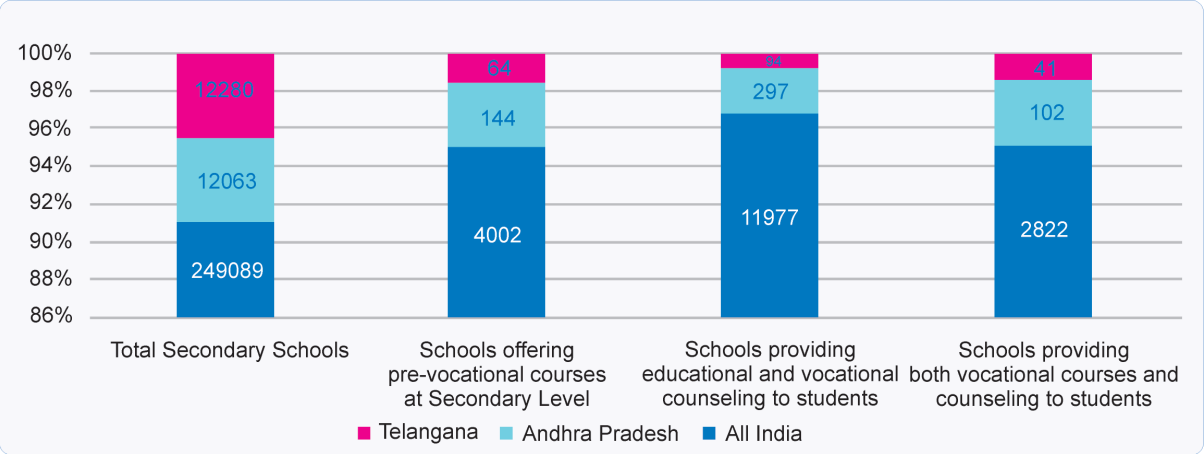
32 The National Sample Survey Report (71st Round). 2014. Ministry of Statistics and Programme Implementation, Government of India http://mospi.nic.in/sites/default/files/publication_reports/nss_rep_575.pdf

33 http://mospi.nic.in/sites/default/files/publication_reports/nss_rep_575.pdf

34 Ibid

enabler to keep girls in school. This is critical for especially for first generation learners and for those girls who may not have access to appropriate information regarding choices that effect their lives.

U-DISE DATA ON COUNSELLING SERVICE AVAILABILITY IN SCHOOLS



Source: MHRD, 2018

EMPLOYMENT

If eligible youth drop out of school at the secondary level and remain unemployed it is detrimental to both mental health and social well-being apart from not contributing to the economy. Engaging such youth in vocational skils, alternative education or offering suitable choices through needs based training, could help improve the quality of life for young minds, apart from giving them a second chance in life This applies specifically for girls who drop out of the education ecosystem.

Sector based opportunities for employment of youth in India may be understood by first understanding the Labour Force[35] that indicates the supply of labour aged 15 and above, which determines production possibilities in the economy. Data for India[36], Andhra Pradesh[37] (AP) and Telangana[38] are represented in both UPS[39] and UPSS[40] approach. Both AP and TL showed higher trend in LFPR for the year 2013-14.

35 Labour force participation rate is defined as the section of working population in the age group of 16-64 in the economy currently employed or seeking employment

36 Ibid

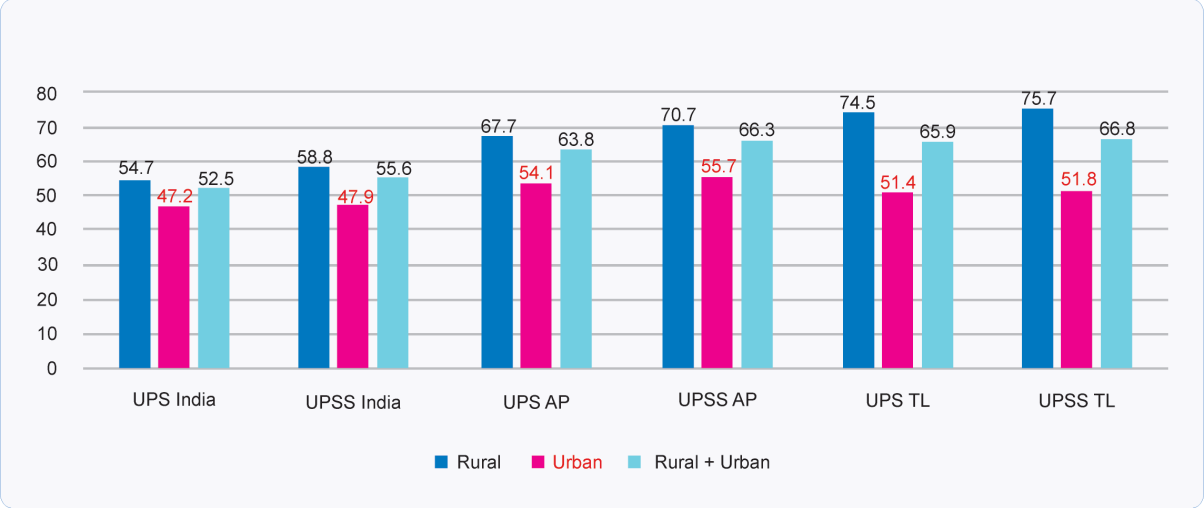
37 https://labour.gov.in/sites/default/files/AP%20District%20Level%20Report.pdf

38 https://labour.gov.in/sites/default/files/Telangana%20District%20Level%20report_0.pdf

39 Usual Principal Status (PS) UPS approach relates to the activity status of a person during the 365 days preceding the date of survey. The activity status on which a person has spent relatively longer time (183 days or more) during the period is considered the usual principal activity status of the person

40 Usual Principal Status and Subsidiary Status approach is an extension to the principal status approach. If a person has engaged in any economic activity for a period of 30 days or more during the preceding 365 days a person is considered as employed under this approach

LABOUR FORCE PARTICIPATION RATE (LFPR): 2013-14



A review of sector wise changes in employment between the years 2009-2015 (refer table below) showed highest growth in **IT/BPO sector that added 24.98 lakh persons over 7 years**[41]. The **textiles sectors added less than 50% of the IT/BPO sector** and stood at 10.56 lakhs in the same years. These changes are important **indicators of** what **type of employable skills** are **required** for employment for youth.

SECTOR-WISE CHANGES IN EMPLOYMENT[42] (2009-15) IN LAKHS

Industry	2009	2010	2011	2012	2013	2014	2015	Total Change
IT/BPO	6.54	5.07	7.64	1.95	1.09	1.93	0.76	24.98
Textiles	3.88	1.03	0.34	1	2.86	1.41	0.72	10.56
Metal	0.58	0.76	1.07	0.21	0.35	0.74	0.37	3.38
Automobile	0.55	1.27	0.47	0.09	0.16	0.25	0.08	2.71
Gems & Jewellery	0.78	0.22	0.28	-0.01	0.09	0.11	0.19	1.28
Handloom/Power loom	0.8	0.01	0.05	-0.23	0.02	0.05	0.11	0.45
Leather	-0.25	0.41	0.21	0.03	0.44	0.07	0.08	0.27
Transport	-0.07	0.11	0.33	0.17	0.09	0.11	0.04	0.08
TOTAL (Year-wise)	**12.8**	**8.65**	**9.3**	**3.22**	**4.19**	**4.21**	**1.35**	**43.7**

Source: Annual Report, Ministry of Labour & Employment, Govt of India 2017-18.

41 Annual Report, Ministry of Labour & Employment, Govt of India 2017-18.

42 Annual Report, Ministry of Labour & Employment, Govt of India 2017-18. https://labour.gov.in/sites/default/files/ANNUAL_REPORT_2017-18-ENGLISH.pdf

CSR IN SECONDARY EDUCATION AND JOB-ORIENTED VOCATIONAL TRAINING

India did not fully achieve itsrequired level of universal primary level education by 2015 as part of erstwhile Millennium Development Goals. The current gender status spotlights the challengeof an observable downward trendin enrolment from secondary education onwardscombined withlimited participation specifically of girls and women in the workforce. It necessitates collaborative approaches between Government, Business and not-for-profits to engage address the issue together.

The first intervention is to **encourage enrolment in secondary education** by providing opportunities, infrastructure, staff, teachers, material etc. for enabling retention of students. The second intervention is to **provide needs based job-oriented vocational training**for those willing to explore alternative avenues. The combined intervention focus could results in the desired outcomes of enhancing the economic empowerment of women and girls. A long term approach to such interventions can also trigger inter-generational benefits to emerge across the lifecycle of women with potential shifts in indicators such as delay in age of marriage and improved social indicators.

The need for youth to have employable skills,opportunities for work and decent employment is a prioritized need in states having lower socio-economic indicators. **Skill development training of youth from vulnerable communities is an opportunity for shift in outcomes towards social justice and inclusion**.In comparison with a global aging population, India can harness its growing demographic dividend that includes a large pool of youth, by leveraging their motivation, aspirations and ability to work.

Although, **vocational training courses**have been largelyperceived as non-formal education, it has**enabled less-educated and aspirationalyouth, specifically women and girls** to **overcome their exclusion** from **traditional employment opportunities that demanded educational-degrees** to which they **did not have access** or opportunities. Thereby, skill training helps overcome barriers to education especially in states that compare less than average in terms of socio-economic indicators against other states of India.

The **service-industry** has **significantly benefitted** from a semi-skilled workforce that have undergone three-six months basic training and deployed for work across the nation. Such youthhas opportunities for experiential learning through work-experience, apprenticeship opportunitiesand by attending advanced skill training sponsored by their employer. Services such as BPO services,IT/ITES, tailoring (ISMO), electricians, customer relation & sales (retail), mobile repairing, electronic hardware repair, beauticians, drivers, medical assistants etc. have been the predominant skill training opportunities offered to youth through CSR-funded skill training centres. The **guiding principle** was to introduceyouth to skill-linkedemployment, encourage savings, and higher levels of economic and social empowermen.

TRENDS IN CSR SOCIAL INVESTMENTS

As per Section 135 of the Companies Act, 2013, in a given financial year, it is mandatory for companies with either of the following to spend 2% average net profit (of previous three years) on CSR programmes:

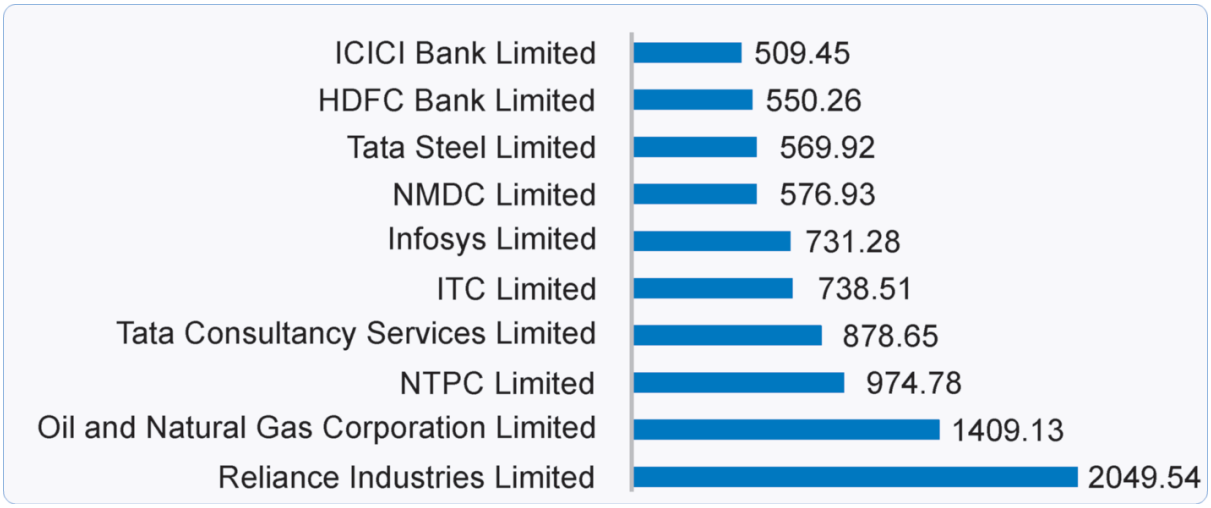
- Net worth of INR 500 crore (Cr.) or more
- Turnover of INR 1000 Cr. or more
- Net profit of INR 5 Cr. or more

An analysis of sector based spending in CSR (in INR Crores) for the years 2014-15, 2015-16 and 2016-17 (refer Table 2 in Annexure), helps understand breakdown of spending in each development sector[43] and where the funds have largely been focused in order of spend. It was found that the **education, livelihood and special education received the highest CSR spend with INR 13,193.18 crore**. While **Health, Water, Sanitation, Poverty Alleviation program spend was INR 10,467,92 Cr**. The next development sectors were less than INR 3,100 crores in spending, highlighting companies high interest in the areas of Education and Employment

Further analysis of top-30 spenders in CSR (in INR Crores) for the years 2014-15, 2015-16 and 2016-17[44] (refer Table 1 in Annexure), showed companies spent INR 15,186.69 Cr between 2014-2017. Overall, the **education sector** in the same years accounted for **INR 10,770.94Cr of the**

In the light of the recent regulation, gaining knowledge on the overall CSR spends by key players in the industry is important. Following is a brief snapshot of overall CSR spend of some of the top companies:

TOP 10 CSR SPENDING COMPANIES BETWEEN 2014-17 (IN INR CRORE)



Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India

[43] National CSR Portal, Ministry of Corporate Affairs, Govt of India. https://csr.gov.in/CSR/index_across.php

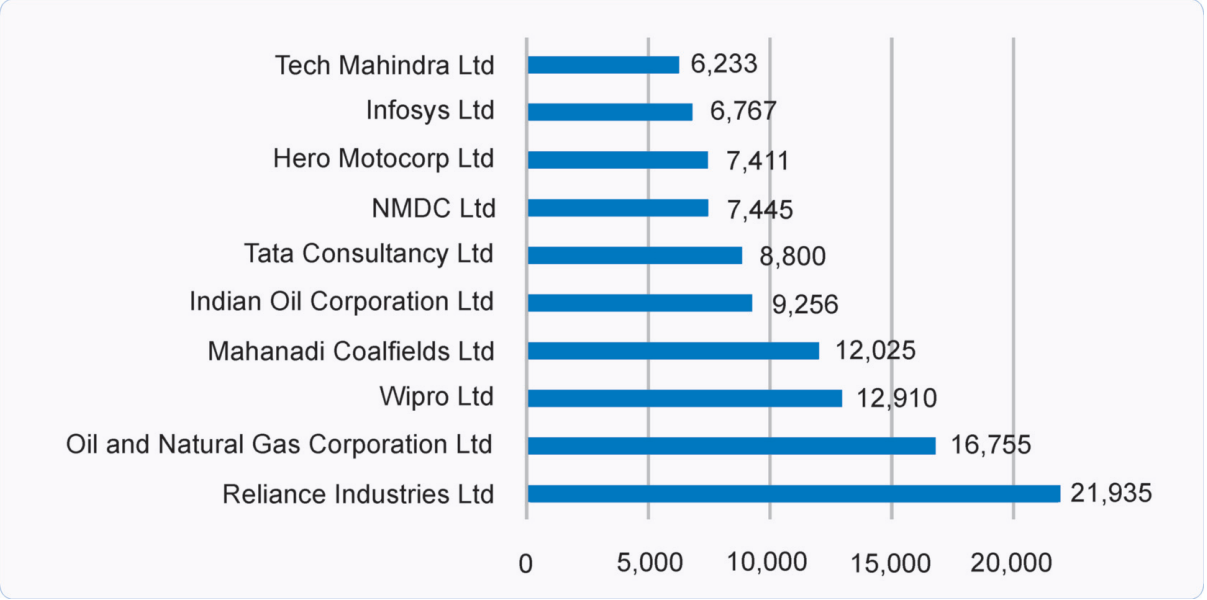
[44] ibid

spend, while **Vocational Skillssector**accounted for **INR 963.45Cr** for the same period. In a total share of INR 37,896.62 Cr, the top 30 spend across various projects accounted for 40% total share. While the **overall share of CSR spends on the education sector was 28.42%** during the same period.

CSR: EDUCATION AND SKILL DEVELOPMENT SECTOR

Based on the detailed spend of all companies tabulated above, theCSR spending in **Education and Skill Development Sector, is the highest at INR 13193.18 Cr**[45]. A snapshot of top 10 companies spending CSR funds in education and skill development for the year 2016-17:

EDUCATION AND SKILLING SECTOR TOP 10 SPEND IN 2016-17 (INR CR)



Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India

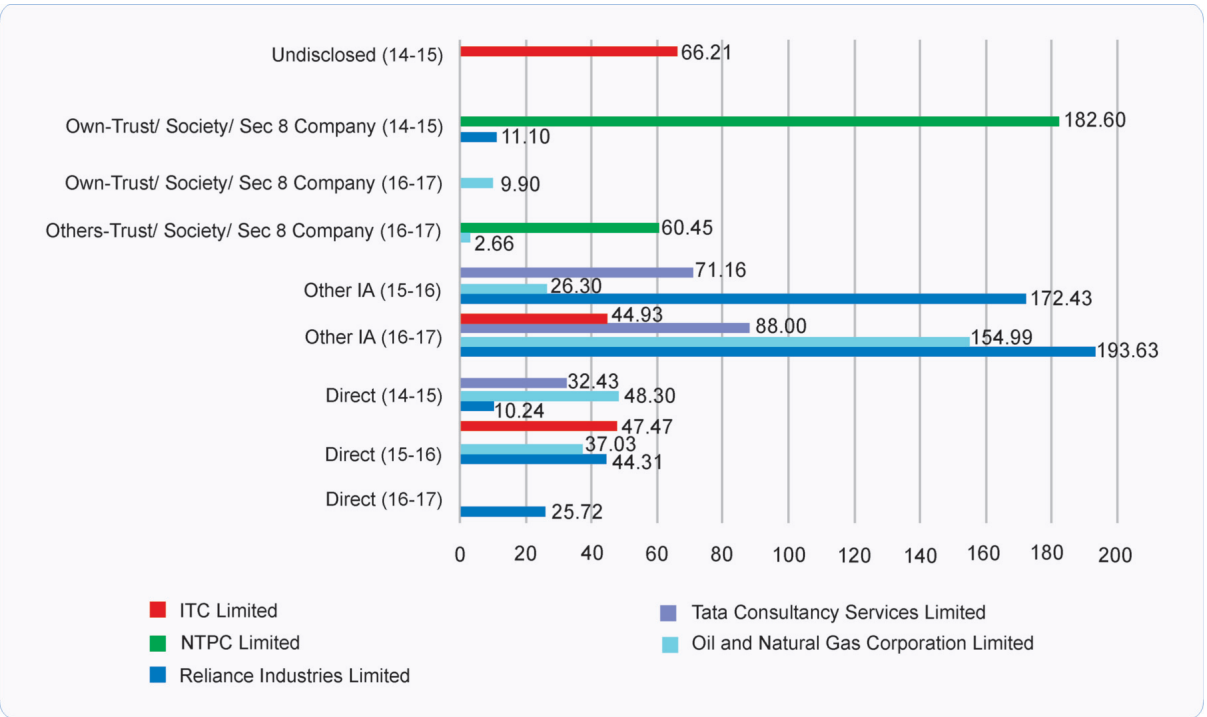
An analysis of State and UT based CSR spending in Education and Skill Development Sector[46] for the year 2016-17 (refer Table 3 in Annexure), showed **Maharashtra received the highest CSR spend in Education with INR 715.25 Cr andINR 57.9 Cr in vocational skilling programs**. In Andhra Pradesh, the CSR spend in education was INR 257.80 Cr and vocational training was INR 18.89 Cr. The CSR spend in education for Telangana was INR 91.23 Cr and for vocational skilling programs it was INR 6.1 Cr in 2016-17.

A detailed list of education and skilling projects by the top-5 CSR spending Companies for the years, 2014-15(refer Table 4 in Annexure); 2015-16(refer Table 5 in Annexure) and 2016-17 (refer Table 6 in Annexure) shows the types of projects undertaken with locations, amount of spend and mode of implementation based on available data[47].

[45] National CSR Portal, Ministry of Corporate Affairs, Govt of India. https://csr.gov.in/CSR/index_across.php
[46] ibid
[47] ibid

Companies co-creating programs with not-for-profits or directly fundingimplementing agencies were the preferred mode of implementation for CSR in education and skill development sectors with INR 751.44 Cr spend between 2014-17.

TOP 5- CSR SPEND (IN INR CR) IN EDUCATION AND SKILL DEVELOPMENT SECTORS (2014-17)



Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India

NTPC spent INR 182.60 Cr during 2014-15 towards education & skill development sector by funding **Trust/Society/Section 8 companiesformed** by **their own company.**Yet, implementing projects through not-for-profits remained most preferred method across 3 years for the top-5 spenders and Reliance Industries Ltd spent INR 193.63 Cr through implementing agencies, in 2016-17 towards education and skill development.

ANDHRA PRADESH

With a population of 49.67 million (as per census 2011 data), the southern state of Andhra Pradesh has 13 administrative districts spread across the regions of Coastal Andhra and Rayalaseema. With the aim of becoming one among the top-3 most developed states of the country by 2022, the government has urged corporate houses operating in the state to scale up their CSR activities and align them with interventions being supported by the government[48].

AN OVERVIEW OF CORPORATE SOCIAL RESPONSIBILITY (CSR) INITIATIVES

According to data reported by the Ministry of Corporate Affairs, for **FY 2016-17**, **INR 729.97 cr** in CSR grants were invested across several initiatives in the state of Andhra Pradesh (AP). This was only 58% of the previous year's investment, in which the state spent INR 1,241.97 Cr[49]. Additionally, the number of companies implementing CSR activities in **FY 2014-15** was **280** and over the next financial year, the count expanded to **425**. However, by **FY 16-17**, data recorded showed only **397** companies still conducting CSR activities in AP. Despite the fall in grants and number of companies implementing activities, currently there are CSR programmes being implemented across all 13 districts of AP[50].

"There is a need for greater involvement of major and medium industries in the process of creating basic infrastructure, especially in rural areas".
M. JanakiDistrict Collector, AP[51]

CSR INVESTMENT TRENDS (FY 2014-17)

An analysis of data over the last 3 years indicates amaximum spend towards Education interventions, with the exception of FY 2015-16 where the maximum CSR grants were driven towards eradication of hunger, poverty and malnourishment. **ITC India Limited** has spent the highest amount over the last three financial years, specifically channeling their funds towards Education. Another key player during this period has been **Hindustan Petroleum Corporation Limited**, which has invested its CSR funds into the Health care[52] sector.

NEED FOR COLLABORATION AMONGST DIVERSE STAKEHOLDERS

Since 2015, the AP government has been encouraging corporates residing in the state to implement and align their CSR interventions to State specific development activities. Over the past 4 years, several corporates both public and private have contributed significantly through channeling their CSR funds towards the state's long-term development goals. The AP government's *Youth Policy Initiative*, which is estimated to cost approximately INR 450 cr, is also leveraging corporate funding. The initiative focuses on creating job opportunities and developing models for sustainable growth, with a significant gender focus.

Against this backdrop, recent research has shown interest of various large corporations, (Google& other technology giants) that have expanded the footprint of CSR acitvities in the state[53]. The tech-giant has implemented

48 https://thecsrjournal.in/andhra-pradesh-corporate-social-responsibility/
49 https://csr.gov.in/CSR/statelist.php
50 https://csr.gov.in/CSR/state.php?csr_spent_range=&compCat=&mact=&district=&year=FY 2016-17&state=Andhra Pradesh
51 40 industries listed for stepping up CSR activities. G Ravikiran, The Hindu, 16 Feb 2015.
52 https://csr.gov.in/CSR/statelist.php
53 Andhra Pradesh - Transforming Education to Produce Future Workforce, Vision. 2019.

the *Internet Saathi Initiative,* driven towards empowering rural communities and transforming the lives of rural women through their digital literacy programme[54].

ANDHRA PRADESH CORPORATE SOCIAL RESPONSIBILITY SOCIETY (APCSRS)

Under the administrative control of the Higher Education Department, Government of AP, the Andhra Pradesh Corporate Social Responsibility Society (APCSRS) was set up. The main objective of the society is to acquire and manage CSR funding while disbursing, monitoring and executing ongoing projects associated with it[55]. CSR is a crucial element for driving the improvement of quality education, valued opportunities and experience based learning for students across the State's universities. The Department of Higher Education believes that leveraging corporate funds creates opportunities for improving infrastructure while creating value based sustainable education practices, which can be used to improve the quality of education, especially in higher secondary institutes including universities. Some of the main objectives of setting up the APCSRS include[56]:

Bridging gaps across stakeholders in Higher Education w.r.t leveraging CSR funds

Optimizing allocation of CSR funds via the institutionalization of sustainable processes

Streamlining of funds for infrastructural support to educational institutes to enhance learning outcomes

Need based financial support to underprivileged students across Universities and Polytechnics

Emphasis on economic empowerment of youth via improved accessibility to existent vocational training infrastructure

Inclusive infrastructure development cognizant of the specialized needs of PwDs

Establishment of linkages between educational institutes and industrial opportunities

Leveraging CSR funds for awareness activities and targeted campaigns

[54] https://thecsrjournal.in/andhra-pradesh-corporate-social-responsibility/
[55] http://www.apsche.org/apsche_new/Pdf/AP-CSRSocietyDraft.pdf
[56] ibid

TELANGANA

Carved out of the northwestern part of the state of Andhra Pradesh, Telangana has a population of 35.19 million (as per Census 2011 data) spread across 13 districts. Through a collaboration between the government, corporates in the region and several civil society organizations, CSR investment in the state is aligned with the SDGs across various sectors within the development space.

AN OVERVIEW OF CORPORATE SOCIAL RESPONSIBILITY (CSR) INITIATIVES

The Ministry of Corporate Affairs, Government of India has reported a total CSR spend of **INR 221.26 cr in FY 2016-17** in the state of Telangana. There has been a significant rise in the spend from **FY 2014-15 recording INR 101.96 cr** and **FY 2015-16 recording 254.01 cr**[57]. The data indicates the state has doubled its CSR spend over a period of two years across various interventions in the development sector.

AN OVERVIEW OF SPECIFIC CORPORATE SOCIAL RESPONSIBILITY (CSR) INITIATIVES

The number of corporates implementing CSR activities in the state has shown a sharp increase in the quantum of investmentover the last three years. **FY 2014-15** reported the presence of **256** companies, which jumped to **453** in the next financial year. Currently, there are **556** companies investing their CSR funds across 14 out of 31 districts of Telangana[58]. While these grants are being distributed across a range of diverse initiatives, the maximum spend has been towards the Education sector. As of **FY 2016-17** data, **INR 8,641 Lakhs** was contributed towards driving **education initiatives**, which was the highest, recorded, spend for that financial year. The largest contributors towards that fund over the past three years has been **Bajaj Auto Limited** and **Aurobindo Pharma Limited**[59].

Education and Vocational Training:
Education in Telangana, the largest sector currently being tapped into, has a diverse and vast portfolio of interventions being executed by a number of key players. However, such education interventions have not been focused only on improving educational outcomes but have also contributed towards improving the learning environment through a range of programs such as infrastructure improvement, WASH initiatives, mid-day-meal programs and menstrual hygiene management modules for girls and after school programs. Some such examples are outlined below to sensitise the audience to the holistic intervention approaches.

SWACHH BHARAT MISSION

The government of India's Swachh Bharat Mission is targeting the state's government schools to reconstruct and build new toilets and ensure separate washroom facilities for boys and girls. The programme's overall goal is to eliminate open defecation from the nation while generating awareness on the importance of clean and safe hygiene practices especially amongst the youth. The mission is funded under the Swachh Bharat – Swachh Telengana abhiyaan[60].

[57] https://csr.gov.in/CSR/statelist.php
[58] https://csr.gov.in/CSR/state.php?csr_spent_range=&compCat=&mact=&district=&year=FY 2016-17&state=Telangana
[59] https://csr.gov.in/CSR/state.php?csr_spent_range=&compCat=&mact=&district=&year=FY 2015-16&state=Telangana
[60] https://csr.telangana.gov.in/projects/details/10

DISABLED WELFARE DEPARTMENT

Another flagship programme by the government of Telangana is being implemented by the Disabled Welfare Department. The purpose is to skill PwDs especially the unemployed youth and provide them with entrepreneurship and employment opportunities. The Disabled Welfare department is the umbrella under which skill-training programmes are organized in rural and urban areas in partnership with nationally accredited training partner organizations[61].

THE AKSHAY PATRA FOUNDATION

A key player in the Education sector of Telangana is the Akshay Patra Foundation. The NGO works in partnership with the government to provide government schoolchildren with mid-day-meals. However, the government only provides a certain portion of dry rations under this programme. Akshay Patra leverages CSR grants to bridge the gap funding required to prepare and serve quality meals at these schools. Documented impact assessments have shown results indicating a significant rise in attendance and enrollments rates of schools. Additionally, there has been an improvement in the attention span of students due to a boost in the overall health of the child, which has been a powerful tool in combating malnourishment.

NIRMAAN ORGANIZATION

Nirmaan Organization, working in the urban areas of Telangana toset up a vocational training programme driven towards empowering underprivileged women. With the aim to economically empower girls and women and make them independent, Nirmaan follows a model of Train – Transform – Triumph to implement all its activities under this programme. Trainings that link income generation with the interest of the women in line with the current market demand is the core focus[62]. Numerous corporates work in partnership with Nirmaan in driving the skill development programs.

Telangana and Andhra Pradesh are sites of a number of interventions catering to education and job oriented vocational trainings. Krishna District, Andhra Pradesh received INR 63.93 Cr and Hyderabad District, Telangana, received INR 166.72 Cr to become the highest CSR spend for the year 2016-17 (refer data in Annexure).

[61] https://csr.telangana.gov.in/projects/details/7
[62] https://csr.telangana.gov.in/projects/details/26

ROLE OF INDUSTRY, NGO AND GOVERNMENT TOWARDS EDUCATION FOR GIRLS AND ECONOMIC EMPOWERMENT FOR WOMEN

INDUSTRY, NGO AND GOVERNMENT PERSPECTIVE

This section outlines some of the findings and learnings of industry and government on CSR spending in secondary education and job oriented vocational training especially in Andhra Pradesh and Telangana and opportunity for further collaborations and investments. The stakeholder interactions aimed at gauging the interest of various CSR teams and foundations in these two sectors and tried to understand their interest in working across AP and Telangana.

Sub-Pillar	Parameters	Status/Findings
I. Corporates, Foundations and Trusts	CSR strategy	◆ The CSR strategy of the organizations interacted with are in line with the main business, knowledge or skill sets of the corporates ◆ For example, Cisco focuses on digital, sustainable and replicable solutions for the communities they work with especially in the area of Education and Economic Empowerment ◆ Most corporates have identified the thematic areas of focus for their CSR initiatives and have transitioned to a focused grant disbursement process ◆ Most corporates prefer to work with NGO partners unless they have established a Foundation where they are engaged in direct implementation (eg. Tata Trusts) ◆ In many cases the Foundations too employ NGOs as sub- implementing partners to carry out CSR activities
.	Selection of programmes/ NGO partners	◆ Non-profits are selected based on outcome focused implementation modelsand those that have an alignment with their strategic intent. Some criteria that goes into selection partner organizations are outlined below: ❍ Recommendation from known circles

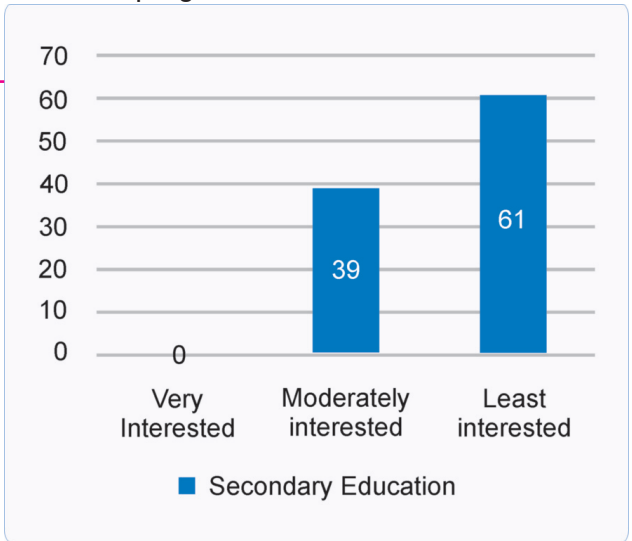
Sub-Pillar	Parameters	Status/Findings
		❍ Existing volunteering relationships ❍ Urban/peri-urban presence ❍ Proximity to corporate offices ❍ Desk research by CSR teams ❍ Gender focus ◆ Mostly Corporates solicit proposals directly from the NGO partners ◆ Usually formal RFPs/Tender are floated to seek proposals ◆ All corporates interacted with, had their CSR committees with senior board members who hold the final decision on areas of focus, quantum of grants and release of funds
	Grant	◆ Implementation model, rationale for the initiative and need of the intented audience influenced funding decisions ◆ Grants are usually released based on CSR budget of the corporate ◆ Long term funding approaches have influenced CSR grants giving of corporates ◆ Two types of grant disbursal patterns were majorly seen: ❍ Entire project funded by single funder ❍ Co-funding with either the NGO or another funder ◆ Strict adherence to utilization reports and financial reviews were found in most corporate grant disbursal SOPs
	Monitoring and Evaluation (M&E)	◆ Increased focus on measurement of impact and aligning data back to re-shaping strategic initiatives ◆ M&E adherence has increased in recent years with many corporates now insisting on regular monitoring and evaluation

Sub-Pillar	Parameters	Status/Findings
		◆ Corporates mostly hire an external agency for M&E, which also gives them a third party independent perspective on progress and seek course corrections with interest
	Areas of improvement in current education and skilling projects	◆ Corporate respondents recommended strengthening the HR delivering skill development and higher education programs ◆ Given the quantum of investments, a systematic grant management process combined with strong M&E are essential for future projects to understand outcomes. Shifting from just providing skills but transitioning to employable future ready skill sets resulting in a range of measurable social and economic impacts ◆ Government can act as a catalyst to bring corporates together contributing towards a systemic change ◆ As a significant drop-off of girls from the school system was observed in the secondary education system and beyond with societal constraints as a key reason, initiatives to shift societal perceptions was suggested as key aspect of any education or skill model ◆ Introducing concepts of vocational training or apprenticeships in the higher education set-ups with industry tie-ups could widen opportunities for adolescent girls at a younger age ◆ The quality of vocational training provided in government and private institutes need to improve in terms of training set-ups, on-the-job training opportunities and to have a strengthened focus on employment options for girls ◆ Partners focussed on gendered skill development courses highlighted limitations with women taking up employment post the program and outmigrating for work as well. Limiting the opportunities for economic empowerment.

Sub-Pillar	Parameters	Status/Findings
.	Feedback on ways to improve funding	◆ **Holistic implementation models:** Secondary education initiatives should focus on the holistic needs of the adoloscent girls such as WASH, sexual and reproductive health and nutrition messaging to have overall impact. Such holistic implementation models can result in higher quantums of funding and return on investment ◆ **Education initiatives with technical and vocational education and training (TVET) at the higher education level combined wth a strong school counselling program can stem girls dropping out of school with a better understanding of future education and employment options** ◆ **Community of Practicioners:** There are many collaboratives already in place, how do alliances become cognizant of this aspect and work with other collaborative initiatives is critical to avoid duplicating design, implementation and monitoring of such approaches ◆ Corporates expect NGOs to submit a holistic proposal/pitchkit with relevance of the project and impact it can achieve ◆ Vocational training initiatives with a gender focus should have definitive implementation models in term of the technical skills that will be provided, soft skills gained or opportunities to nurture entrepreneurship
	Interest to work in AP and Telangana	◆ Corporates are open to explore or expand on CSRinitiatives in AP and Telangana ◆ Secondary education though was not currently found as a priority area for most of the corporate respondents, who indicated a higher focus on primary education as it provides girls the right foundational skills

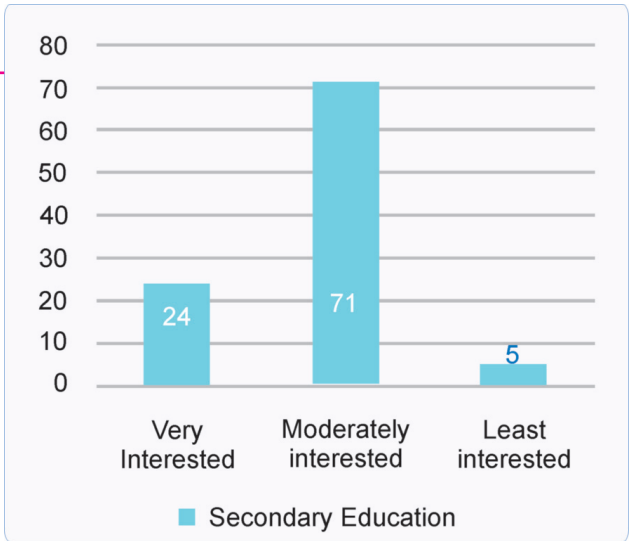
Sub-Pillar	Parameters	Status/Findings
·	Corporates' areas of interest in funding	◆ Based on the intearctions with around 20-25 corporate respondents following are some of the quantitative findings ◆ A scale of 1 to 5 was used to guage the interest levels of respondents and their organisations ◆ With 1 being least interested and 5 being very interested
·	Secondary Education	◆ Majority of respondents were least to moderately interested in funding secondary education programs

CORPORATES' AREAS OF INTEREST IN FUNDING (%)



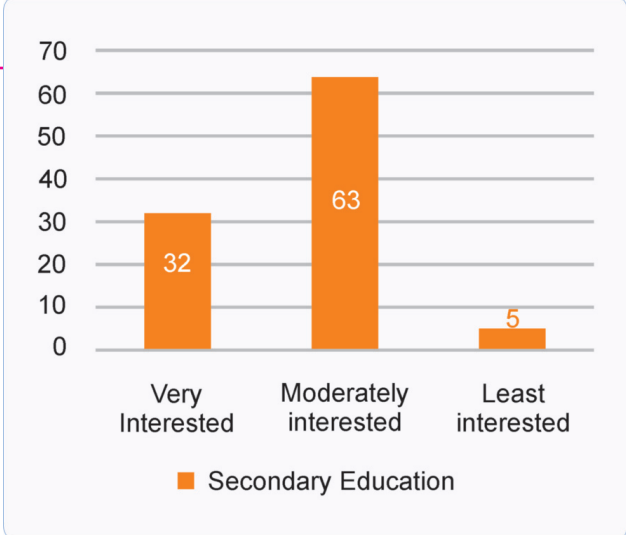
	Skill Development	◆ Majority of the repondents were very much to moderately interested in skill training ◆ It also reflected on huge spends from their organization on JOVT

CORPORATES' AREAS OF INTEREST IN FUNDING (%)



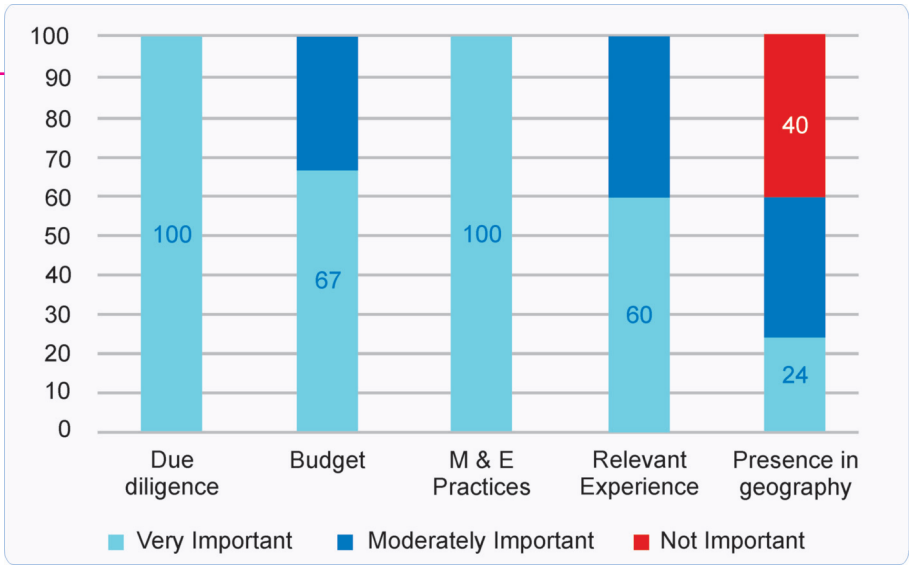
Sub-Pillar	Parameters	Status/Findings
	Women Empowerment	◆ Majority of respondents were very to moderately interested in funding projects dealing with women empowerment

CORPORATES' AREAS OF INTEREST IN FUNDING (%)



.	Factors influencing funding decision	◆ An important aspect that was discussed with corporate respondents was various factors that are taken in to account before grant of funds to any project ◆ On a scale of 1 to 5 the importance of some of these factors was analysed with 1 being not important and 5 being very important

FACTORS INFLUENCING FUNDING (%)



Sub-Pillar	Parameters	Status/Findings
		◆ Finance related factors were very important for almost all the repondents ◆ Though geography was not majorly an important factor in deciding funding, many corporates especially that have plant locations or manufacturing hubs prioritised on implementing programs near their plant locations ◆ The major factors which influenced financial decision of CSR teams are: 1. Implementation model 2. Due Dilligence 3. M&E Practices 4. Budget 5. Relevant Experience 6. Presence in geography
Sub-Pillar	**Parameters**	**Status/Findings**
II. NGO	Funding related challenges	◆ NGOs articulated that education projects have had a significant thrust on infrastructure development within schools. In the future, a focus in secondary education initiatives on building teacher capacities, introducing digital and STEM education in schools, counselling programmes and engaging parents and communities can shift the narrative for female GER in higher education ◆ Lack of consistent funding from corporate donors ◆ Donor inputson choosing project location over and above the need of the project limits impact ◆ Courses defined by donors which do not always match the market requirement ◆ Output driven CSR programmes remove the focus from social impact ◆ Reporting requirements in PPTs and other platforms pose a challenge due to limited resources combined with lack of skill sets for such activities

Sub-Pillar	Parameters	Status/Findings
		◆ NGOs struggle to meet their daily administrative expenses which effect their programme implementation ◆ Time taken to approve funding from donor's end involves elaborate processes which often delay the programme timelines
	Duration of corporate funding	◆ Corporate funding for a brief period limits the potential for long-term impact ◆ NGOs articulated that education projects have had a significant thrust on infrastructure development within schools. In the future, a focus in secondary education initiatives on building teacher capacities, introducing digital and STEM education in schools, counselling programmes and engaging parents and communities can shift the narrative for female GER in higher education ◆ Corporate funding for skill development programmes can focus on technology enabled training labs, industry linked training and exposure opportunities to involve more women in non-gender stereotyping skilling courses, enabling their transition to jobs in the manufacturing and services sector
	Suggestions	◆ Opportunities of employment or industry linkages to be provided by corporates for women emerging from skill development courses can result in higher diversity and inclusion in the workplace apart from shifting perceptions on employing people from vocational training courses ◆ Collaboration between government, corporate and NGOs is beneficial. It additionally limits duplication of efforts while creating opportunities to maximise impact

Sub-Pillar	Parameters	Status/Findings
III. Government	Issues in secondary education	◆ It was reported in interactions with government stakeholders that drop-outs among girls has reduced at the secondary education level ◆ Up-gradation of school infrastructure, especially construction of toilets have positively impacted attendance and retention rates of girls in schools ◆ Accessibility still remains a reason for drop-outs among both girls and boys
	Issues in girl child education	◆ In drought prone areas in AP, like Ananthpur are facing high number of drop-outs due to extreme poverty and need of the girl child to earn money for the family or support with household chores ◆ Education thus is not a priority when essential basic human needs have not been met in such communities
	Issues in skill development	◆ Lack of quality training facilities- infrastructure, trainers and placement opportunities act as a hindrance ◆ Focus on soft skill development is lacking in skill development endeavours by the state ◆ Telangana is yet to have a skill development council designated for the state ◆ Practical training labs lack relevant technology or equipments that prepare youth in future ready skills (renewable energy, digital technologies, internet of things, automation etc) ◆ Lack of appropriate job opportunities matching the candidates' preferred locations
	Corporate partnership/ suggestion for improvements	◆ Corporate can contribute in the following areas: ❍ Infrastructure – setting up smart classrooms, renovations, revamping the hostel accommodation for skill development institutes ❍ Quality trainers- provide quality trainers for skill training ❍ Provide internship opportunities

Sub-Pillar	Parameters	Status/Findings

- ❍ Provide employment opportunities with their strategic partners
- ❍ Provide career counseling and academic guidance to candidates
- ❍ Expand the scope of involvement in the rural areas for meaningful impact

- ◆ Quantity vs quality – Focus on quality contribution to community should be key
- ◆ Output is important but focus should be on outcome and impact
- ◆ Govt. stakeholders havealso suggested that, instead of spreading CSR support to many schools and institutes, adopting few and focusing on the overall development can result in tangible impact

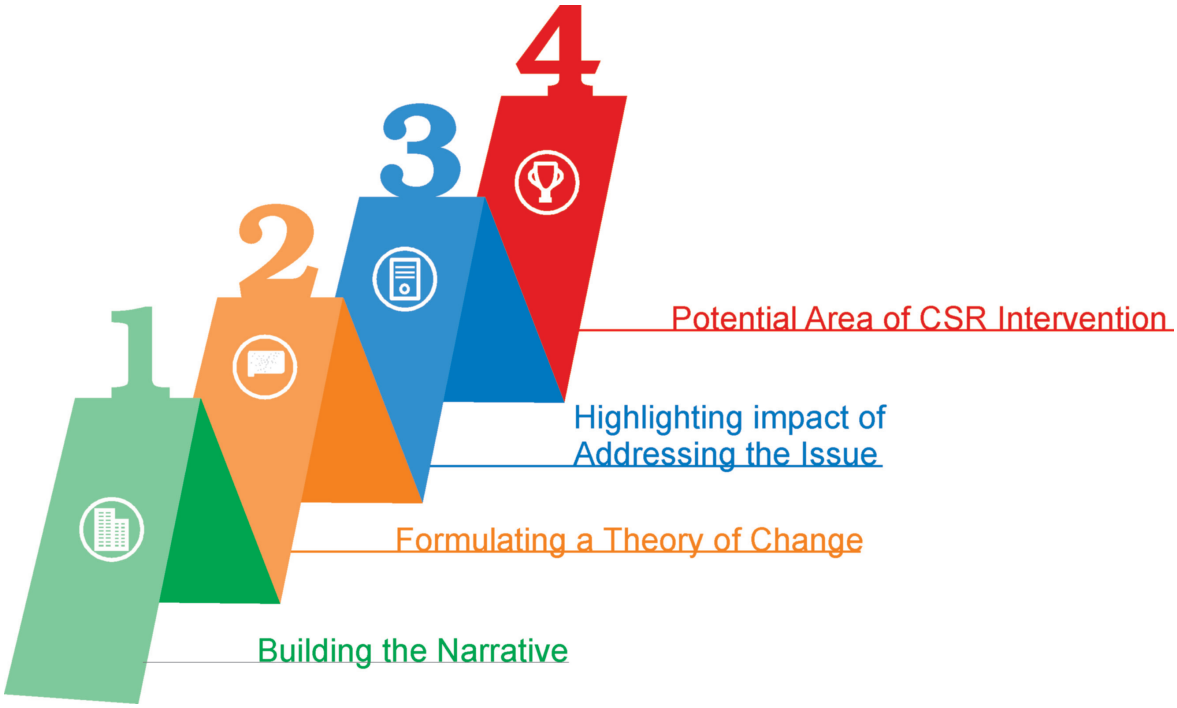
STRATEGY FOR CSR FOCUSSING ON SECONDARY EDUCATION FOR GIRLS AND JOB ORIENTED VOCATIONAL TRAINING FOR YOUNG WOMEN

STRATEGY FOR CSR FOCUSSING ON SECONDARY EDUCATION FOR GIRLS AND JOB ORIENTED VOCATIONAL TRAINING FOR YOUNG WOMEN

This section builds on the situational narrative from the first section and incorporates industry, NGO and government perspective to outline a strategy to influence CSR spending on secondary education and job oriented vocational training of girls and young women especially in AP and Telangana. A a 'Theory of Change' has been outlined to address the issues identified in the previous sections. The structure can form the strategic intent to influence Corporates and Foundations to widen their CSR spending in these areas.

'The proposed strategy is countoured in four phases, with each phase giving impetus and rationale for the next phase'

INFLUENCING CSR POLICY

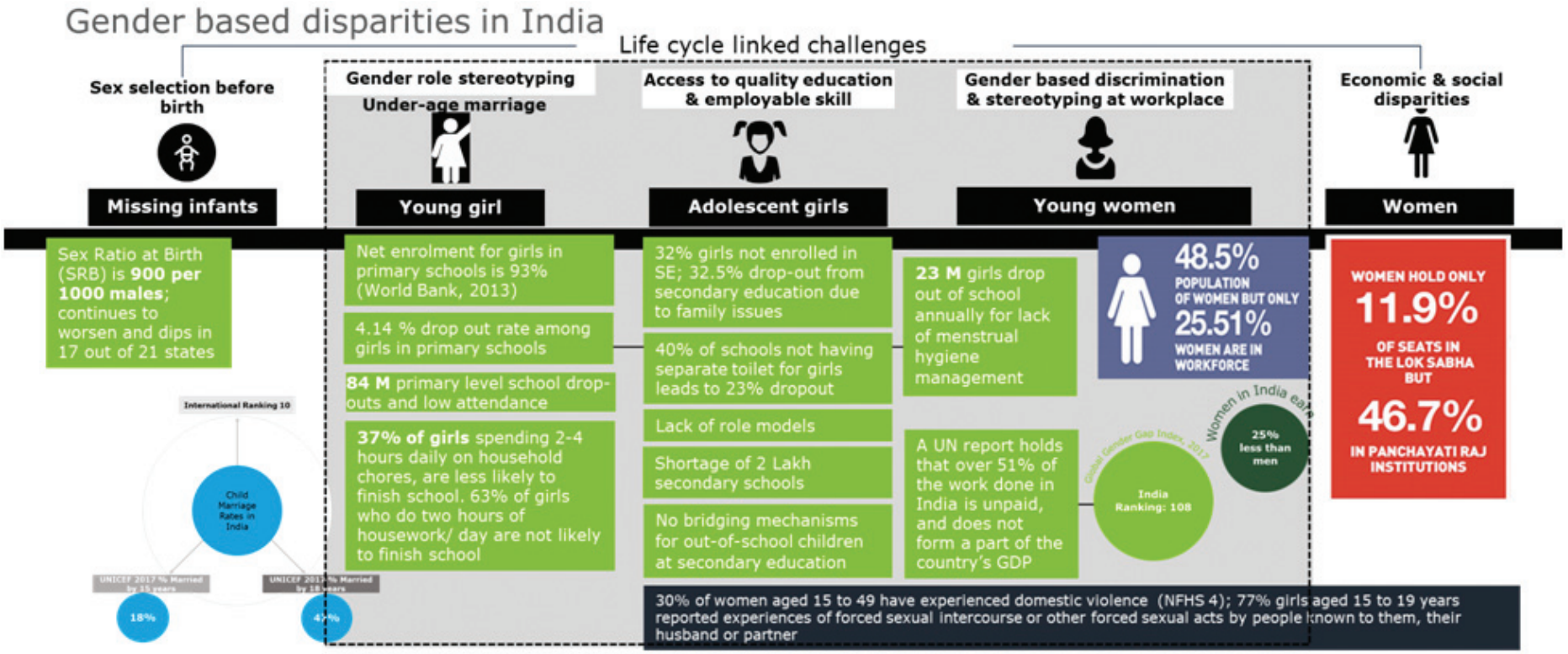


I. BUILDING THE NARRATIVE

The issue of gender disparity though widely known in India and in the industry faces an acute awareness problem. The problem arises out of lack of data, facts on the limited involvement of women and girls in the development narrative which in turn impacts the growth prospects of the country and business.[1].

The narrative would have to be built on figures, internationally recognized data sets and displaying the interconnectedness of the disparity across various human development parameters. The framing of this disparity would be more impactful when aligned to the life-cycle linked challenges faced by girls and young women in the country.

FRAMING THE NARATIVE



Source: Deloitte. 2018. WorldClass in India

The life cycle linked challenges faced by girls and women affects not only their access to quality education and employable skills but also reinforces gender based discrimination and sterotypes at workplace. These lead to eventual economic and social disparities. The effect of these disparities is on multiple indices like the country's GDP, sex ratio, net enrolment, women in workforce and political participation.

II. FORMULATING A 'THEORY OF CHANGE'

What is the problem that has to be solved?	Who is the target beneficiary?	What is the source of entry and mobilisation?	What steps are needed to bring about change?	What is the measurable effect of your work?	What are the wider benefits of your work?	What is the long-term change you see as your goal?
1. Gender disparity-giving rise to life cycle linked challenges 2. Gender role sterotyping 3. Under-age marriage 4. Hindered access to quality education and employable skills 5. Eventual economic and social disparity	1. 10-16 year old girl students engaged in secondary education (SE) or dropping out from it 2. 16-24 year old young women lacking employable skill or unemployed 3. Women	1. Government machinery 2. CSR funds 3. NGOs 4. Civil society organisations 5. Girls Advocay Alliance	1. Increase access to schools and avenues for secondary education 2. Focus on quality of education and gaining skills sets, soft skills 3. Improve attendance, retention and eliminate drop-outs through influencing the ecosystem players – parents, community & teachers, industry 4. Promote job oriented skill training of young	Increased participation in SE **Measurable effect?** Improved employable skills **Measurable effect?** More womern in the work force	Prevention of under-age marriage **Wider benefits?** Wome will have etter access and control over resources **Wider benefits?** Economic and social benefits for the society	1. Improved access to avenues of education and employable skill sets aligned with industry's needs 2. Strong deterrence against under-age marriage and related mother and child health issues 3. Improved incomes, savings and financial inclusion of young girls 4. Social inclusion and social mobility 5. Improved agency
KEY ASSUMPTIONS Proposed government infrastructure and societal norms still some years into reforming	KEY ASSUMPTIONS Girls and young women are still unable to bridge the gap for the	KEY ASSUMPTIONS The partnership of CSR ecosystem, NGOs and Government machinery would address the need	KEY ASSUMPTIONS The partnership of CSR ecosystem, NGOs and Government machinery would address	STAKEHOLDERS Schools and colleges ITIs Employers Industry	STAKEHOLDERS Family Society	STAKEHOLDERS Girls and Young Women CSR Ecosystem NGOs Government

III. HIGHLIGHTING IMPACT OF ADDRESSING THE ISSUE

The desk review and secondary research carried out during the strategy development has highlighted the impact of addressing the issue in various parts of the country. Many of these programs were successful because of the partnership between CSR ecosystem, NGOs and Government machinery. Highlighting these impacts would reinforce the model and influence policy level decisions.

What will you change with CSR funding? What is the impact that can be made?

GETTING GIRLS TO REMAIN IN SCHOOL WITH HIGHER EDUCATIONAL OUTCOMES

Challenges facing the secondary education of girls

- Low overlap for grades and Literacy/Numeracy: >30% gr 4 students can read gr 3 level text 36% could solve two digit by one digit division (ASER 2011)
- Net enrolment of girls in primary schools is same as boys; fewer girls enroll in secondary schools, only 14 secondary & 6 higher secondary schools for every 100 elementary schools (2015-16)
- Deeply ingrained societal attitudes towards gender roles; Higher percentages for early marriages and child bearing for girls especially those from marginalized rural communities
- Limited access to quality schools especially in rural areas – Girls' toilet and drinking water facility unavailable in 36% schools; 37% teacher attendance reported in gr 4 (ASER 2011)
- 24% of 14-18 year olds cannot read basic text in their own language; lacked basic numeracy skills, understanding of health & hygiene, general knowledge (PRATHAM Beyond Basics, 2017)
- Irrelevant curriculum with no focus on soft skills and vocational training

Potential impact of CSR funded secondary education improvement programme for girls

- Improved learning outcomes by focusing on teacher training and infrastructure development
- Increased safety and security of girl after attaining puberty
- Potential to delay age of marriage and prevent early or child marriages
- Improved health and hygiene especially menstrual health which still taboo in many communities
- Improved knowledge attitudes and practices resulting in empowerment and general well-being of girls when they grow older
- Innovative curriculum and pedagogies to improve attention, curiosity and scientific temper of students

Source: Vimala Ramachandran, Gender equality in education in India, https://www.researchgate.net/publication/239600209
Elizabeth King and Rebecca Winthrop, The Brookings Institution, Today's challenges for Girls Education, http://www.ungei.org/todays_challenges_for_girls_education_exec_sum.pdf
ASER report, http://img.asercentre.org/docs/Publications/Inside_Primary_School/Report/tl_study_print_ready_version_oct_7_2011.pdf

Women specific skill development has successfully addressed many of the following challenges in various parts of the country. There has also been narratives of shifts in mind-sets with in flow of cash for the women. Improved local entrepreneurship avenues also prevents distress migration and gives avenues for social mobility of women.

WOMEN SPECIFIC SKILL DEVELOPMENT

Challenges in job oriented skill training and work force for young women

- Fewer skilling options for women; Sewing or beautician courses that stereotype gender roles are most popular even in urban slums (TISS, 2016)
- 19% women do not complete the skilling courses (TISS, 2016); 50% women candidates opt for placements post completion of course
- Limited collaboration between Govt., industry and skill development partners
- Low placement & compensations. High attrition at jobs > 25% women remain in a job at 3 month milestone post a skilling course
- Lack of agency – voice & participation, economic, financial
- Lack of access to local entrepreneurship avenues
- Limited capacity building programs to support scale up of gender specific models of mid to large capacity NGOs

Potential impact of CSR funded job oriented skill training programme for young women

- Improved economic return on investment due to addition of women in work force
- Additional bread winner augmenting the gross family income
- Potential to delay age of marriage and prevent early marriages
- Improved health and hygiene due to improved affordability and access to formal sources of income
- Aspirational migration leading to mobility and improved quality of life
- Improved incomes, savings and asset ownership with potential to also improve agency of voice and participation

Source: Vimala Ramachandran, Gender equality in education in India, https://www.researchgate.net/publication/239600209
Dec 2016, TISS, Economic empowerment of women, http://www.wcd.nic.in/sites/default/files/Final%20Report-TISS-%20Skill%20in%20slums.pdf
Press release, https://www.msde.gov.in/assets/images/latest%20news/Press%20release_Skill%20India%20empowers%20more%20than%2035%20lakh%20Women_8th%20March%202018.pdf

IV. POTENTIAL AREAS OF INTERVENTION FOR CSR SPENDS

The fourth phase of the outreach would require implementing agencies and interested NGOs and parties to display existing gaps and potential areas of inetervention in secondary education and skill devlopmment to the corporates. These potential areas would provide the avenues for CSR policy and decision makers to choose and invest in secondary education and skill development.

GAPS IN SECONDARY EDUCATION AND RESULTANT POTENTIAL AREAS OF INTERVENTION

Education programmes have both supply side (teachers/schools/pedagogy) and demand side (students/outcomes) gaps and challenges. These gaps and challenges provide a lot of potential for various activities and programmes to be implemented for improving status of SE. Some of the gaps and resultant potential areas of intervention drawn from the above section are enumerated below.

Demand Side Gaps and Challenges	Potential Areas of Intervention	Supply side Gaps and Challenges	Potential Areas of Intervention
I. Learning Outcomes ◆ Inadequate or substandard learning outcomes ◆ Students studying in higher classes in government shcools do not match the learning outcomes of primary level private schools in some areas (reading, comprehension, writing) ◆ Low attendance ◆ Low retention ◆ High cropour **II. Extra-curricular activities** ◆ Lack of facilities to showcase extra curricular talent ◆ Lack of importance given to sports and dearth of sports ground and equipment **III. Low confidence levels** ◆ Lack of personality development ◆ Difficulty in speaking and writing English and other non mother tongue languages	**I. Learning Outcomes** ◆ Supporting programs and NGOs that introduce innovative teaching methods and practices ◆ Supporting iritiatives like sports for development and improved exposure to students to instill interest in coming to shools resulting in increased attendance and decrease drop-outs **II. Extra-curricular activities** ◆ Investing in setting up sports space and equipment in schools ◆ Supporting organizations that train and set-up music and drama in schools to impart extra-curricular education to needy children **III. Low confidence levels** ◆ Supporting coaching programs aiming to improve English speaking and writing skills ◆ Introduce sessions on reading and writing English as part of the school curriculum or as an after school support	**I. Capacity building of teachers** ◆ Inadequate training of teachers ◆ Infrequent or poor quality capacity building programs of teachers and school level volunteers **II. Pedagogy and curriculum** ◆ Non interactive pedagogy ◆ Out-dated curriculum ◆ Teaching medhods not in sync with changing times and students attention span ◆ Lack of innovation and technology in teaching methods ◆ Lack of career guidance **III. Physical Capital** ◆ Lack of school buildings ◆ Lack of drinking water facilities and toilets especially separate ones for girls ◆ Lack of libraries and classrooms ◆ Lack of AV rooms	**I. Capacity building of teachers** ◆ Conducting teacher training workshops in collaboration with government and civil society bodies ◆ Creating a cadre of Master Trainers who would provide ToT in remote areas of the country **II. Pedagogy and curriculum** ◆ Supporting research on newer and more interactive pedagogy in our schools ◆ Introducing experiential learning pedagogy in schools ◆ Supporting setting up of technology innovationfunds for assisting nedy schools to get assets ◆ Providing career guidance to children through mentoring programs **III. Physical Capital** ◆ Construction and/ or renovation fo school buildings ◆ Construction of separate toilets for boys and girls ◆ Setting up of classroom librares and digital libraries ◆ Exploring opportunities of providing conveyance for students coming from for flung places

GAPS IN JOB ORIENTED VOCATIONAL TRAINING PROGRAMME FOR YOUNG WOMEN AND RESULTANT POTENTIAL AREAS OF INTERVENTION

Job oriented vocational training programmes face challenges in employability of young women in the work force post skilling. Most of the skill training programs run currently also falls short in equipping a future workforce. Some of the gaps and challenges, which need addressing, include skills mismatch, limited training, barriers to access, low quality programs and ineffective employer practices or policies. A comprehensive programme would need to impart vocational training, which includes both workforce readiness and soft skills and include technical and entrepreneurial skills[64]. Skill training programmes with practical application, case simulation and business exposure would lead to better retention and growth outputs. Given the current limitations with rural women accessing JOVT and displaying a preference for local employment, business, aid agencies like World Bank and Govt. have structured skill development programmes with access to safe transport, flexible schedules and childcare support to improve uptake and retention of women in skilling programs. [65]

Some of the major challenges summarized from the above section have been enumerated along with suggested areas of intervention:

Gaps and Challenges	Potential areas of intervention
I. Skills mismatch and lack of options ◆ Lack of advanced and standardized qualification packs ◆ Few skilling options for women; gender steriotype roles prevalent in even urban slums **II. Quality and duration of training** ◆ Short duration training does not equip women with adequate skills required for vocations ◆ Poor quality training programs by NGOs ◆ Lack of guidance and capacity building programs for NGOs trying to scale up gender specific models from mid to large scale **III. Placement and post placement challenges** ◆ Women opt out of placements due to social pressure, lack of confidence, distance and inhibitions ◆ Lack of local entrepreneurship avenues ◆ Low placement and compensations ◆ High attriction **IV. Barriers to access** ◆ Partiarchal society mindset and resultant barriers - women's contribution to workforce, migration for empolyment, work for cash	**I. Improving entrepreneurial options** ◆ Supporting young women in establishing their own business - provide them with knowledge, acumen and credit ◆ Supporting skill development programs emphasizing on innovation, creativity, risk-taking and business acumen-provide reqources, help in capacity building, creating opportunities, investments. **II. Improving quality of training** ◆ Improving technical skills ❍ Supporting skill development programs that give young women technical and domain expertise to perform job sepcific tasks ❍ Supporting skill development programs that involves computer programming, coding, project management, financial management and mechanical functions ◆ Improving soft skills ❍ Supporting skill development programs that stress on improvind comunication, collaboration, adaptability, team-work and self-confidence ❍ Help in facilitating better coordination with internal and external stakeholdrs **III. Supporting placements and entrepreneurship** ◆ Corporate collaboration with skill development organizations to hire for Grade 3 & 4 jobs. ◆ Providing mentoring and counselling support to young women before placement=women employees of corporates to pose as menotros, set expectations, share experiences and provide guidance ◆ Capacity building of young women who want to start their own business-financial and business management skills, digital literacy and credit linkages **IV. Conducting awareness generation activities** ◆ Conducting workshops in the community to raise awareness level among parents/ families of young women ◆ Creating a network of alumni of young women already placed in different industries to motivate and encourage their peers

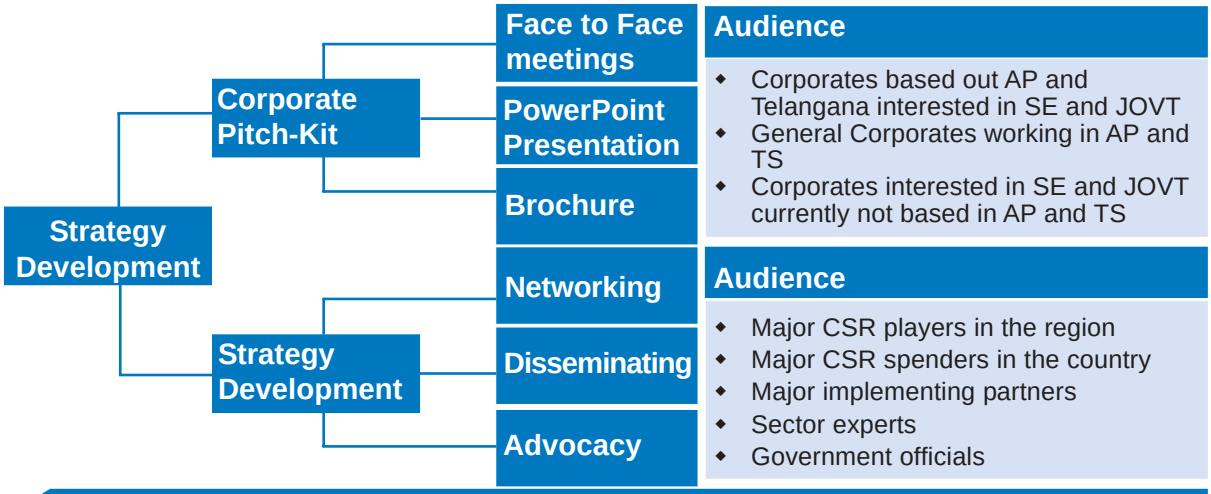
64 Deloitte, "The Fourth Industrial Revolution is here–are you ready?," Deloitte Insights, 2018, https://www.forbes.com/forbes-insights/wp-content/uploads/2018/01/Deloitte-FourthIndustrialRev_REPORT_FINAL-WEB.pdf

65 World Bank, Women in India's Economic Growth, 2018, https://www.worldbank.org/en/news/speech/2018/03/17/women-indias-economic-growth

V. POTENTIAL APPROACH TO CSR SPEND

This section displays some of the approaches Girls Advocacy Alliance can employ to influence CSR spend in SE and JOVT. A two-pronged strategy involving both reaching out to individual CSR decision makers and alternately providing a platform for collectivizing these decision makers at one place for wider dissemination. Based on this strategy paper, a corporate pitch kit including a PowerPoint presentation and a brochure should be prepared for dissemination and distribution to various corporates, foundations and trusts in AP and Telangana and those interested in working in these two sectors. Dissemination workshops and conferences inviting some of the major players would provide ideal platform for networking and advocating to a larger CSR audience.

Strategy to influence CSR spend in SE and JOVT in AP and TS



Feedback and communication mechanism

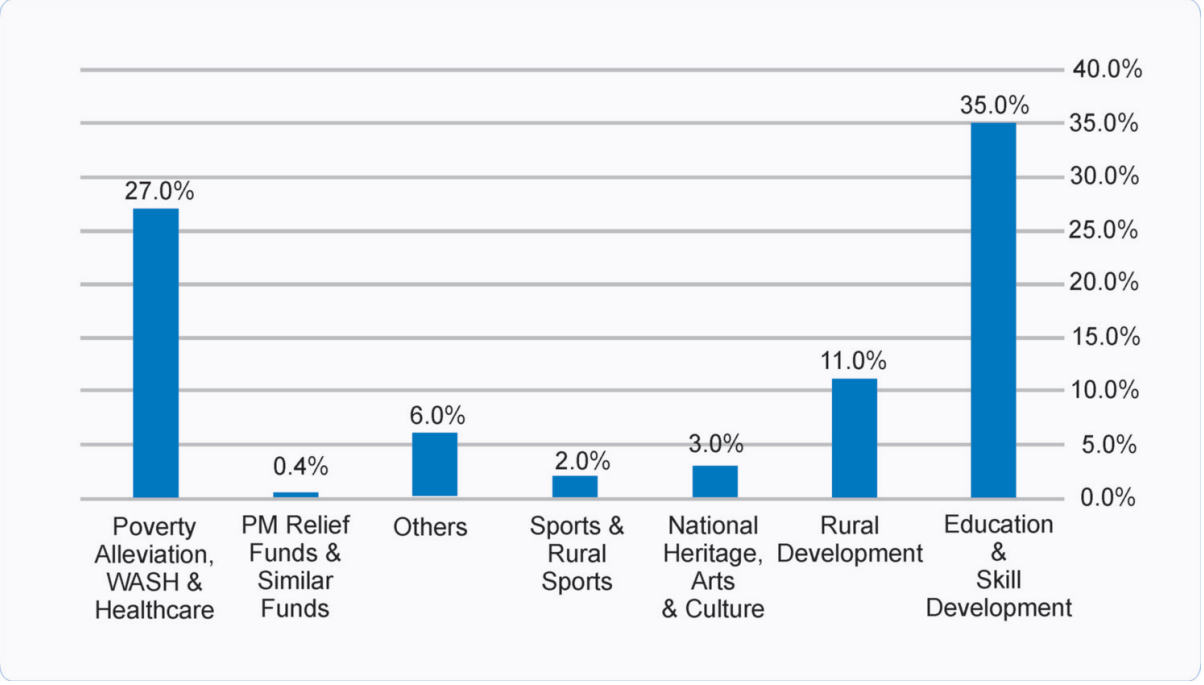
Strategy	Proposed action items
I. Corporate pitch kit ◆ Combination of data and presentation elaborating on the problem statement and the potential solutions	**I. Face-to-face meetings** ◆ Setting up meetings with corporates based out of AP and Telangana who would be interested to collaborate on the issues of SE and JOVT ◆ Setting up meetings with confederations and forums such as CII, FICCI, Credibility Alliance and NGO Box to collaborate for advocacy leveraging their network ◆ Setting up meetings with AP and Telangana government oficials (Education and Skill Development Departments) to propose collaboration and help in influencing corporates to address the issues in the states **II. PowerPoint Presentation** ◆ PowerPoint presenting the scenario along with potential solutions to the stakeholders **III. Brochures** ◆ Designing brochures-highlighting statistics and the problem

Strategy	Proposed action items
II. Dissemination workshop ◆ A platform to bring together various stakeholder (Government, Civil Bodies, NGOs, Corporates) for an opportunity to network and collaborate	**I. Networking** ◆ Networking with corporates in AP and Telangana (Deloitte, Microsoft, Amazon, Google, Reliance, Wipro, CISCO, Citibank, HSBC, HDFC and the like) to participate at the workship ◆ Leverage the workshop for forging collaboration between civil bodies, NGOs, government and especially corporates ◆ Creating a panel of speakers (Leadership from Corporates, Government bodies, Confederations, NSDC, NGOs) for the event **II. Disseminating** ◆ Present findings and highlight problem statement ◆ Call for action ◆ Identify and tap potential corporates for collaboration at the workshop **III. Advocacy** ◆ Produce a thought paper/ POV in collaboration with coporate think tanks and leverage nerworks like CII to market

Drawing from the earlier section and basedon data acquired on CSR spends from past two to three years, poverty alleviation and education and skill development are the top sectors where CSR funds are spent.

Below is the percentage thematic distribution of CSR Funds for 359 companies across India[66].

THERMATIC DISTRIBUTION OF CSR FUND



[66] CSR Analysis of BSE Big 359 Companies (FY 2017-18). India CSR Outlook Report 2018, Abridged Version September 2018. CSRBOX

Sector-wise distribution of the CSR Funds of the BSE Big 359 Companies spread across India[67].

Sl. No	Thematic Areas	Amount (in INR Cr.)	No. of Projects
1.	Education & Skill Development	3121	1822
2	Poverty Alleviation, WASH & Healthcare	2385	1564
3	Rural Development	1004	467
4	Environmental Sustainability	961	507
5	National Heritage, Art & Culture	274	132
6	Women Empowerment	158	199
7	Sports and Rural Sports	140	143
8	Corpus Fund	122	8
9	PM Relief Funds & Similar Funds	35	37
10	Armed Forces Veterans, War Widows	9	21
11	Technology Incubation	3	10
12	Urban Slum Development	2	2
13	Others	464	142
14	Admin Expense	192	170
15	Employee Volunteering	4	9

Further expanding the spending in education and skill development revieals that CSR spending in education is currently higher thank that of skill development.

Sub-thematic distribution of the CSR Funds invested in the education & skill development sector by the BSE Big 359 Companies spread across India[68].

SUB-THEME DATA ANALYSIS

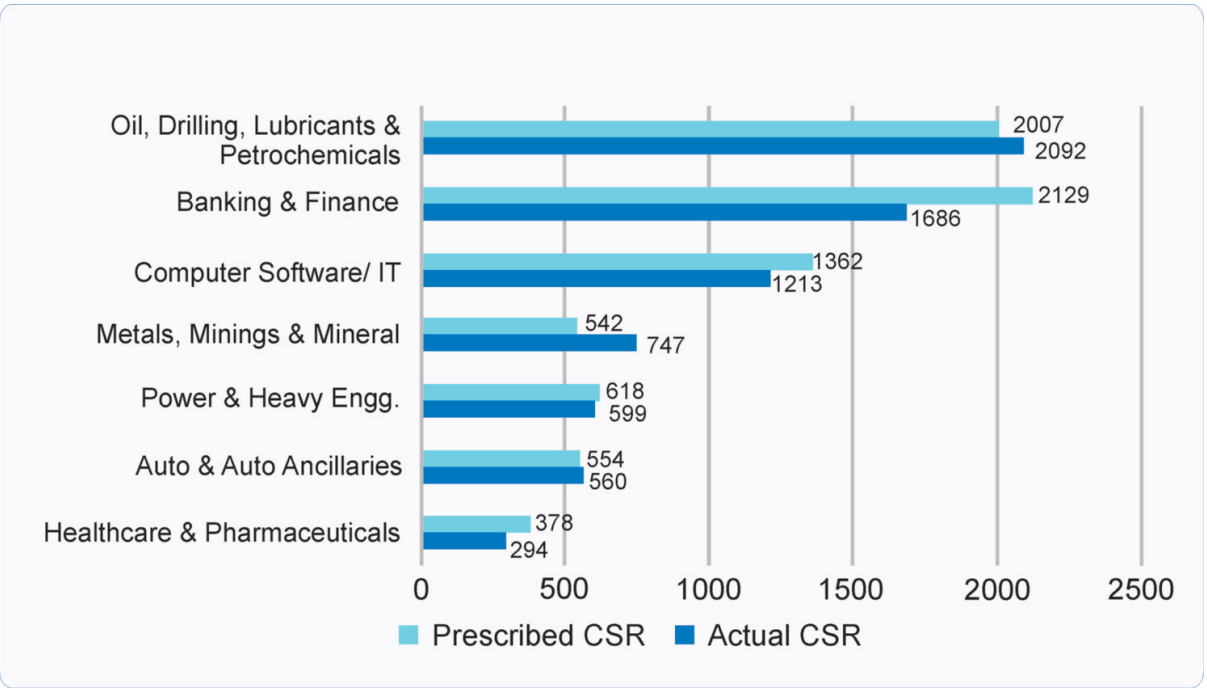
Education & Skill Development	Amount (in INR Cr.)	INR Cr.	Percentage of Thematic Area
Skill Development (Vocational Training, Skill development, Infrastructure, etc.)	415	1293	41.43%
Education	1407	1828	58.57%

[67] ibid

[68] CSR Analysis of BSE Big 359 Companies (FY 2017-18), India CSR Outlook Report 2018, Abridged Version September 2018, CSRBOX

Every sector has one or two major CSR spenders but some sectors have significantly high CSR spends. Mining and mineral sector business have high CSR spends. Corporates from automobile and power sectors also have major CSR spends and can be approached for funding in SE and JOVT in AP and Telangana.

Business sector-wise analysis of CSR Compliance of the Big 359 Companies spread across India[69].



Some of the major CSR funders who can be approached include the biggest spenders overall and in education and skilling sectors. More detailed list based on both overall spends and sector-wise spends are provided in Annexure.

1. Reliance Industries Limited
2. ONGC
3. NTPC
4. TCS
5. HSBC

[69] ibid

MAXIMISING RETURN ON INVESTMENTS OF CSR PROJECTS IN SE AND JOVT

MAXIMISING RETURN ON INVESTMENTS OF CSR PROJECTS IN SE AND JOVT

This section outlines some of the indicators and socio-economic aspects that that can be impacted through education and skill development projects. The returns on investment (ROI) of these projects influence both the community and the corporates. An important aspect of monitoring CSR projects is measuring ROI. Measuring the ROI largely depends on the projects objectives and intended outcomes, but there are three areas in which most CSR projects would have either direct or indirect returns on their investsments. The three major areas of ROI[70]:

1. BRANDING AND PERCEPTION

CSR is a powerful tool for improving and maintainmg the brand reputation of any corporate. An impactful and well-known project also improves the brand recall in the community. A CSR project that is strategically aligned to business would be more successful in getting higher ROI than a non-strategically aligned CSR.

For e.g.: A farm and tech manufacturing company supporting farmers and addressing agrarian distress through its CSR would be improving its brand and reputation among its customers while also alleviating a pressing need of the country.

2. ENGAGING THE EMPLOYEES

A highly skilled human resource, which is motivated and geared for all the challenges, is very essential for the growth any corporate. In the current high turnover scenario, it becomes exceedingly difficult to retain and sustain high value human resource in the company for a longer time.

For e.g.: Involving the employee in social responsibility activities and volunteering roles increases the value the employee puts on the organization and his role in the company and society. It also provides an additional boost to motivation and passion levels of commited employees by giving back to society while performing their employment responsibilities.

3. SUSTAINABILITY

Research has shown that there is higher return and value in implementing sustainable initiatives in the long term, even if it comes at a cost in the short term. Examples like green initiatives, healthier supply chains and investing in technology boost the savings and investment in the longer run CSR focusing on reducing waste, improve hygiene and sanitation and efficient waste treatment helps both the community and the corporate in sustaining their impact

For e.g.: CSR focusing on preparing women and girls to emerge as invested stakeholders in the fourth industrial revolution will over time enhance the talent pool and growth of the business and industry at large[71].

[70] The ROI of CSR: Three key areas where CSR impacts your bottom line
By Carol Chin-Fatt (Engagement Leader) & Clifford Yee (Managing Director) CSR Services

[71] Preparing tomorrow's workforce for the Fourth Industrial Revolution For business: A framework for action. 2018. Deloitte & Global Business Coalition for Education.

MEASUSING ROI BY CORPORATES

Monitoring the impact of CSR projects is an important process of an impactful and sustainable CSR. Monitoring gives better understanding of the impact identifies need for course correction and establishes best practices.

Measuruing returns on investment (ROI) is an important activity while monitoring CSR projects. There are various indicators that are measured before and after the implementation of a project to give an understanding of the ROI of the project.

Some of the measurable ROI indicators from investing in Girls' education and gendered JOVT include[72]

Economic Indicators
- Contribution to GDP
- GDP can grow 1.5% points to 9% per year if 50% women join the workforce
- Additional bread winner augments the gross family income
- Financial inclusion of women leads to improved savings
- Benefits of banking instruments and saving mechanisms like provident fund, gratuity, savings account, recurring deposits, etc. more accessible to young women

Social Indicators
- Increased safety and security of girl after attaining puberty
- Potential to delay age of marriage and prevent early or child marriages
- Social inclusion and empowerment
- Increased Aspirational migration
- Decreased distress migration
- Higher diversity in work force

MEASURING RETURNS ON INVESTMENT

Human Indicators
- Positive health impacts on self and family includes
- Improved health and hygiene especially menstrual health which still taboo in many communities
- Improved knowledge attitudes and practices resulting in empowerment and general well-being of girls when they grow older
- Capacity building

Physical Indicators
- Infrastructure support provided for education and skill training becomes an asset for the community
- Sustained and replicable access to such infrastructure can be provided in future to girls and young women

[72] https://www.worldbank.org/en/news/speech/2018/03/17/women-indias-economic-growth

Education and Skill Development projects have traditionally given higher ROI to corporates investing in these sectors. It provides both higher diversity in the future work force and improves branding and reputation. The IMF predicts that equal participation of women in the workforce as men can increase India's GDP by 27%. [73]

Some of the major ROI of education and skilling projects especially for girls and women:

1. Skilled female workforce
2. Improved education and learning outcomes of girls
3. Improved awareness in community
4. Branding and reputation
5. Employee engagement in education projects
6. Increased purchasing power in community due to improved income and savings
7. Encouraging entrepreneurship in community
8. Women empowerment
9. Improved participation of women in employment and national economy
10. Overall improvement in national ranking in development indices

[73] International Monetary Fund. 2018. India Country Report, No 18/254. file:///C:/Users/srshubha/Downloads/cr18254.pdf

BEST PRACTICES TO DRIVE HIGHER LEVELS OF INVESTMENT IN SE AND JOVT

BEST PRACTICES TO DRIVE HIGHER LEVELS OF INVESTMENT IN SE AND JOVT

This section highlights some of the programmes implemented by leading organizations in the Education and Skilling sectors in India. These organizations have been able to establish strong funder relations and create an impact owing to some best practices employed in planning, design, implementation and monitoring phases of their programmes. The section aims to understand and explore some of these sustainable best practices. Interested stakeholders can similarly implement and scale projects in the Education and Skilling sectors across Andhra Pradesh and Telangana by leveraging on some of the key highlights from this section. The section focusses on programs and implementing partners supported by various corporates and their CSR emphasizing the success and best practices also through aligned action and collective impact investing.

Leveraging partnerships with government and corporates to create low cost, replicable and sustainable education model

I. EDUCATE GIRLS

CONTEXT

Gender inequality has always significantly prevailed across all levels of social hierarchy in India. Discrimination against girls and women in the country has had a persistent and long-standing presence and women have always been suppressed as the weaker sex. As per the United Nation's Gender Inequality Index, India ranks 130 out of 188 countries[74]. These inequalities begin at a very early stage in a girl's life, especially in rural India. Preference to educate the boy child, early child marriage, access to quality education, forced into begging or domesticated chores merely scratch the surface of issues faced by girls belonging to marginalized communities.

Founded in 2007, **Educate Girls (EG),** a Non-Governmental Organization (NGO) is battling the challenge of gender inequality and accelerating high quality education. With the aspiration to transform India into a country where girls and boys have equal learning and educational opportunities, the programme is bringing out-of-school girls from disadvantaged communities into the education system.

The **pilot programme** was focused on the state of **Rajasthan**, based on the Government of India's list of 'educationally backward blocks' – drawn to implement the Sarva Shiksha Abhiyan or the Right to Education (RTE) Act 2009. The findings included Blocks having a female literacy rate less than the national average and a Gender Gap in literacy above the national average. The maximum number of districts were highlighted in Rajasthan, hence narrowing down the geographical

"There is global consensus that educating girls is one of the best investments a country can make; it is the right thing to do on moral, ethical and human rights grounds. Education for girls can be transformative, especially for adolescent girls who stand at the doorway of adulthood. If these girls stay in school, learn to read, write, and gain life skills, they will most certainly marry later, have fewer and healthier children, gain employment and invest back into her family. The importance and multiplier effect of educating girls cannot be understated. This is why Educate Girls, through its comprehensive model of community ownership, works in rural, remote and tribal regions of India bringing out-of-school-girls back into formal education and further supporting them to complete secondary education."

[74] http://www.hdr.undp.org/en/composite/GII

selectionLeveraging the support corporate funding,in just a decade of operations, today EG has taken the intervention to scale across **Rajasthan** and **Madhya Pradesh**. In 2019, EG plans to launch the next five-year strategy which is expected to see a cumulative outreach of 16 million children between 2019 – 2024.

IMPLEMENTATION MODEL

Educate Girls is driven towards achieving social, behavioral and economic change towards girls and women. **By enabling community ownership**, EG is creating an environment, which encourages enrollment and retention of girls into government-run-schools. Using a **cost effective model**, which is comprehensive, measurable, scalable and sustainable, EG has developed a strategy to influence communities and promote the importance of education, especially for the girl child. Additionally, **EG leverages partnerships** with the **state governments** to better use the infrastructure and resources available in schools and utilizes corporate funding support to ensure financial sustainability and smooth functioning of operations. Through deployment of an **activity-based curriculum**, the programme ensures effective learning outcomes for all children, both girls and boys.

Team Balika: One of the core pillar's of the Educate Girls programme is its pool of community volunteers whose mantra is *'my village, my problem, my solution'.* As of today, EG has more than 11,000 youth as members of Team Balika who volunteer their time as EG staff for no monetary incentive. They conduct door-to-door visits to map out-of-school girls and develop and implement an enrollment plan for girls who have either dropped out or never been enrolled in schools. Additionally, *'Gyaan ka Pitara'* (repository of knowledge) is an activity based remedial learning curriculum,

delivered by the volunteers regularly in the classrooms to enhance the learning outcomes in Hindi, English and Maths. These volunteers are rewarded for their efforts with work experience certificates, skill development, leadership training and local recognition, which often proves to be of value while seeking employment elsewhere.

Gender specific platforms: Educate girls has developed a number of platforms to enforce and promote gender equality. In school's EG has formed ***Bal Sabhas*** or '***girls councils***' who are elected and trained in a Life Skills Programme. The focus is to build an agency, enhance confidence and approach and deal with challenges faced by girls including child marriage, menstrual hygiene management, body awareness, personal safety, physical and substance abuse, violence, etc. Additionally, EG extends support to the schools by establishing and training **School Management Committees (SMCs)**. The purpose is to develop school improvement plans and overcome enrollment and retention challenges caused due to infrastructural set-backs.

At the community lever, Educate Girls regularly conducts meeting to reiterate the importance of education, especially for the girl child in addition to their door-to-door visits. EG channels their corporate funds towards constantly engaging in activities to create awareness and bring about a mindset change in favor of girls at the household and community level.

Leveraging partnerships: A critical element to the success of the Educate Girls programme has been its partnership with the ***Government of India***. EG has built an excellent rapport and signed ***Memorandum of of Understanding (MoU)*** contracts with the state educational ministries of Rajasthan and Madhya Pradesh. Additionally the programme is provided support through Corporate Social Responsbility grants. **Adobe Systems India Pvt Ltd** facilitated their CSR funds towards supporting the EG programme in Banswara district of Rajasthan. In 2013, **Accenture** channeled their corporate funding towards conducting a needs assessment for the programme.

IMPACT

Many organizations often face challenges while scaling their pilot programmes effectively and efficiently. However, Educate Girls after the success of their 50 schools test project in 2007, scaled their outreach to 5,000 schools in 2013 and extended their efforts to 21,000 schools by 2017 due to the support of their corporate funding pool.

As of 2018, Educate Girls has achieved over 90% enrollment and improved attendance of girls, while successfully strengthening school infrastructure, learning outcome levels and the quality of education. To date, 200,000 out-of-school girls have been enrolled into the education system with a 93% retention rate. Currently the Educate Girls programme has 4.9 million beneficiaries and a dedicated team of 11,000 Team Ballika members working across 12,000 villages. Over 650,000 students have shown results indicating improved learning outcomes in Hindi, English and Maths. A total of 41,834 girls are members across 3,218 Bal Sabhas. Educate girls has trained and built capacities of over 41,000 SMC members and has ensured completion of many school improvement plans.

After commencing practices nearly a decade ago, today, Educate Girls is actively working with corporates, the government and disadvantaged communities across 15 districts in Rajasthan and Madhya Pradesh.

FACTORS INFLUENCING STRONG FUNDER RELATIONS

EG has a diverse funder base from both from within India and internationally including **Abhati Suisse, Cartier Charitable Foundation, Accenture, Adobe Systems India Pvt Ltd, Bank of America** and many more. Devising an outcome oriented model which is sustainable and easy to replicate has been an influential factor in attracting funders and scaling the programme. Enforcing community ownership and working towards creating a sustainable impact which can be carried forward even once the organization exits is a unique aspect of the model, differentiating it from others in the sector. Additionally, working in close partnership with the government plays a crucial role and strengthens the credibility of the organization.

BEST PRACTICES

I. MAPPING OF OUT-OF-SCHOOL GIRLS (THEORY OF CHANGE)

EG has developed the 'Theory of Change' to track the outcomes and impact of all activities carried out by Team Balika members. At the beginning of the academic year, a door-to-door survey is conducted to map out and identify all out-of-school girls. The survey is used as the baseline and progress is measured through the year against it. The goal is to enrol all girls between 6 to 14 years in a particular geographical region into local government schools. Additionally, the retention rate is measured each year through school records as well as additional verifications.

II. PERFORMANCE MANAGEMENT

Student learning outcomes is assessed on an annual basis in Hindi, English and Maths using the ASER test. Educate Girls has developed a sophisticated performance management system to track and monitor the progress of the programme and activities being implemented by the staff. Going one step ahead of basic monitoring and evaluation, this system uses a Global Positioning System and mobile phone technology. Data collection is carried out both online and offline, while ensuring the focus is kept on the results rather than the activity plans. The findings are put back into the hands of the field staff, to support them in overcoming challenges and ensuring accountability and attention is given to each child.

KEY HIGHLIGHTS OF THE PROGRAM

Forging partnership with corporates and using Government infrastructure to create a holistic approach enabling adolescent girls' access quality education and address high drop-out rates at secondary school level

II. ROOM TO READ

CONTEXT

Education is the core solution to most issues people face across the world today in its ability to enable better livelihoods and income, improved health care, enhanced safety and create overall self-sufficient individuals. Yet 800 million people across the globe are illiterate and two third of that, population consists of girls and women[75]. In India, many girls especially in marginalized communities tend to drop out specifically while pursuing secondary education for a number of reasons including child marriage, forced to do household chores, lack of finances and many more. Not only does this restrict them from earning a better livelihood but in many cases shatters their self-confidence and self-esteem.

Room to Read, anonprofit organization is seeking to transform the lives of children from underprivileged communities by building capacities, enhancing literacy levels and enforcing gender equality in education. With a key focus on supporting girls within schools and beyond, the organization works in collaboration with a diverse range of stakeholders including local communities, schools, the government, corporates and other organizations. The ambition is to create a world where through quality education girls can reach their full potential, have better livelihood opportunities and ultimately give back to their communities.

Room to Read's Girls Education Programme (GEP) leverages a holistic approach to enable adolescent girls towards access to quality education, while combating the complex challenges which lead to high drop out rates in senior secondary schools. The programme's target beneficiaries are students, specifically girls between 6th to 12th standard. Optimizing the advantage of leveraging corporate funding, the programme is driven towards creating a positive behavioral change amongst these girls while ensuring provision of all support they need to complete their schooling.

IMPLEMENTATION MODEL

The Girls Education Programme in India, is being partially supported under the CSR grant of Bank of America Continuum Pvt Ltd a non-banking subsidiary of Bank of America. The model is built on three pillars including Academic and Mentoring support, Life Skills training and Material support.

Academic and Mentoring support: The programme enables young women from communities to become role models for adolescent girls in secondary schools. These young women are known as ***Social Mobilizers*** who extend their support to these girls within schools and beyond. Social Mobilizers provide mentoring support to the girls on a one-on-one as well as group basis. Additionally, they work with the parents towards creating a supportive home environment for the girls' education including cutting back from home chores, dedicating a space and time to study, etc.

Leveraging resources made available through CSR funding, the programme has also developed a ***Risk and Response system*** through which social mobilizers can identify girls who are at risk of failing. These girls are provided individual tutoring and one-on-one mentoring support to enhance their academic path. Some of the red flags taken into consideration under the system include girls missing life skills sessions 3-4 times in a row or parents missing workshops / meetings.

[75] https://www.roomtoread.org/literacy-girls-education/

Life Skills Training: The programme leverages its diverse and integrated ***life skills curriculum*** developed in coherence with leading international research on knowledge, skills and attitudes that girls and young women need to possess to reach their full potential and develop life goals. Representing the very core of the Girls Education Programme, the approach enables girls towards developing crucial life skills including critical thinking, value based decision-making, assertive communication, goal setting, self-confidence, esteem and awareness, expressing and managing emotions, and relationship building. Additionally, the training establishes an environment of joint collaboration where the Room to Read mentors and girls' families step in to support the children overcome their day-to-day challenges with confidence and facilitate their decision making to create better futures.

In the 45-50 min session facilitated by the mentor, a range of over 30 diverse and age-specific topics are discussed amongst a group of 15-20 girls sitting in a semi-circle. These sessions are conducted once or twice every month with each group across all Room to Read schools. Girls choose a topic relevant to them and engage in a conversation where they can openly talk about the experiences and views.

Material support: All students in Room to Read schools, 6th grade and above, are entitled to targeted material support under GEP. CSR funding enablessupport to be extended in the form of the most basic necessities of education, including school fees, bags, stationary items, notebooks, uniforms and transportation on a need basis to girls who would not be able to complete their graduation otherwise.

IMPACT

The innovative programme is currently being implemented across 8 states in India. Having established excellent relationships with the local authorities and corporates, the project has reached 7,547 literacy program schools. GEP has created a positive impact and facilitated behavioral change for 8,411 girls through their programme. Additionally, of the 2014 Girls' Education Program graduates in India, 84% enrolled in tertiary education the next year.

FACTORS INFLUENCING STRONG FUNDER RELATIONS

The Girls Education Programme has developed a sustainable model, which is measurable and easy to replicate. Having a dual goal of promoting the importance of secondary education via a programme that is driven towards gender equality is an attractive element to leverage funding.Additionally, working in partnership with the government while enforcing a formal structure in the community and the schools ensures a systemic and holistic approach to the programme. A key highlight of the initiative is its potential to sustain itself and carry forth in the school and community even after the organization exits. Due to these unique aspects, Room to Read has established associations with **Hilton, Oracle, SwarovskiFoundation** amongst many more to channel their corporate funding towards supporting disadvantaged girls.

BEST PRACTICES

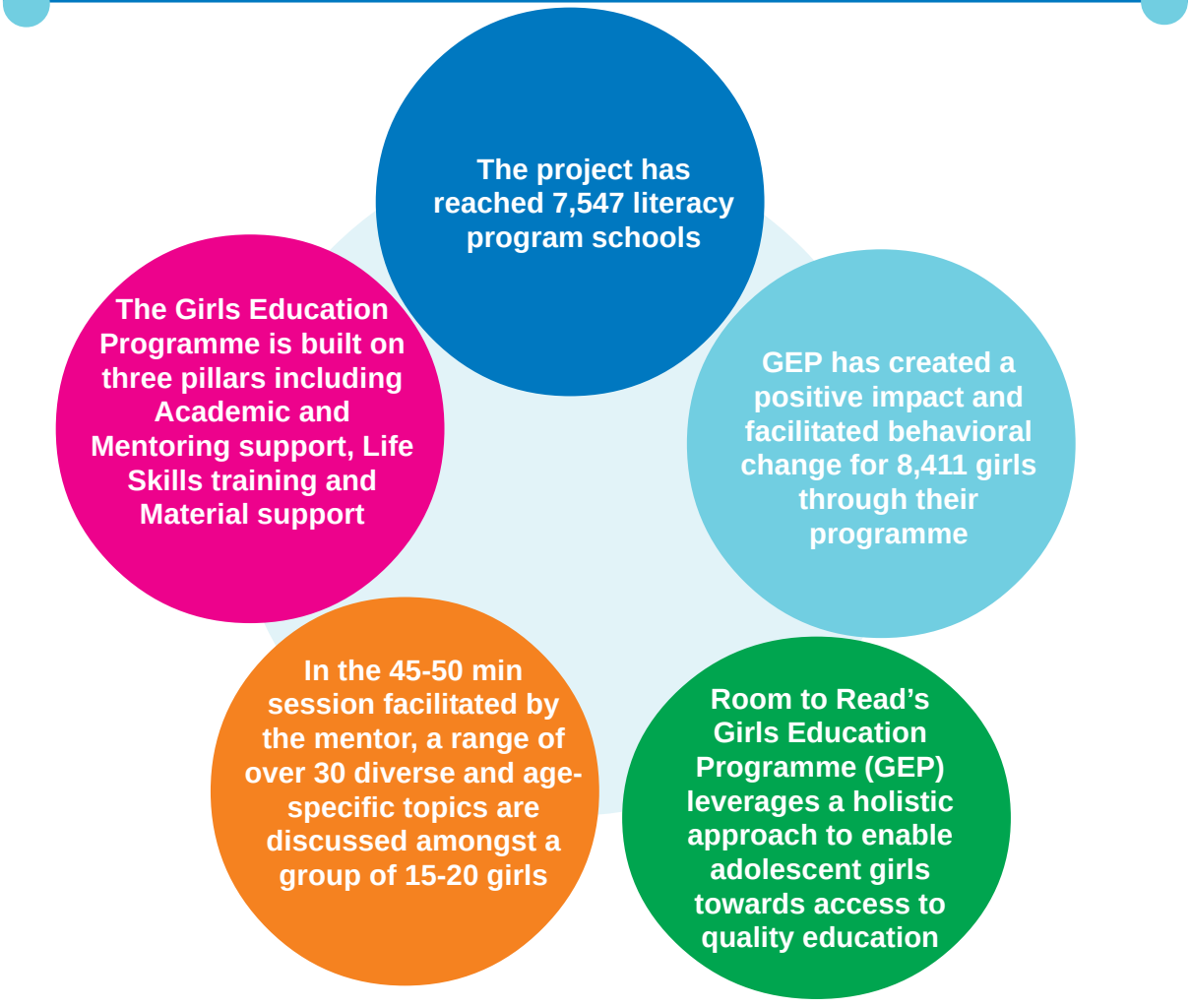
I. ENABLING COMMUNITY INVESTMENT TOWARDS THE EDUCATION OF GIRLS

The Girls Education Programme goes beyond the boundaries of schools and establishes relationships with parents and family members. By conducting home visits on a monthly basis, GEP is spreading awareness on the importance of education especially for the girl child by encouraging families to let their children continue schooling. Additionally, workshops for parents and teachers are also conducted to constantly keep them engaged and encourage them to support their children through their academic journey. The goal is to identify roadblocks and ensure zero-drop outs.

II. CREATING A PLATFORM FOR OPEN DISCUSSION

The programme is unique in its approach towards creating a platform where girls can openly address and discuss adolescence related issues they face in their day-to-day lives. The goal is to encourage the girls to open up and share experiences ultimately building self-confidence and facilitating decision making towards the child's future.

KEY HIGHLIGHTS OF THE PROGRAM



Leveraging corporate partnership to run an integrated education program addressing the learning outcomes of children

III. AKANKSHA FOUNDATION

CONTEXT

India is home to the largest number of illiterate women in the world and currently has over 3 million eligible yet out-of-school girls[76]. While women account for 48.2% of the population, majority of the time they cannot contribute to the GDP or economic growth of the country due to lack of basic education[77]. Most educational institutes follow irrelevant curriculums with no focus on soft skills, vocational training or career guidance. As per Pratham's 2017, ASER Beyond Basics Report, 24% of children between 14 – 18 years cannot read basic text in their native language, lack basic numerancy skills and general knowledge and have a low understanding of health and hygiene[78].

Akanksha Foundation, a not for profit organization is working towards transforming the education system in India by providing children from disadvantaged communities with high quality education. Founded in 2007, Akanksha's holistic approach targets children from low-income households as their directly beneficiaries, while indirectly creating an impact for their families and the community at large. Currently, in partnership with the government and a diverse corporate funding pool, the foundation has reached 21 institutes across Mumbai and Pune and intends to scale upto 35 schools by 2035.

IMPLEMENTATION MODEL

The organization is laying the foundation for children to reach their full potential through their flagship programme "The School Project". The programme is currently being partially supported by the Bank of America National Association under their CSR grants. The unique Public Private Partnership (PPP) model implements activities within the classroom and extends beyond its boundaries as well. Using an integrated approach towards child development, the structure of the programme is formed by three pillars – *student achievement, youth development and community engagement*. Leveraging a model, which is sustainable and easy to replicate, the foundation is driven towards enabling high performace and improved student learning outcomes.

ACADEMIC ACHIEVEMENT

Under this pillar, Akanksha schools are working towards improving academic performance through a number of integrated approaches. ***Student assessments*** are conducted biannually and unit tests are taken every 8 weeks in all subjects to timely track progress. ***Teaching methodologies*** with a key focus on conceptual understanding are implemented and assessments based on 'skills' and 'performance' are regularly conducted. Apart from following the SSC curriculum, teachers have adopted ***innovative teching techniques*** such as using videos, worksheets and peer group based learning. ***After school tuitions*** are also conducted for students in need. ***Vocational training*** is available for students post 9th grade. Prior to the SSC exams, children are also given ***aptitude tests and career guidance.*** Additionally, ***special educators / remidal teachers*** are present across all schools to assist students with learning disabilities.

[76] http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/National-Survey-Estimation-School-Children-Draft-Report.pdf

[77] https://data.worldbank.org/indicator/

[78] http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202017/aser2017fullreportfinal.pdf

YOUTH DEVELOPMENT

This pillar of the programme focuses on strengthening the ***socio-emoitional well being*** of the child. Akanksha implements the ***"whole school approach"*** to understand the background and culture of where the students come from. The concept of ***circle time*** is executed in each school to create a platform where students can openly share and address issues together. This concept is age appropriate and the conversations facilitated vary from class to class. For example grade 3 addresses interpersonal issues whereas grade 9 is encouraged to discuss adolescent related troubles. Additionally, each school sets up an ***advisory counsel*** where every child between classes 7 to 10 has an advisor (teacher) they can approach for any guidance or support they require.

COMMUNITY ENGAGAMENT

All Akanksha schools have a ***social worker*** whose role is to enforce community engagement and ensure ***parents participate as equal stakeholders*** through the child's development process. The social worker visits the community 2-3 times a week to understand the students' background and address specific needs. ***Monthly parent meet ups*** are also hosted to re-iterate the investment in their child's development. Additionally, ***wokshops*** are conducted to increase parent involvement in their child's academic career. Social workers also conduct ***awareness sessions*** to facilitate discussions on child sexual abuse, anger management, substance abuse, physical abuse, menstrual hygiene management and many more.

IMPACT

Working with students from Jr. KG to 12th grade, today Akanksha has achieved an average rate of 90% student attendance and 97% student retention across its schools. Currently, due to the support received through CSR funds, the foundation has built capacities of school leaders and achieved 75% school teacher retention. The programme has reached and transformed the lives of around 8,000 students. Due to the efforts of the organization, students have appeared for the SSC exams with 94% passing the exam. Akanksha has also initiated monthly meetings with the parents where the average attendance has been 75%. Extra curricular activities including Friday clubs, sports clubs, art classes and many more have been implemented in the schools.

FACTORS INFLUENCING STRONG FUNDER RELATIONS

A crucial element to the scaling and success of "The School Project" has been its association with corporates including **Franklin Templeton Asset Mgmt (India) Pvt. Ltd, DSP Merrill Lynch, HDFC Investments Limited** amongst many more. Akanksha Foundation has consistenly achieved a success rate in establishing and maintaining strong funder relations.**Leveraging a PPP model** has proven as an advantageous and attractive element to the overall programme. Most funders have shown keen interest and given a positive response due to the formal structure implemented in the schools and overall project. 80-85% of the donors have remained constant and scaled partnership with the organization.

Additionally, a unique practice of the organization has been to encourage **employee engagement activities** for each donor where they have a chance to directly interact with the beneficiaries. Some of these activities include football matches between the employees and the children, setting up libraries, life skills coaching sessions and many more.

BEST PRACTICES

I. **Excellent Educators:** One of the organization's core activities is to build capacities, mentor and develop the school leaders (headmasters/ principals), teachers, admin and social workers. By strengthening the roots of the education system, Akanksha is enabling a collaborative environment between diverse stakeholders to run the schools.

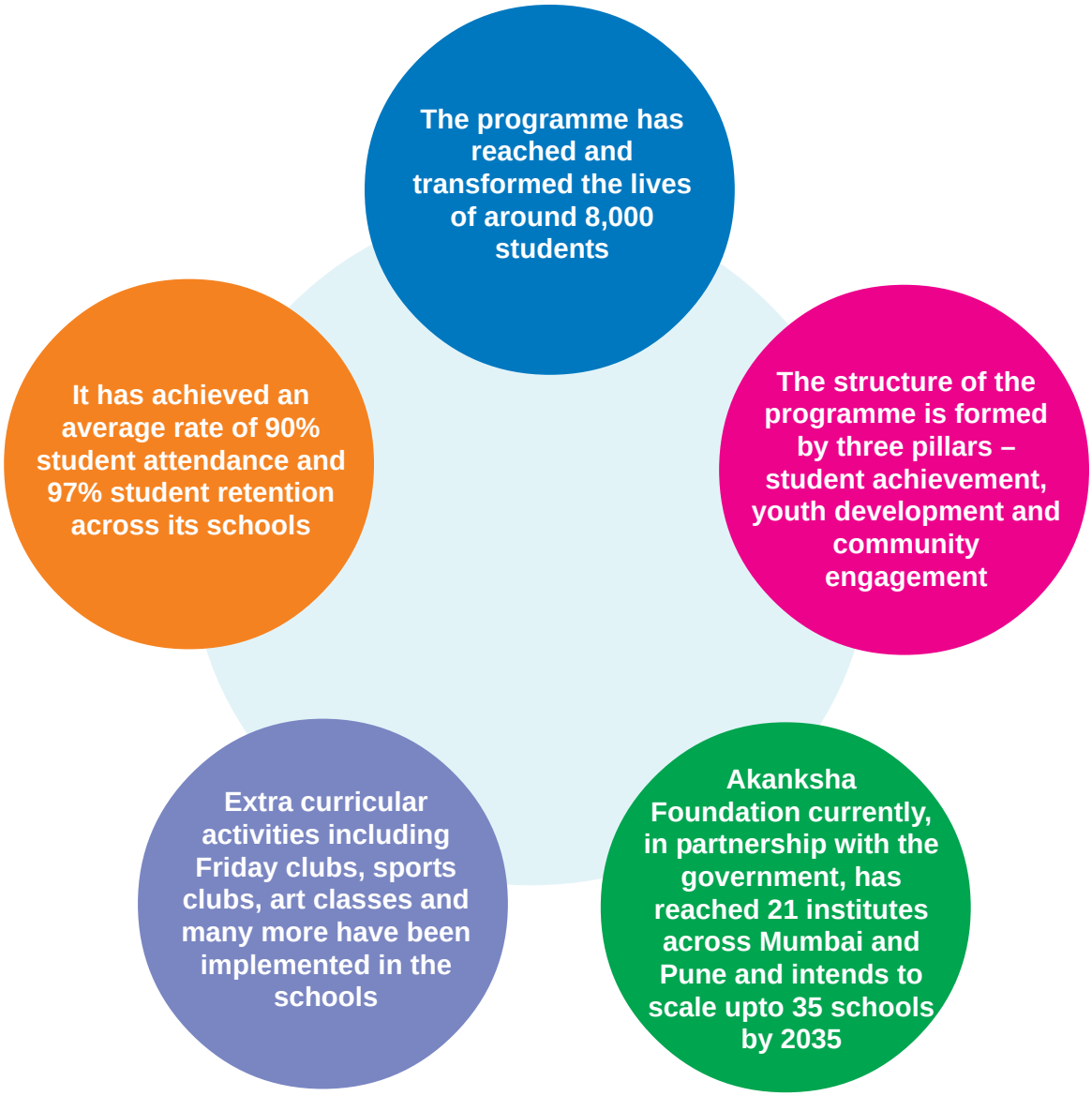
II. **Progressive pedagogy:** Akanksha has its own curriculum designed to equip teachers and school leaders with best practices pedagogy. This includes leveraging a skill based approach and enforcement of rigorous standards towards student learning outcomes and child development.

III. **Student Learnings:** At the beginning of the academic year, each Akanksha school undergoes a School Development Review (SDR) conducted by the organization, school and a third party assessment partner. Based on the findings, goals are set towards enhancing and scaling the school's development spectrum. Additionally, Akanksha conducts biannual internal and external student assesments to assess impact and ensure stakeholder efforts and activities are resulting in student learnings.

IV. **Partnership with parents:** A common challenge prevelant across government schools and disadvantaged communities in India is the lack of interest shown by parents towards their child's education. Akanksha is tackling this issue through a unique practice of actively engaging parents throughout the journey of the child's development via activities including parent literacy classes, parents as volunteers, the School Management Committee and community engagement efforts. These activities are driven towards addressing important issues including physical abuse, substance abuse, child safety, women empowerment and many more.

V. **Optimizing resources:** The organization has adopted a holistic approach to maximize efficiency by leveraging a combination of government provided infrastructure, creative use of time, money and material available and volunteers. The goal is to establish a disciplined practice in Akanksha schools to better manage the cost per child.

KEY HIGHLIGHTS OF THE PROGRAM



Leveraging partnership with corporates to implement a residential vocational training program for both men and women from rural and urban areas

IV. PRATHAM INSTITUTE FOR VOCATIONAL TRAINING

CONTEXT

By 2020, India will be home to the world's youngest population with an average age of 29 years. Research suggests 13 million youth will be entering the country's workforce every year. However, the recent ASER survey indicated that the learning outcomes of students in both primary and secondary education institutes is exceptionally low. Currently, only 2% of India'workforce is qualified as formally skilled, leaving a massive population of unskilled youth who lack the even the very basic knowledge and network to enter the workforce. Although many industries struggle to eliminate their job vacancies, majority of the youth in India continue to remain unemployed and unskilled. By upskilling the youth and enabling economically independent individuals, India's economic growth and GDP has the potential to transform.

Pratham Institute, the vocational skilling arm of Pratham Foundation was launched in 2005 with the aim to economically empower the disadvantaged youth (18-25 year olds) in India. Optimizing CSR funding support from larger corporations,the skill-training programme is driven towards building capacities and equipping candidates with relevant trade specific skills and access to quality employment as well as entrepreneurship opportunities.

IMPLEMENTATION MODEL

The ***2-3 months residential course*** targets building capacities and upskilling of men and women belonging to rural communities and urban slums. The vocational training programme partially funded by big players including **Accenture**, currently offers courses across 11 trades including automotive mechanic, hospitality (including housekeeping, food and beverage service and food production), beauty and wellness, construction including electrical, plumbing, masonry and welding) and nursing. Additionally, the programme also conducts general employability skill training, which focus on Basic English, computer literacy and life skills. All courses offered are aligned to the National Skill Development Corporation (NSDC) guidelines and candidates are provided with government certification while graduating.

Residential training: The programme has a residential assistance component for the migrant population. This includes hostel facilities across Delhi, Mumbai and Pune to support students from low income households. This further extends to candidates from rural areas whose first jobs are located in urban regions.

Post-placement support: A unique focus of the programme is to diligently focus on post-placement tracking to ensure financial sustainability and provide any support required on a need basis to alumni candidates. All placed candidates, including self-employed individuals, are given mentoring support for a period of one year after graduation. The goal is to motivate them to retain the jobs they have taken up and assist them with the next level of placement and / or other opportunities, if required. Skill upgradation is also provided to alumni candidates who require support to be placed in better jobs.

Additionally, for young individuals aspiring to set up their own businesses, Pratham offers capital assets and mentoring support in

micro-enterprise development due to the resources, which can be made available, through the support of CSR funds.

IMPACT

With due support and investment from CSR donors, Pratham is transforming rural livelihoods in Indiawith 100 training centers operational across 45 cities in 15 states and 1 Union Territory. To date, Pratham Institute has trained 40,000 youth in general employability skills and 22,000 youth in industry specific trades of whom 750 have set up their own businesses and 80% have been placed across various companies.

Around 40% of Pratham trainees account for women and their mobilization efforts are driven towards spreading awareness on the importance of women empowerment.

FACTORS INFLUENCING STRONG FUNDER RELATIONS

Pratham as an organization is exemplary in its nature of establishing strong funder relationships. The vocational training programme is supported under the CSR grants of **Accenture,ITC**, **Larsen & Toubro**, **Godrej Good and Green, HDFC** amongst many more**.** The training and placement numbers of the skilling initiative demonstrate the impressive outreach of the programme optimizing resouces derived from their unique partnerships.

BEST PRACTICES

I. STRONG AFFILIATIONS AND PARTNERSHIPS

The vocational trainng programme is aligned to NSDC and affiliated with the Government Sector Skill Councils. Additionally, Pratham's knowledge partners include Larsen and Toubro, Tata Motors, Godrej and many more

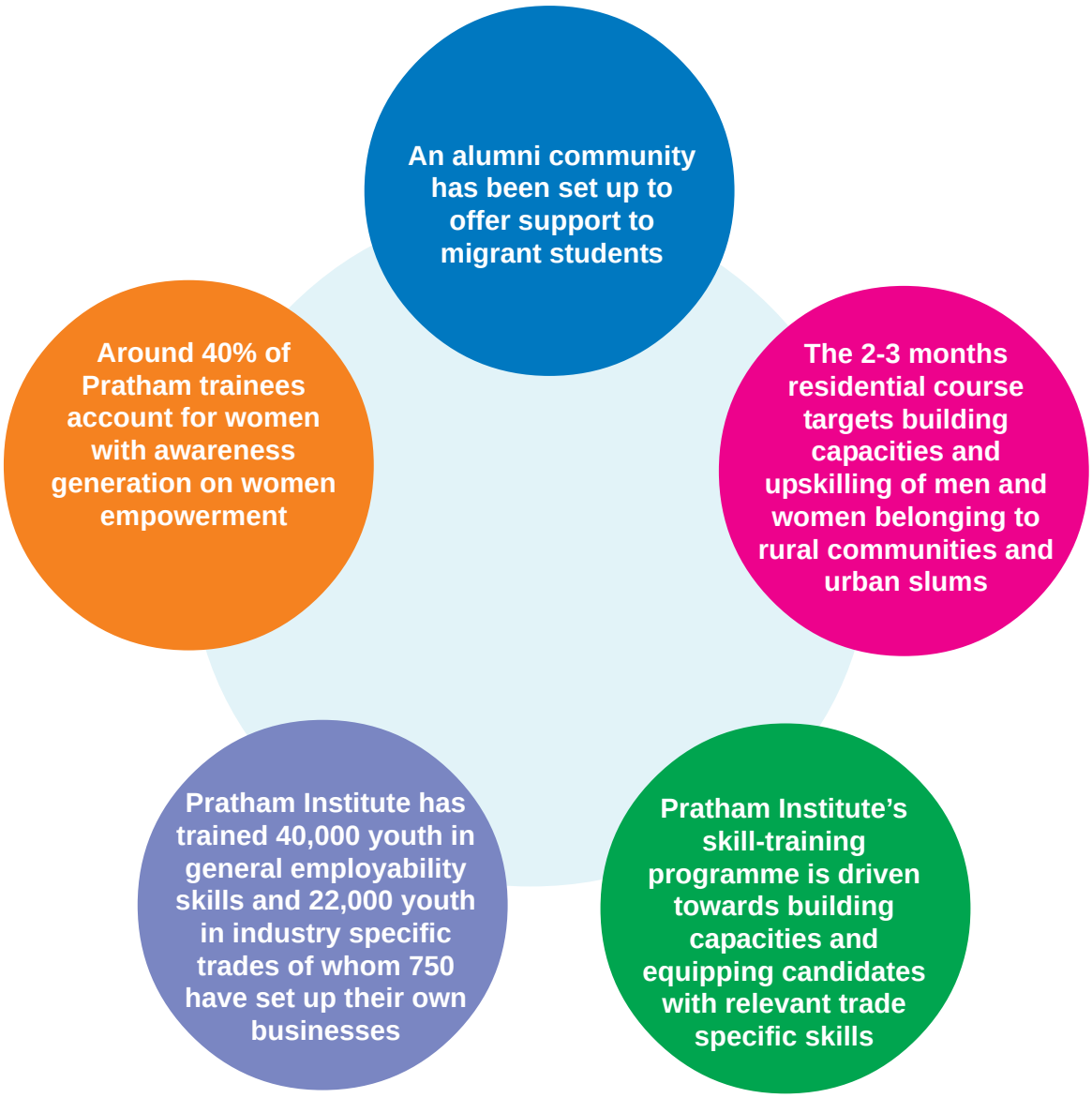
II. PILOTING INNOVATIVE MODELS TO IMPACT THE SKILLING ECOSYSTEM

Pratham has developed an innovative 'Employment Awareness' model in partnership with the Government of Maharashtra and the United Nations Development Programme (UNDP) which is targeted towards adoloscent girls and young women. The goal is to increase the low awareness levels and disseminate relevant and correct information to the rural youth

III. PRATHAM ALUMNI (PAL) NEWORK

The alumni community has been set up to offer support to migrant students and help them overcome challenges faced while moving away from home. Majority of the migrant population belong to tribal and extremely rural areas hence often need emotional support during their training. Support is extended in the form of accomodation and mess facilities, counselling, social networks, employer interactions, health services among many more. This approach has specifically been helpful in motivating students to retain their current jobs.

KEY HIGHLIGHTS OF THE PROGRAM



Use of effective technology and leveraging cross-sectoral partnerships, the programme is empowering the visually challenged via spreading awareness, building capacities and digital literacy

ENABLE VISION

CONTEXT

In India, very few NGOs and institutions are working towards skilling and economically empowering People with Disabilities (PwDs). As per the Census 2011[79], India is home to 2.68 Crore PwDs, majority of whom remain unskilled and unemployed. The Government of India, National Action Plan Report 2015[80] stated that 13.6 million PwDs in the country are at an employable age.

Enable India is driven towards the '**economic independence with dignity**' for PwDs and works towards supporting multiple disabilities through their unique interventions. The organization's aim is to build capacities of PwDs while sensitizing employers through skill training and employability enhancement. **Enable Vision**, a flagship programme of Enable India, is creating an inclusive ecosystem by taking skill training to scale and enhancing employment opportunities for People with Visual Impairment (PwVI).

IMPLEMENTATION MODEL

Enable Vision, partiallysupported under the CSR grants of **Axis Bank Foundation**, has a geographical coverage across 15 states in India. While the aim is to create economically independent PwDs, the target beneficiaries of the programme are Visually Impaired Persons. With the use of effective technology and leveraging cross-sectoral partnerships, the programme is empowering the visually challenged via spreading awareness, building capacities and digital literacy. The model is designed to enhance employment opportunities across India by reaching out to a diverse spectrum of stakeholders including foreign govt. partners, civil society organizations and businesses.

With the vision to "Energize, Enable, Expand and Establish", Enable has set-up training centers across 15 states owing to the support of corporate funding. The training centres are currently skilling PwVIs in multiple sectors in standardized courses with pre-designed content material. As part of the programme, the focus is on Skill Development through their **Livelihood Courses** and **Digital Literacy Course**. The Livelihood Courses include *Orientation to employability*, *Advanced Employability Skills for People with VI* and *Domain Specific Training*. Additionally, another component of the training includes the implementation of *the Self-employement projects, Problem solving projects, Employment projects and Collabarative Trainings.* The self-employment projects focus on engaging PwVIs in activities including writing a business proposal, running the business, managing finances and submission of balance sheets. The problem solving projects cater to menu cards and cyber cafes that are accessible to PwVIs due to Enable visions efforts. Employment projects entail organizing reverse job fairs for candidates undergoing training. Under the Collabarative training project, candidates undergo Job Readiness coaching, Accessibility testing and Medical Tacticle Examiners training – for detection of breast cancer through physical examination. Additionally, Enable Vision is also focusing on building capacities through **Training of Trainers (ToT)** internally and of other organizations.

[79] https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=15&ved=2ahUKEwihm-6p7tPeAhWHZd8KHUF4DMQQFjAOeg QIAhAC&url=http%3A%2F%2Fwww.censusindia.gov.in%2F2011census%2FDisability_Data%2FDisability_2011_Data_Release_Dec_2013_PPT%2520(27.12.13).ppt&usg=AOvVaw0Q3vDolZD19h8OYp9KoRak

[80] http://disabilityaffairs.gov.in/upload/uploadfiles/files/NationalActionPlanforSkillDevwebsiteversion.pdf

IMPACT

Owing to the partnerships established with larger corporations, over a period of just two years, Enable Vision has successfully reached more than 800 direct beneficiairies and 5000 indirect beneficiaries across 20 states in India. 48% of the beneficiaries belong to rural and isolated communities and 34% of beneficiaries are women. 519 PwVI have been trained to date, of whom 153 have been trained in employability and 95 candidates in computer literacy. 83 candidates have been placed across the public and private sector. Enable vision has identified 183 job roles and succeeded in opening up new job roles for PwVIs including report analysts, immigration consultants and researcher in 10+ Startups and companies. Additionally today, 9 countires across the globe are utilizing training content designed by Enable Vision[81].

FACTORS INFLUENCING STRONG FUNDER RELATIONS

Enable Vision has established strong funder relations with organizations including **Cipla Foundation, Bank of America and Axis Bank Foundation**. Being one of the pioneering organizations working towards the welfare of PwVI has been a key factor in attracting big players and funding. The organization's USP is their effort towards creating a pool of digitally literate individuals and establishing a vibrant ecosystem where they could be employed with the aim that eventually the ecosystem will sustain itself.

BEST PRACTICES

I. ***Integrated Approach while providing handholding support***

Handholding support is provided to beneficiaries through mobilization to placement process through an integrated approach.

Support to beneficiaries is initiated through **awareness generation** among VI individuals residing in both urban and rural areas. Mobilization efforts are carried out through the alumni network, rural camps, community awareness sessions,door-to-door visits, mobile vans and many more activities. The aim is to introduce potential candidates to digital literacy and a range of assistive devices, which are not widely known.

[81] https://s3.amazonaws.com/s3.enableacademy.cloodon.com/Enable+India/PDFs/Annual+Report+_+Final_web+(1).pdf

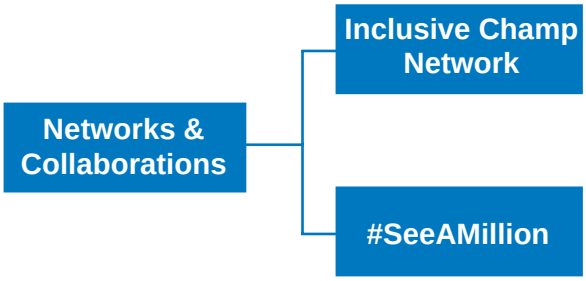
II. ***Mainstreaming of assistive devices***

One of the unique activities implemented by Enable Vision.Timely revisions are made in the devices ensuring relevance to support PwDs across different stages of VI (low vision, moderate, total blindness). Some of the assistive devices include SmartCanes, Zoom-ex Scanners and DAISY Players. SmartCanes are electronic portable devices designed to help PwVIs detect any obstacle from knee to head height infront of them. The device informs the person of the presence of an object before actually touching the object with the Cane. Zoom-ex is the first instant reading solution for people with low vision. The portable device converts any printed text into a range of formats including large print, text file, sound file, speech, etc. On the other hand, DAISY is a Digital Accessible Information System, which is designed to perform the role of a substitute for printed text. Aditionally, handholding support continues even at the post placement stage.

III. ***Employer sensitization***

Across private and public organizations and academic instituitionsis ensured via peer senitization workshops to build an inclusive workplace.

IV. **Networks and collabarations:**



Inclusive Champions Network:

The organization seeks to create an environment, which connects service providers to service seekers. Enable has onboarded 44 alumni members who are working professionals in organizations including IBM, Cisco, ANZ, TCS, etc as mentors in this network. Additionally, they have developed an app ‘EnCare’ that is currently running through its testing phase to serve as a medium between service providers and seekers based on the need and geography.

 # SeeAMillion:

Enable Vision, being one of the pioneering programmes, facilitates leadership workshops to disseminate their organizational knowledge to other NGOs working towards the welfare of VI individuals. The #SeeAMillion Movement is part of this process. The goal is to provide Digital Literacy to 1 million PwVI by 2025. #SeeAMillion is driven towards encouraging collaboration between diverse spectrums of stakeholders and has established multiple partnerships.

KEY HIGHLIGHTS OF THE PROGRAM

ANNEXURE

This section will provide list of top CSR funders, corprates and foundations working in secondary education and job oriented vocational training programs in the country and in AP and Telangana.It also provides an overview of the approach and methodology employed by Deloitte for developing the strategy paper. This section also provides a list of stakeholder interactions for the strategy development.

ANNEXURE

I. DATA ON CSR SPENDS AND COMPANIES

Table 1: Top 30 CSR spending companies in India

Top-30 CSR SpendsCompany		CSR Amount (INR Cr.)			
		2014-15	2015-16	2016-17	Total
1	Reliance Industries Limited	760.58	639.7	649.26	2049.54
2	Oil And Natural Gas Corporation Limited	495.23	408.99	504.91	1409.13
3	NTPC Limited	205.17	491.8	277.81	974.78
4	Tata Consultancy Services Limited	218.43	280.22	380	878.65
5	ITC Limited	215.05	247.5	275.96	738.51
6	Infosys Limited	239.54	202.3	289.44	731.28
7	NMDC Limited	188.65	210.09	178.19	576.93
8	Tata Steel Limited	171.46	204.46	194	569.92
9	HDFC Bank Limited	117.56	127.28	305.42	550.26
10	ICICI Bank Limited	155.54	171.51	182.37	509.42
11	Indian Oil Corporation Limited	113.79	156.68	213.99	484.46
12	Wipro Limited	132.7	159.82	186.31	478.83
13	HDFC	180.7	146.54	146.54	473.78
14	Oil India Limited	133.31	92.21	216.74	442.26
15	Power Finance Corporation Limited	51.68	194.47	168.11	414.26
16	Mahanadi Coalfields Limited	61.3	184.64	166.61	412.55
17	Axis Bank Limited	123.22	147.78	135.41	406.41
18	Northern Coalfields Limited	101.91	158.16	77.31	337.38
19	Bharat Heavy Electricals Limited	239.11	46.57	26.78	312.46
20	Power Grid Corporation of India Limited	47.41	115.78	147.33	310.52
21	Larsen & Toubro Limited	76.53	119.89	100.78	297.2
22	Central Coalfields Limited	50.55	214.6	30.29	295.44
23	Hindustan Unilever Limited	82.35	92.12	104	278.47
24	Rural Electrification Corporation Limited	46.07	131.7	69.79	247.56
25	Hindustan Petroleum Corporation Ltd	34	71.67	108.11	213.78
26	Mahindra And Mahindra Limited	83.24	8.59	83.57	175.4
27	Coal India Ltd (Govt of India Undertaking)	24	19.69	129.38	173.07
28	South Eastern Coalfields Limited	41.41	127.68	0.1	169.19
29	BSES Yamuna Power Limited	0.38	157.35	0.71	158.44
30	Industrial Energy Limited	112	2.58	2.23	116.81
	Total	**4502.87**	**5332.37**	**5351.45**	**15186.69**

Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India.

Table 2: Sector based CSR spending in India

	Development Sector spending in INR crore	2014-15	2015-16	2016-17	Total
1	**Education, Differently Abled, Livelihood**	**3188.09**	**4881.26**	**5123.83**	**13193.18**
	Education	2589.42	4032.46	4149.06	10770.94
	Livelihood Enhancement Projects	280.17	394.57	490.66	1165.4
	Vocational Skills	277.07	330.38	356	963.45
	Special Education	41.43	123.85	128.11	293.39
2	**Health, Eradicating Hunger, Poverty and Malnutrition, Drinking Water, Sanitation**	**2525.92**	**4545**	**3397**	**10467.92**
	Health Care	1847.74	2538.51	2284.94	6671.19
	Poverty, Eradicating Hunger, Malnutrition	274.7	1222.69	568.33	2065.72
	Sanitation	299.54	618.29	405.34	1323.17
	Safe Drinking Water	103.95	165.51	138.39	407.85
3	**Rural Development**	**1059.34**	**1369.52**	**1507.45**	**3936.31**
	Rural Development Projects	1059.35	1369.53	1507.46	
4	**Environment, Animal Welfare, Conservation of Resources**	**853.99**	**963.22**	**1282.34**	**3099.55**
	Environmental Sustainability	773.99	802.07	1049.28	2625.34
	Conservation of Natural Resources	44.6	38.14	114.6	197.34
	Animal Welfare	17.29	65.41	75.63	158.33
	Agro Forestry	18.12	57.61	42.84	118.57
5	**NEC/ Not Mentioned**	**1338.39**	**1065.22**	**388.86**	**2792.47**
	NEC/ Not Mentioned	1338.4	1065.23	388.87	
6	**Any Other Fund**	**277.09**	**326.88**	**412.38**	**1016.35**
	Other Central Government Funds	277.1	326.89	412.39	
7	**Gender Equality, Women Empowerment, Old Age Homes, Reducing Inequalities**	**189.92**	**337.44**	**434.75**	**962.11**
	Women Empowerment	72.87	122.84	131.4	327.11
	Socio-Economic Inequalities	39.04	74.61	130.17	243.82
	Gender Equality	55.21	73.23	71.8	200.24
	Setting up Homes and Hostels for Women	8.74	28.67	62	99.41
	Senior Citizens Welfare	8.94	20.74	24.7	54.38
	Setting up Orphanage	5.12	17.36	14.69	37.17
8	**Swachh Bharat Kosh**	**113.86**	**324.72**	**165.09**	**603.67**
	Swachh Bharat Kosh	113.86	324.73	165.09	
9	**Prime Ministers National Relief Fund**	**228.18**	**213.7**	**150.7**	**592.58**
	Prime Ministers National Relief Fund	228.18	213.7	150.7	
10	**Heritage Art and Culture**	**117.37**	**117.58**	**296.85**	**531.8**
	Art and Culture	117.37	117.58	296.86	
11	**Encouraging Sports**	**57.61**	**137.58**	**172.53**	**367.72**
	Training to Promote Sports	57.62	137.58	172.54	
12	**Slum Area Development**	**101.14**	**14.3**	**49.81**	**165.25**
	Slum Area Development	101.14	14.31	49.81	
13	**Other Sectors (Technology Incubator and Benefits to Armed Forces and Admin Overheads)**	**9.5**	**37.15**	**58.71**	**105.36**
	Technology Incubators	4.74	26.02	22.92	53.68
	Armed Forces, Veterans, War Widows	4.76	11.13	35.79	51.68
14	**Clean Ganga Fund**	**5.47**	**32.65**	**24.23**	**62.35**
	Clean Ganga Fund	5.47	32.65	24.23	
	Grand Total (in Cr)	**10065.87**	**14366.22**	**13464.53**	**37896.62**

CSR investment in Development Sectors: National CSR Portal, Ministry of Corporate Affairs, Govt of India.

Table 3: CSR spend on education and skilling in India

2016-17		Spent (INR Cr)		2016-17		Spent (INR Cr)	
S.No.	States & UTs	Education	Voc. Skills	S.No.	States & UTs	Education	Voc. Skills
1	PAN India	1282.81	123.44	19	Kerala	19.74	3.98
2	Maharashtra	715.25	57.9	20	Chhattisgarh	14.97	0.19
3	Karnataka	384.18	37.02	21	Goa	14.17	2,69
4	**Andhra Pradesh**	**257.8**	**18.89**	22	Bihar	13.87	3.17
5	Haryana	227.83	9.67	23	Manipur	9.86	0.05
6	Gujarat	190.05	29.21	24	Jammu and Kashmir	9.37	0.15
7	Tamil Nadu	184.45	14.6	25	Himachal Pradesh	5.6	0.22
8	Odisha	156.19	3.52	26	Puducherry	4.47	0.13
9	Delhi	143.07	20.38	27	Meghalaya	3.61	-
10	Uttar Pradesh	122.33	5.68	28	Chandigarh	3.26	-
11	Rajasthan	107.83	3.58	29	Arunachal Pradesh	2.76	-
12	**Telangana**	**91.23**	**6.1**	30	Dadra and Nagar Haveli	1.81	0.16
13	West Bengal	85.56	4.32	31	Sikkim	1.25	-
14	Assam	77.38	4.4	32	Tripura	0.37	-
15	Madhya Pradesh	52.07	1.36	33	Daman and Diu	0.36	-
16	Uttarakhand	47.95	2.65	34	Nagaland	0.1	-
17	Punjab	23.07	1.14	35	Andaman And Nicobar	0.05	-
18	Jharkhand	22.47	1.4	36	Mizoram	0.03	-

Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India.

Table 4 CSR Expenditure in Education (2014-15)

Illustrative CSR Expenditure in Education Sector by top 5 CSR spending Companies (2014-15)

Reliance Industries Limited			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Education -Reliance University	Maharashtra	1,35,00,000	By Trusts/ Societies / Section 8 Company set up by the Company itself
Education - DA Scholarships	PAN India	4,01,00,000	
Education -Reliance Foundation Jr. NBA Programme		4,06,00,000	
Education and Other Initiatives		1,68,00,000	
Education-CSR at Manufacturing locations		10,24,00,000	Directly
Reliance Industries Limited		**21,34,00,000**	
Oil And Natural Gas Corporation Limited			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Education Differently Abled Livelihood	PAN India	48,30,00,000	Directly
Oil And Natural Gas Corporation Limited		**48,30,00,000**	
NTPC Ltd			
CSR in Education Projects for State	**District**	**Amount Spent**	**Mode of Implementation**
Andhra Pradesh	**Visakhapatnam**	14,56,00,000	By Trusts/ Societies/ Section 8 Company set up by the Company itself
Bihar	Patna	1,74,00,000	
Chhattisgarh	Korba	10,73,00,000	
	Bilaspur	10,40,00,000	
	Raipur	1,83,00,000	
Delhi		4,32,00,000	
Gujarat	Bharuch	1,81,00,000	
	Surat	88,00,000	
Haryana	Faridabad	1,49,00,000	
Kerala	Alappuzha	3,21,00,000	
Madhya Pradesh	Singrauli	9,68,00,000	
Maharashtra	Undisclosed	69,00,000	
Odisha	Angul	14,13,00,000	
		8,18,00,000	
	NEC/ Not Mentioned	1,64,00,000	
PAN India		9,64,00,000	
		33,68,00,000	
		7,58,00,000	
Rajasthan	Baran	2,27,00,000	
Telangana	**Hyderabad**	1,25,00,000	
	Karimnagar	8,66,00,000	

NTPC Ltd			
CSR in Education Projects for State	**District**	**Amount Spent**	**Mode of Implementation**
Uttar Pradesh	Auraiya	2,56,00,000	
	Ambedkar Nagar	1,77,00,000	
	Raebareli	3,32,00,000	
	NEC/ Not Mentioned	58,00,000	
		8,26,00,000	
		8,09,00,000	
		8,26,00,000	
		1,39,00,000	
NTPC Ltd		**1,82,60,00,000**	
TCS Ltd			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Training and educating children, women, elderly, differently-abled, scholarships, special education and increasing employability	PAN India	32,43,00,000	Directly
TCS		**32,43,00,000**	
ITC Ltd			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Promoting education, including special education and employment enhancing vocation skills specially among children, women, elderly	**Andhra Pradesh**	66,21,00,000	Not Disclosed
ITC		**66,21,00,000**	

Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India.

Table 5: CSR Expenditure in Education (2015-16)

Illustrative CSR Expenditure in Education Sector by top 5 CSR spending Companies (2015-16)

Reliance Industries Limited			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Education- CSR at manufacturing locations	**Andhra Pradesh**	44,31,00,000	Directly
Education - Reliance University	Maharashtra	1,26,31,00,000	Other Implementing Agency
Education - Partnerships with Non-Government Organisations	PAN India	41,15,00,000	
Education - DA Scholarships		2,49,00,000	
Skilling, Entrepreneurship and Alternate Livelihoods		1,85,00,000	
Education-Initiatives Digitisation of education initiative		63,00,000	
Reliance Industries Limited	**2,16,74,00,000**		
Oil And Natural Gas Corporation Limited			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Support to KV Schools of ONGC	Maharashtra	37,03,00,000	Directly
Women Empowerment & Entrepreneurship CSR Projects (Vocational Skills)	Delhi	2,03,00,000	Other Implementing Agency
Education & Skill Development Projects	Odisha	24,27,00,000	
Oil And Natural Gas Corporation Limited		**63,33,00,000**	
NTPC Ltd			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
No coverage			
NTPC		**NA**	
TCS Ltd			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Training and educating children, women, elderly, differently abled, scholarships, special education and increasing employability	PAN India	71,16,00,000	Other Implementing Agency
TCS		**60,45,00,000**	
ITC Ltd			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Promoting education, including special education and employment enhancing vocation skills specially among children, women, elderly	**Andhra Pradesh**	47,47,00,000	Directly
ITC		**47,47,00,000**	

Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India.

Table 6: CSR spend in Education (2016-17)

Illustrative CSR Expenditure in Education Sector by top 5 CSR spending Companies (2016-17)

Reliance Industries Limited			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Education - CSR at manufacturing locations	PAN India	25,72,00,000	Directly by company
Education - Partnership with Non-Government Organisations		31,64,00,000	Other Implementing Agency
Digital Education Initiatives		1,40,00,000	
Education - DA Scholarship Programme		2,13,00,000	
Education - Reliance University	Maharashtra	1,58,46,00,000	
Reliance Industries Limited		**2,19,35,00,000**	

Oil And Natural Gas Corporation Limited			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
NEC/ Not Mentioned	Arunachal Pradesh	2,66,00,000	By Trust/ Societies/ Section 8 Company set up by Central or State Government or entities established under Special act of Parliament/ State legislature
	PAN India	9,90,00,000	By Trusts/ Societies/ Section 8 Company set up by the Company itself
	Andhra Pradesh	60,00,00,000	Other Implementing Agency
	Meghalaya	2,18,00,000	
CSR Project for Promotion of Sanskrit Language	PAN India	3,50,00,000	
NEC/ Not Mentioned		47,72,00,000	
		41,59,00,000	
Oil And Natural Gas Corporation Limited	**92,81,00,000**		

NTPC Ltd			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Education & Skill Development	PAN India	60,45,00,000	By Trust/ Societies/ Section 8 Company set up by Central or State Government or entities established under Special act of Parliament/ State legislature
NTPC		**60,45,00,000**	

TCS Ltd			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Training and educating children, women, elderly, differently abled, scholarships and special education and increasing employability	PAN India	88,00,00,000	Other Implementing Agency
TCS		**88,00,00,000**	
ITC Ltd			
CSR Project(s)	**State**	**Amount Spent**	**Mode of Implementation**
Promoting education, including special education and employment enhancing vocation skills specially among children, women, elderly	**Andhra Pradesh**	44,93,00,000	Other Implementing Agency
ITC		**44,93,00,000**	

Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India.

Table 7: District ranking for CSR spend in AP and Telangana

District ranking for CSR spend in Andhra Pradesh and Telangana (in INR Cr) during 2016-17

Andhra Pradesh	Spend	Telangana	Spend	Telangana	Spend	Telangana	Spend
Krishna	63.93	Hyderabad	166.72	Siddipet	0.16	Rajanna Sircilla	NIL
Visakhapatnam	56.39	Karimnagar	21.12	Bhadradri Kothagudem	NIL	Vikarabad	
Anantapur	27.85	Ranga Reddy	13.84	Jagtial		Wanaparthy	
Nellore	25.01	Nalgonda	7.83	Jangaon		Warangal Rural	
Guntur	18.99	Khammam	6.75	Jayashankar Bhupalpally		Yadadri Bhuvanagiri	
Srikakulam	16.52	Medak	4.65	Jogulamba Gadwal			
Chittoor	16.08	Mahbubnagar	2.19	Kamareddy			
Kurnool	15.91	Suryapet	1.82	Komaram Bheem			
East Godavari	7.71	Warangal Urban	1.62	Mahabubabad			
West Godavari	7.40	Sangareddy	0.56	Mancherial			
Kadapa	6.37	Medchal	0.32	Nagarkurnool			
Prakasam	1.07	Nizamabad	0.30	Nirmal			
Vizianagaram	0.36	Adilabad	0.27	Peddapalli			

Source: National CSR Portal, Ministry of Corporate Affairs, Govt of India.

II. DELOITTE APPROACH AND METHODOLOGY

This section will outline the approach and methodology employed by Deloitte to achieve the objectives and scope of the strategy development engagement with Mahita. It will also map the various stakhholder interactions conducted while developing the strategy paper.

Objectives of the engagement

The three main objectives of the engagement were as follows:

1. Analysis of CSR spend in secondary education and job oriented vocational training for girls and young women in AP and Telangana
2. CSR-policy influencing strategy on GAA themes in AP and Telangana
3. CSR best practices compendium in SE and JOVT for girls and women in India

SCOPE OF THE STRATEGY PAPER

1. Analyze CSR spend on SE/JOVT in India for at least 3 years with special emphasis on AP and Telangana state
2. Documenting of 5 best practices in India on SE and JOVT in terms of relevant intervention concepts, models and outcomes
3. Analysis of the ROI for government and corporates
4. A strategy paper detailing how to influence CSR spend in AP and Telangana state on SE and JOVT
5. 1 Pitch kit consisting of PowerPoint that can be leveraged to engage industry, foundations and government

ENGAGEMENT APPROACH

The approach to this project has been designed in line with the objectives and scope of the engagement. Deloitte has adopted a consultative approach for the strategy development. The findings have been triangulated based on interactions with key stakeholders, supplemented by primary and secondary research, and complemented by domain knowledge and field expertise.

ENGAGEMENT METHODOLOGY

The strategy development excercise employed a mix of qualitative and quantitative research methods to assess the industry and government perspective, current situation of SE and JOVT projects in India and specifically in AP and Telangana.

The primary field visit involved interactions with government stakeholders in New Delhi, Hyderbad and Vijaywada. CSR officials and top management of corporates and foundations were also interacted with in Mumbai and New Delhi. Desk research and leveraging Deloitte in-house repository and client connect to ascertain interest in the sector were also major aspects of the methodology employed. Interactions with these stakeholders were critical to conduct the strategy development.

DESK RESEARCH

Desk research by a team of Deloitte analysts and consultants was carried out focussing on the following:

- Analysis was carried out of last 3 years' CSR spend in India especially AP and Telangana state
- Understanding the current initiatives on secondary education and vocational training with a gender lens
- Documenting best practices nationally
- Desk review of government documents on CSR spends
- Reviewing CSR studies by thought leaders in private and public sector
- Tapping into Deloitte resources
- Leveraging in-house repository of CSR initiatives
- CSR Annual reports
- Govt. reports
- NGO publications

PRIMARY RESEARCH

Primary reaserch included multiple stakeholder interactions across New Delhi, Mumbai and Hyderabad. Some of the stakeholders that were interacted with are as follows:

- CSR Heads within and beyond the region (N = 20 to 25)
- Deloitte Client Ecosystem (N = 5)
- Sector experts includes stakeholders like NSDC, sector skill council, academicians and industry experts (N = 5)
- NGOs (N = 13) Tool: KII
- Govt. officials in New Delhi, AP and Telangana (N = 10)
- Success stories and case studies (N = 5)

STUDY DESIGN

The progress of multiple stakeholder stakeholder interactions employed both previous connect and snowballing technique to reach optimum stakeholders.

The study design for the strategy development was as follows:

ANALYSIS OF CSR SPEND IN SE & JOVT FOR GIRLS AND YOUNG WOMEN IN AP AND TELANGANA STATE

Deliverable	Activities	Method	Stakeholders
◆ **Strategy paper as an evidence base for focusing CSR investments on Secondary Education for girls and Job Oriented Vocational Training for women**	◆ **Analyze 3 years CSR spend** in India especially AP and Telangana State ◆ Understand the current initiatives on secondary education and Vocational training with a gender lens ◆ **Document best practices** in India ◆ Asses & analyze **ROI** ◆ Prepare a **stragety paper** influencing CSR spend on SE and JOVT in AP and Telangana State ◆ Prepare a **Corporate Pitch Kit**	◆ Secondary research and analysis of data ❍ Public documents - government reports on CSR spends ❍ CSR studies by thought leaders in the private and public sector ◆ Telephonic interaction with officials from the public and corporate space ◆ Desk research ◆ Leverage the in-house repository of CSR initiatives ◆ Interaction with officials from the Education and Skill development Department in AP and Telangana state ◆ Interaction with CSR leadership in selected Corporates to understand their priorities ◆ Desk research and analysis	◆ Government officials (Education department, Corporate affairs) ◆ CSR leads in selected corporates with a focus on CSR initiatives in of AP and Telangana state ◆ National Skill Development Corporation ◆ Sector Skill Councils ◆ HR Managers of lead employers ◆ Women Alumni Trainees ◆ Field Experts ◆ Educational Administrators

STAKEHOLDER INTERACTION TOOLS

The following stakeholder interaction tools were employed to gather information from all the stakeholders covered during the study:

Sr. No.	Study tool employed	Description	Method
1	Key Informant Interviews (KII)	Key Informant Interviews (KII) are in-depth interviews with people critical to the implementation of a project.	Face-to-face, Telephonic, Skype call
2	Case study	A case study is a research method used to gather detailed observations on a single person, group or event.	Indepth Interview
3	Desk review and secondary	A thorough background research was undertaken to gain a research situational analysis of the region. Desk analysis of various documents was also conducted.	

III. STAKEHOLDER INTERACTIONS

Sr No	Stakeholder	Designation
	Corporates and Foundatons	
1	Mahindra and Mahindra Limited	24 CSR team members and top management professionals
2	Axis Bank Foundation	
3	National Stock Exchange	
4	Bank of America	
5	HSBC	
6	Cipla Foundation	
7	Reliance Foundation	
8	CISCO	
9	BA Continuum India Pvt. Ltd.	
	NGOs	
10	Centre for Social Services (CSS)	25 NGO leaders and change agents
11	ASSIST	
12	Kasturba Gandhi Memorial Trust	
13	SAFA	
14	Nireekshana	
15	NEES	
16	Centre for Social Services (CSS)	
17	Room to Read	
18	Akanksha Foundation	
19	Educate Girls	
20	Enable India	
21	Pratham Institute	
	Government	
22		WCDS Commissioner
23	Sandhya Rani	Education Department - AP
24	Vijay Kumar	Education Department - TS
25	Dr Shailja	Chief Consultant - AP
26	Venkateshwar Rao	CGM- Technical
27	Ms Lakshmi	APSSDC

PLAN INDIA

Plan India is a nationally registered not-for-profit organisation striving to advance children's rights and equality for girls, thus creating a lasting impact in the lives of vulnerable and excluded children and their communities.

Since 1979, Plan India and its partners have improved the lives of millions of children and young people through access to protection, quality education and healthcare services, a healthy environment, livelihood opportunities and participation in decisions, which affect their lives.

Plan India is a member of the Plan International Federation, an independent development and humanitarian organisation that advances children's rights and equality for girls. Plan International is active in more than 70 countries.

MAHITA

Mahita is a non-profit social development organization working in the states of Telangana and Andhra Pradesh in southern India. Established in 1994 Mahita has interventions for children across both the states, particularly focussed on empowering girls through education and vocational trainings. The organisation has a rights based approach towards creating a socially just and empowered society. The organization is focussed on enabling pathways for the the poor and marginalized sections of the population with special focus on girls. Their interventions work towards their overall development and social inclusion. Mahita strongly believes that engaging the community in the process of development results in sustainable social transformation.This philosophy isingrained across the organisation's key programme areas.

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