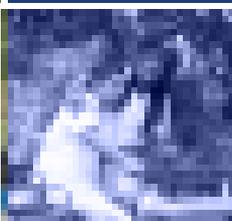
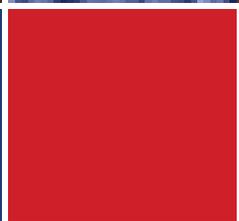
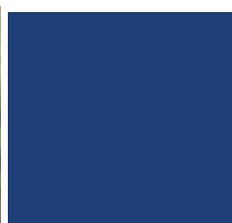
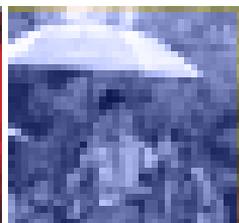
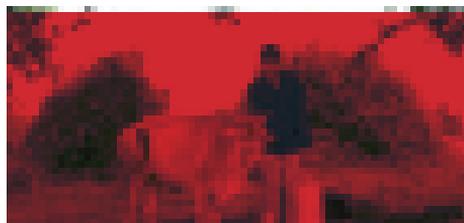


CSR Impact Assessment Report

PF 2023-24

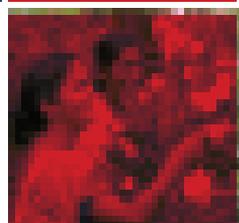


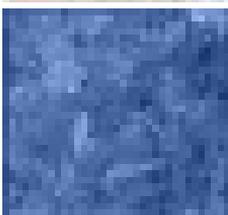
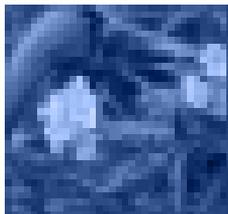
Assessment carried
out by

In-Corp

an essential company

October 2023





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Introduction & Background

About the Company

ESAF Small Finance Bank is a scheduled commercial bank headquartered in Thiruvananthapuram, established in November 1984. ESAF initially focused on providing concessional and tailored financing services among marginalized communities. Transitioning from its origin as a microfinance institution, ESAF began providing interest-free loans to entrepreneurs and a formal banking license from the Reserve Bank of India in March 2011. The bank primarily serves underbanked and unbanked populations, with a significant presence in rural and semi-urban areas, accountable to almost 100% ESAF Small Finance Bank deposits from the franchise, and a wide network of customer service centres, business correspondents, and affiliates serving millions of customer nationwide. Its product offerings include microfinance (savings, loans, business loans, gold loans, and other retail banking services), with a focus on providing financial access to those traditionally excluded from formal banking services.

CSR at ESAF Small Finance Bank

In line with the CSR policy of ESAF Small Finance Bank and the Schedule III definition of CSR of the Companies Act, 2013 projects have been approved as per the CSR liability for the financial year 2023-24. 10% of the profits were also used for CSR activities, considering the statutory obligation of law. The projects in the financial year were carried out by two implementable partners: ESAF Foundation and Prachinathan Development Services (PDS).

ESAF Foundation

The example of social action from ESAF Foundation is a not-for-profit organization established in 1984 to address developmental gaps and promote inclusive growth. ESAF Foundation adopts an integrated development approach with a strong emphasis on financial empowerment and universal connectivity. As one of the early players in providing economic self-help groups and microfinance in India, ESAF Foundation plays a significant role in ensuring financial inclusion and economic empowerment for farmers. The foundation has initiated its social welfare programmes and to improve the lives of poor and marginalized populations across the country. Its initiatives have reached more than 10 million individuals, particularly women and children, through partnerships with government bodies, community organisations, NGOs, and corporate stakeholders.

Presence in India: Kerala, Tamil Nadu, Karnataka, Maharashtra, Madhya Pradesh, Madhwar, Chhattisgarh, Odisha

Prachinathan Development Services

Prachinathan Development Services (PDS), incorporated in 1988 under the ESAF Group social enterprise initiative operates as a Section 8 company. Dedicated to community development across rural and tribal regions of India, Prachinathan responds to developmental challenges in farmer India, initially in Assam and Madhwar. PDS expanded its footprint into multiple states, Gujarat, and North-Eastern states. The organization's engagement model focuses on education, skill development, healthcare, and community health. PDS's work includes establishing community schools, organizing skill building programs for farmers and rural artisans, providing financial literacy and rural security support, and delivering emergency relief services.

Presence in India: Madhwar, Orissa, Assam, Madhya Pradesh, Maharashtra, Kerala

CSR Governance Structure

The governance of CSR at BNP Paribas Bank is structured around oversight and accountability of Board-level CSR Committee. It is responsible for strategic direction and compliance, supported by a CSR Management Committee. The CSR Management Committee is chaired by the Managing Director of CSR, with the most experienced members. The CSR Management Committee oversees the CSR Management Department and is the process owner, overseeing project implementation, monitoring, and reporting.

CSR Core Themes

BNP Paribas CSR themes address critical needs of marginalized and underserved populations, focusing on Child and Youth Development, Financial Inclusion, Social Inclusion, Mental Health, and Digital Inclusion. Infrastructure, artificial-based Community Inclusion. Initiatives include construction and renovation of school buildings, library projects, skill-building projects, healthcare camps, disaster relief, and financial support for female-led SMEs. CSR emphasizes a triple bottom line approach—integrating social, environmental, and economic objectives.

Executive Summary

Scope of the Study

BNP Paribas Bank has long provided a strong portfolio of CSR initiatives aimed at contributing to the community development, to create economic and social value through its interventions. BNP Paribas Finance has engaged Group Advisory Services Institute (GAS) as independent evaluation of its CSR projects. The assessment was carried out using the ESG framework, pillars, themes, pillars, offering, Convergence and Sustainability, and the bank has an advisory Board which analysis, recommendations were submitted to the bank's management to further review and implementation.

The scope of the CSR assessment used the following activities:

- Understanding scope of the CSR interventions to be conducted and the bank's role in providing.
- Conducting a desk review of the bank's documents of the projects provided by the company with the help of management.
- Identifying stakeholders and importantly, the projects for consideration, research and assessment.
- Developing quantitative and qualitative assessment questionnaires to be used with company stakeholders, project owners, and project participants to gather project insights.
- Do a gap analysis of the project and project plans, considering a quantitative survey survey of beneficiaries, stakeholders, and through the interviews based on the quantitative data and project data.
- Conducting an audit of the information and assessment of interventions based on the ESG framework.
- Develop a report on the findings, analysis and recommendations for management consideration.

Summary of Key Findings

Theme: Child and Youth Development

Project	Implementation Status	Project Location	YR1	No. of Participants	Quantitative Results for Study
Main Study	Full Implementation	North Carolina	2019-2020	4,000	100
	Implementation (Completed) (Partial)	North Carolina, Maryland, and Massachusetts	2019-2020	4,000	100

Table 1. Child and Youth Development Based Project Details

The *SafeStart* project demonstrates significant and sustained impact on the holistic development of children from non-paternal and non-maternal caregivers from multiple perspectives, measured through the ABCD (Attendance, Behavior, Emotions, Conscience, Coping/Resilience) lens. The program stands out for its strong inclusion of vulnerable groups where less than half of the respondents took part, with outcomes according to racial/ethnicity, regional status, and children with disabilities in underserved for all three critical regions.

The relevance of the program is underscored by the fact that 85% of respondents reported a clear need for a space that nurtures learning beyond textbooks—highlighting gaps in academic support, social-emotional support, mentoring, and life skills. The program's effectiveness is evident in its wide service utilization—nearly 80% attended risk meetings and over 70% participated in groups—with 80% rating program self-development at their highest and 8-point scale.

Consistent with local government structure and alignment with state especially Title II (Quality Education) and Title IV (Mentoring for the Youth) law, successful implementation. The program's sustainability is rooted in local ownership, with trained graduate leaders, community serving partnerships, thoughtful budgeting, long-term capacity and continuity into the program design.

Key Recommendations

1. **Academic Integration:** In the context of study centers, provide contextual academic content, study life, and subject-specific content, especially in Math, Science, and emerging areas like AI and robotics. Additionally, establish a partnership, providing space and personnel for hardware and software collection aligned with economic objectives to address digital divide.

2. **Parental & Community Engagement:** To enhance attendance, increase awareness, encourage parents and participation through regular community meetings at more frequent intervals.

3. **Operational Effectiveness:** Focus on regular staffing of facilities, expand access to digital tools, and address transportation and scheduling constraints.

Theme: Sustainable Livelihood

Inputs	Intervention Sector	Target Locations	USD Equivalent	No. of Beneficiaries	Quantitative to Study
Livelihoods	MSM Cooperatives	Belele/Terekebella, Terekebella, Belele	1,000,000	1,000	100
	Entrepreneur Development Program	Belele, Belele II, Mekkiya/Terekebella, Mekkiya/Terekebella	1,000,000	1,000	1
Livelihood Loss	MSM Cooperatives	Belele/Terekebella, Terekebella, Belele	1,000,000	1,000	100
	Entrepreneur Development Program	Belele, Mekkiya/Terekebella, Mekkiya/Terekebella	1,000,000	1,000	100
Livelihoods Sustainability Building	MSM Cooperatives	Belele	1,000,000	10,000	100
	Entrepreneur Development Program	Belele, Mekkiya/Terekebella, Mekkiya/Terekebella	1,000,000	10,000	100

Table 1: Sustainable Livelihoods Summary (USD)

The MSME sustainable livelihoods program demonstrates strong impact across the assessment parameters. From the survey it was found that the program serves a diverse population, including 80% women and economically vulnerable groups, with 80% of respondents in the working age group and over 70% earning under 10 Etb monthly. The program is highly relevant given nearly 80% of respondents acknowledging a need for such initiatives. Its effectiveness is reflected in high retention of services—80% of respondents received financial training and over 70% reported improved employment outcomes. Notably, 80% perceived significant improvement in their business and personal skills. The initiative aligns with key national priorities while also addressing global development objectives at 5, 8 and 11. Its sustainability is ensured by building local capacity and addressing community-specific market needs, ensuring long-term impact.

Key Recommendations:

Strengthen Post-Training Support: Institutionalize mentoring, trainings, and regular follow-ups to address real-time challenges and ensure sustainability.

Strengthen Market Access: Create reliable market linkages, manage information, and value addition supports to enhance income opportunities and product viability.

Promote Synergies with Government Schemes: Strengthen alignment with relevant government programs (e.g., MSME, Jobs4Growth, MSME) and build local institutions like Farmer Interest Groups to leverage collaborative efforts.

Theme: Social Inclusion

Project	Approximate Dates	Event Location	EU	EU-CT	Approximate Budget
Local Authorities	March/April (Development)	London (UK)	100,000,000	10,000,000	110

Table 1: Local Authority Theme Appointments

Project (LAWP) has successfully addressed the pressing needs of migrant workers in Britain, thereby offering inclusion and culturally sensitive support to largely unrepresented populations. With 90% of its participants being male migrant labourers from sub-Saharan backgrounds, the program provided healthcare access, social inclusion, emotional well-being, and family support to thousands of migrant workers, covering medical consultations and psychological care requested directly on the local realities of the migrant community. POC also operates a mobile medical unit which regularly visits the migrant ghettos, providing support and personal medical care.

The program's relevance is evidenced in its wide range of health-related issues, from healthcare and financial literacy to children's education and employment policies. Its effectiveness is reflected in high utilization of medical camps and awareness sessions, with all respondents rating improved mental health and social connections highly. Strong convergence with previous health and alignment with UNICEF, WFP, and UN Women.

Key Recommendations

Strengthening Community Infrastructure: Focus more through long-term services and trained staff to address continued engagement and support.

Theme: Healthcare

Report	Implementation Status	Target Audience	URL	No. of Mentors	Quantitative Activity
Mental Healthcare	Completed	Adults, Family Members	MentalHealth.org	1000	100

[View a list of all our digital tools](#)

Project Healthcare Delivery provides mental health support across Florida and Puerto Rico, with a focus on children, children and elderly individuals. Grounded in community engagement through MHI's work and search towards the initiative offer: counseling, assessment services, and psychological workshops. Family care of caregivers, support improved mental health, and more. Our research resources, brochures highlight the role, significance (open access) by members and the value of events like telehealth, tele-therapies and other health programs.

Key Recommendations:

Support Mental Health Networks Support state family members and caregivers to foster shared responsibility and reduce stigma.

Strengthen Counseling Support Expand counseling hours and language options in tele-counseling. Provide more services focused on family issues, caregiver stress, and adolescent well-being.

Integrate Lifeline and Emotional Well-being Address mental distress through integrated lifeline and mental health support. Consider adding basic financial counseling as part of services on managing caregiving and work-related stress.

Theme 2: Infrastructure

Project	Implementing Entity	Project Location	YTD Investment	No. of Beneficiaries	Quantitative Activity
100 Infrastructure and Development Support through Infrastructure	SNV Foundation	India	75,000,000	10,000	100
100 Infrastructure and Development Support through Infrastructure	Swedish Development Forum	India, Kenya, Thailand	75,000,000	1000	100

How Infrastructure from These Projects Helps

SNV's infrastructure development initiatives in health and education are thoughtfully designed to serve a wide demographic – ranging from children to the elderly – especially in underserved regions of India and Thailand. SNV's field projects (the World Geographic) prove the project demonstrates high resilience by creating secure and resilient communities. Field data and survey findings reveal strong community appreciation for the quality and accessibility improvements achieved through the interventions. A significant majority of respondents rated both health and educational infrastructure and accessibility as necessary inputs.

In education, SNV supported schools are enabling holistic development by integrating academics, sports, and life skills with notable enhancements in national-level sports and co-curricular activities. Through the infrastructure interventions in the project of projects for hygiene as well as water, health care has been established providing quality medical treatment to rural masses. There has been considerable increase in the number of patients after the necessary infrastructure interventions.

The project's effectiveness is further strengthened by SNV's convergence-driven model by aligning with government schemes like the National Rural Income and NREGS, engaging community institutions, and leveraging technical experts such as architects and space building consultants. SNV's proven expertise, credibility, and innovation delivery have often directly contribute to UN-SDG-1 (Global Health and Well-being), UN-SDG-2 (Quality Education), and UN-SDG-11 (Partnerships for the Goals).

Key Recommendations:

Improve Infrastructure: Prioritize the address of specialized departments such as cardiology, gynecology, and radiology in healthcare facilities; and improve transport, sanitation, and waste management infrastructure in schools.

Strengthen Community Feedback: Leverage field structural feedback and promote national mechanisms to keep community needs at the center of project activities.

Maintain Multi-Stakeholder Convergence: Continue leveraging partnerships with government programs, civil society, and technical experts across regional and national settings.

Theme: Need Based Community Interventions

Project	Intervention Category	Project Location	YTD	2024 Expenditure	Beneficiaries
Rural Community Interventions (through various technology hubs)	WASH Interventions	Kenya, India	100	15,00,000	1,000
	Technical Development Interventions	Kenya, India	100	15,00,000	1,000

Table 7: Need-based Community Interventions (Theme Report Format)

WASH foundations and technical community intervention and disaster relief initiatives demonstrate a strong commitment to inclusive and sustainable development. The projects addressed diverse needs across geographies, targeting over 100M beneficiaries including children, women, the elderly, and disaster-affected families. From clean water initiatives, sanitation, digital education, youth empowerment, food relief and food kits to solar installations and medical camps, the interventions were holistic and aligned by meeting it durable needs and aligning with national priorities and global goals – such as SDGs 3, 5, 6, 7, 10, and 11. The initiatives show high effectiveness and transparency in spending. The focus on renewable energy, digital inclusion, and resilient infrastructure reflects a sustainable approach to building long-term community well-being.

Key Recommendations

• **Scale High-Impact Interventions:** Such as solar installations, medical camps, sanitation, and digital inclusions that offer long-term value and are replicable in other geographies.

• **Establish Robust Monitoring and Impact Assessment Frameworks:** to measure effectiveness and inform future investments.

For a complete understanding of findings, DRG's analysis, please refer to the project specific findings.

Methodology of Impact Assessment

To assess the impact of the project, as mentioned in table 1, the following detailed steps were undertaken by the project assessment team. This analysis is based on qualitative and quantitative views on the impact of the project on the lives of beneficiaries and the stakeholders.

Step 1	Engagement with the Beneficiaries of the Project	Use of focus group with both a representative factory (large) and a small one (small) to discuss the impact of the project on the beneficiaries and the stakeholders.
Step 2	Desk Review of Documents	Review of project documents
Step 3	Interviews	Interview of 10 staff members and beneficiaries (age, 17-25) (stakeholder survey)
Step 4	Questionnaire Survey Research Tools	Deployment of survey tool with a primary survey tool to help beneficiary survey for the project.
Step 5	Data Collection, Analysis and Interpretation	Data collection Analysis of data using SPSS Deployment of report Development of project recommendations to management

Methodology of Impact Assessment

Engagement with the Beneficiaries of the Project

The impact assessment was initiated with a kick-off meeting wherein the project team from IMAI and the respondents together for a high-level discussion on the scope and steps involved in the assessment. IMAI was requested to share all the relevant documents pertaining to the project being assessed.

Desk Review of Stakeholder Documentation

Once the scope was finalized and the steps involved in the assessment were well understood by IMAI, a thorough document review was undertaken by the assessment team. The gaps in documentation were identified and conveyed to the project team at IMAI for clarification and further development. Meetings were conducted with the internal stakeholders of the project to get a complete overview and understanding of the project.

Questionnaire and Survey Research Tools

After reviewing available documentation and internal stakeholder consultation, the research team developed tools such as project specific questionnaires and beneficiary survey to further determine qualitative and quantitative aspects of the project as required under the IMAI framework. The IMAI framework is a basic project assessment guideline and can be used for a wide range of IMAI projects. The framework has two main categories of qualitative assessment to determine impact namely stakeholder perception, stakeholder consultation with other stakeholders and awareness of the change.

Relevance (I)

Is there a need for an initiative, especially for most disadvantaged and underserved, that will address the benefits and priority concerns of the institutions and processes created through the project, and/or for an equitable distribution of resources and resources?

Relevance (II)

Do the services, resources, and institutions supported by the project align with the actual needs and priorities of the local community? Was the planning process inclusive and participatory? Have correct policies developed collaboratively, incorporating community input?

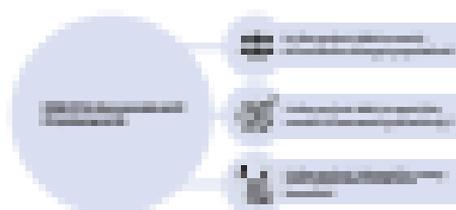
Effectiveness (I)

How well have the project activities fulfilled the expectations of the community? Were the interventions completed on schedule and within budget? Have resources been allocated, tracked, and utilized efficiently? Is the model suitable or adaptable for implementation in other regions?

Convergence (I)

How effectively has the project aligned and integrated with existing government policies or other non-governmental initiatives? How effectively has the project aligned and integrated with existing government policies or other collaborative initiatives? What is the nature and strength of the connections between individuals, communities, institutions, and external stakeholders?

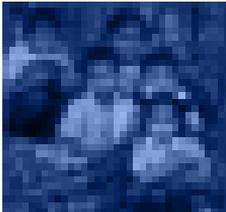
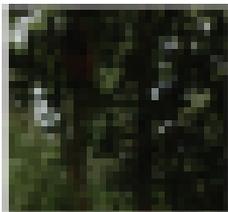
Sustainability (I)



Is there a vision of community ownership over the outcomes achieved created by the interventions that will continue delivering benefits post-project completion, independent of donor support? Have local institutions been equipped to maintain their ownership, and is there a defined strategy for project exit?

Data Collection, Analysis & Recommendations

The project team collected data both directly with on-site and analysis was carried out to arrive at insightful findings for each of the projects. The final report was prepared and shared with R&D and its implementation partners for their input and feedback. The final report was then submitted to R&D management for consideration of inputs and recommendations.



**Theme: Child and Youth
Development**



Background

It takes a significant number of children and youth from marginalized communities to qualify education, literacy development, and acquisition of the right to face economic challenges, access to health services, and a lack of supportive environments that foster growth and future opportunities.

About the Project

That's why we focus on the holistic growth of children and youth from marginalized communities. The project aims to foster comprehensive development by engaging children with both academic support and essential life skills. Under this program, trained facilitators guide children in their studies and in understanding their rights and responsibilities. Facilitated study sessions serve as safe learning spaces where children can engage with facilitators, study books, and access learning materials provided through the program.

Mode of Operation: That's why we establish Club and Study Centers where after school activities are conducted in both academic community spaces such as schools. The facilitators take care to address requirements of children from vulnerable backgrounds and differing abilities, while our peer trust communities ensure the activities are tailored to their requirements and ways from academic, sports, special education or other curricular interdisciplinary learning.

Month	Theme
July	Mathematics
August	Health Education
September	Reading Development
October	Reading Development
November	Mathematics
December	Mathematics
January	Mathematics
February	Mathematics and Life Management
March	Mathematics
April	Mathematics
May	Mathematics
June	Mathematics

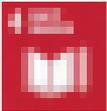
Monthly Themes are established and controlled. Study Centers are selected to host these facilitated modules for intensive interaction with children. Activities include Summer Camps, Festival, Sports Programs, Educational Workshops, Sports Meets and In-house Meets. Our activities are conducted mostly on alternate Saturdays. In Study Centers, the focus is on academic improvement (English Reading and Writing) along with life-skills (English Meets, Sports Meets) are included to meet every child's participation support the project and help give to children from nearby areas.

The operating strategy for the implementation of the program is to engage project coordinators to create and manage centers by involving local and national leaders along with teacher volunteers. This ensures that implementation is based on children's activities and materials.

The project aims to:

- Create an environment where children are happy, healthy, academically successful and engaged, and supported by informed parents.
- Provide academic and non-academic skills development to promote growth and readiness for various opportunities.
- Equip children with life skills and skills to actively contribute to society's development and progress.
- Increase the children's confidence, self-esteem, and self-reliance and independence.
- Encourage and promote self-reliance, managing resources and equipping to contribute benefit.

Key findings

Issue Area	Key Messages	Section 504 Compliance (1)	Appropriate Methods (2) (3)
	<p>Section 504 compliance issues are better addressed outside meetings with the only change to activities and activities require attention.</p>	<p>Part 101.33(b) regarding activities affecting equal education has been implemented/being considered with special needs children across state, particularly about activities and fieldwork.</p>	<p>Both Special Needs (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)</p>
	<p>Part 101.33(b) regarding activities affecting equal education has been implemented/being considered with special needs children across state, particularly about activities and fieldwork.</p>	<p>Part 101.33(b) regarding activities affecting equal education has been implemented/being considered with special needs children across state, particularly about activities and fieldwork.</p>	<p>Both Special Needs (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)</p>

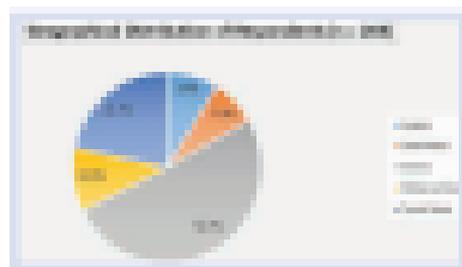
Analysis and Findings: Summary of Impacts Created

Based on the data collected from quantitative surveys and our qualitative interviews with project stakeholders along with desk review of the project documents provided by the field team, the research team has summarized the findings of the study.

1. Profile of the Respondents

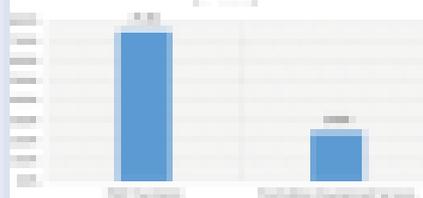
Below analysis presents the profile of the respondents based on various demographic indicators including age, gender and geographical location important to below representation.

Majority of the respondents, 61.7% (n = 288) were below the age group of 35, more than half of the respondents, 52.7% (n = 250) identified themselves as female while 46.0% (n = 221) identified themselves as male. Half of the respondents, 50.7% (n = 243) were from basic units whereas respondents were from project sites in seven (28%), fieldwork (27%), sub-office (26%), and field team (17.6%) (n = 85).

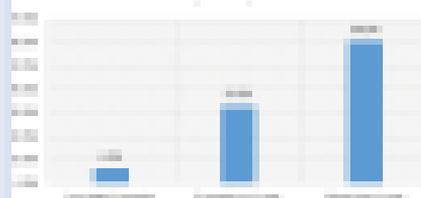


Three-fourths of the respondents, 74.6% (n = 358) were beneficiaries of the activities of UNF Foundation while 25.4% (n = 121) were beneficiaries of the activities of the organization because of their beneficiaries based about the project initially, close to 50% of the respondents learnt about the project through their personal networks including friends/family/community members and teachers or facilitators while 40% reported that they learnt about the project directly from implementation Partner Representations (20%), 30.1% of the respondents have been associated with the project for more than one year while the remaining have been associated for equal less than one year.

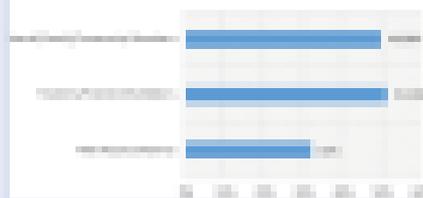
Representative System of Independent (n=100)



Number of Respondents with the report (n=100)



How dependent do you feel about the representative system abroad?



Multiple choice question, including only correct answers (100%)

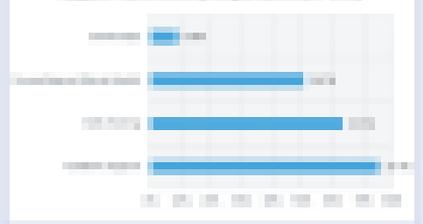
3. Benefits received and utilized

Key Responsibilities (as defined by respondents) (n=100)

- 100% (n=100) are with 0-100 children
- 100% (n=100) study English with 4-100 students
- 100% (n=100) being held classes through formal study program
- 100 students receive skills training
- 1,700 students benefit through summer camp
- 100% students participated in different arts and sports activities

Along with academic and non-academic support offered by the project, 100% of the respondents do not receive academic support while 100% respondents received non-academic support such as skills training, and 100% received formal training through the program. 100% of the respondents received financial support through a scholarship from the project.

Types of funding respondents (n=100)



Multiple choice question, including only correct answers (100%)

While the above represents the broad category of benefits received by the respondents, the following table and figure highlight the specific type of activities that were best utilized by the respondents (81.7% (n=1,488) of respondents utilized at least one challenge, and 78.8% (n=1,408) respondents utilized at least one workshop and exposure meeting). The most set of activities most utilized by respondents include financial literacy activities (73.8%), the activities (70.8%) and sports activities (68.8%). The activities least utilized by respondents include developing business (26.7%) and library (26.7%) (n=500). Academic activity utilization could be lower due to lower targets study activities compared to others.



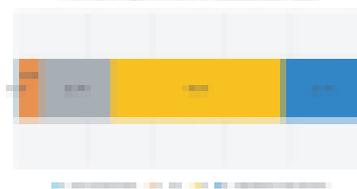
Multiple choice question: workshop utilization (n=1,488)

3. Impact of the Project

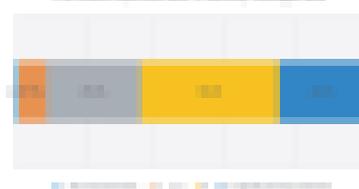
The following matrix summarizes the findings from the primary beneficiary survey in reference to the perceived impact of the project being part of beneficiary-led activities and utilizing the services provided by this project. The respondents felt a not positive impact on their abilities (36 average, 28% (n=528) respondents rated significant improvement (rating of 5) in their abilities while 48.7% (n=918) rated the improvement in their abilities as quite significant (rating of 4). Approximately 18% (n=336) rated the improvement as minimal (rating of 1 to 3). The fraction of respondents who felt there was no significant impact on their abilities and efficiency (1.7% average). Thus is a clear view breakdown of the perception of the impact on respondents' skills and abilities.



Secondary beneficiary's (mother) skills



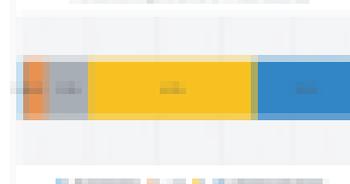
Secondary beneficiary's (mother) literacy



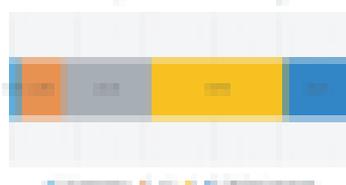
Secondary beneficiary's (spouse) skills



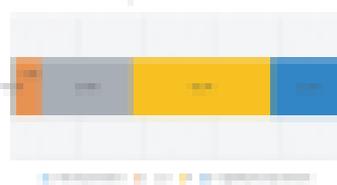
Secondary beneficiary's (spouse) literacy



Secondary beneficiary's (other family) skills



Secondary beneficiary's (other family) literacy



Analyzing the secondary beneficiary perception of the impact of the programs as primary beneficiaries, it reveals an average response rate of 88% on a scale of 1, worse off, to the skills assessed (90.1%), showing considerable confidence in the activities implemented (94% percent).

Secondary beneficiary's (beneficiary) perception



4. Site Visit Report and Case Stories

An interaction with children in Kerala - Kerala had several schools brought into their learning experiences. They shared their stories. Many thanks and appreciation helped them understand the importance of using money when they used to buy school materials like bags and shoes. One of the beneficiary students spoke about buying pens at the center and visiting several places in 4 computers. The children also needed their exposure visit to the Dairy Farming which allowed them a real life work perspective on the classroom.



Figure 4.1: Interaction with children in Kerala

In Kerala, we formed a group of students gathered after extensive study staff, lessons and project with the support of a volunteer who worked to assist them with their academic needs. Through academic coaching, the children shared their experiences of participating in financial and analytical coaching and receiving printing etc. to support their academic progress.



Figure 4.2: Interaction with children in Kerala

A teacher from the study points to Kerala shared his experience of working with the school development program (SDP) on the project. He explained SDP for more a year for providing after school education to children from nearby villages, helping them strengthen their academic foundation. As graduate from Kerala, he is satisfied with the program and its impact on the children. However, he expressed his need for a dedicated working space to better support their educational experience. He also shared his aspiration to further his own career and continue growing in the education sector.



Figure 4.3: Interaction with children in Kerala

Benjamin Thomas is a teacher and volunteer from SDP. He has been working in the school as both a teacher and financial worker, currently teaching a group of 150 students. He conducts about 1000 student visits and 1000 banking visits offering loans throughout the week at any available location. While committed to his role, he notes that some parents withdraw their children from the program due to work obligations or lack of awareness. Benjamin hopes for greater understanding from parents.



Figure 4.4: Interaction with children in Kerala

The research team reviewed notes of the educational materials that are prepared for the participants' study and study centres were found to have lots of exceptional quality resource materials.



Figure 10.10: Educational materials

Acquainted and familiar with government teachers working with UNICEF and other initiatives under the UNICEF banner, most of the staff of the education department supports activities of around the district. They are trained by UNICEF Foundation and act as facilitators, conducting monthly meetings at a special room centre and its related social activities where participants' skills have been covered. The foundation provides both the curriculum and teaching, which the teachers implement directly. They have received one round of training, particularly for summer camps, with clear guidelines and expectations from the foundation. A significant achievement was that the students get good marks in one level exams made at the intermediate level.



Figure 10.11: Government teachers training

UNICEF children village in Thiruvananthapuram acts as a starting point for implementation, offering a safe and secure environment. Each house within the village hosts around eight children, who attend different schools while being together under the care of the organization. With no government plan, the child takes an essential contribution to social operations. Children are referred through the child welfare office and eventually to help with an orphan, with all are placed generally three days after UNICEF foundation has partnership with the village through its Bangalore initiative, conducting monthly sessions and facilitating activities to enhance children's confidence and participation along community interaction for holistic development of a balanced mind through the UNICEF community innovation project, creating expansion education and engagement under the program is working smoothly. The village highlights the need for more resources, referred to as mother, to help with and support the children in their daily lives.

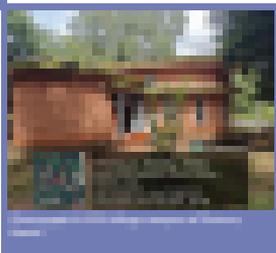


Figure 10.12: Children village

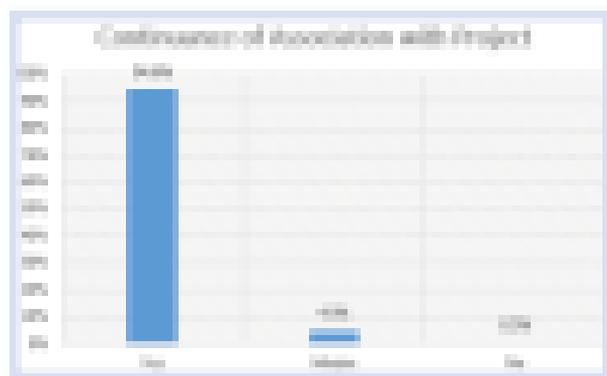
One study subject, a 48-year-old farmer supports a family of three children in challenging economic conditions. Despite his agriculture-based activities, he has allowed him to work only one income when while the other two must contribute to the household income through labour from their own heavy physical labour from a job applied to support his struggling family education. Through the Bangalore project, however, the family has found a new source of hope. The program not only provides multi-sectoral activities support through funds for the child but also equips all these children with essential life skills... opportunities that were previously out of reach for children, the opportunities brought a sense of what and the possibility of a better future for the children.



Figure 10.13: Farmer woman with her child

I. Challenges & Future Outlook

Majority of the respondents (88%) said to remain associated with the project.



Based on the survey responses, here are the anticipated future challenges that respondents foresee as not being correctly addressed/benefits of the Bangladesh program.

Education & Academic Pressure

Students often find it difficult to balance academic with extra-curricular activities like no heavy work loads, homework, and exams stress. There are no new ideas, strict government regulations, and limited school time further restrict their ability to engage in external programs, increasing the risk of dropout in some cases.

Logistical Challenges

Transportation difficulties, unimproved school facilities, and adverse weather conditions frequently disrupt program sessions. In addition, the lack of internet access or computers for following/learning and watching content often lead to programmatic divide activities.

Social & Family-Related Issues

Low parental involvement and limited family support reduce student participation in programs. Social discrimination, peer pressure, relocation and migration further affect connectivity while community awareness on education indirectly impact children's well-being and focus.

The following summarizes expectations of the respondents for program improvement in future:

- Ensure consistent teachers and facilities with economic space and conducive learning when needed
- Increase parental involvement through awareness programs, training, and participation in community events.
- Provide financial and material support such as stipends, fee assistance, and resources for academic and extracurricular activities.

"We are encouraged about the staff's interest in and use of" – Staff survey

Student Survey, 2019/2020

"We are dependent on operations staff – please give training about collection & use periods so that they would support us in our study. This will improve our confidence in staff" – Student Survey, Student Feedback Survey

2019/2020 Survey of Staff Interest and Engagement by RCUK – November 2019

Student Survey Results

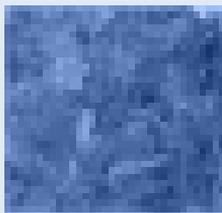
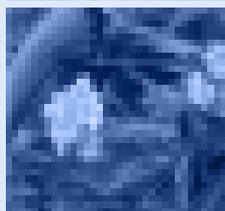
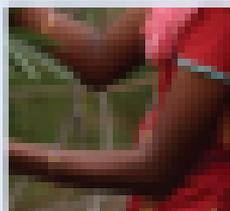
6. IRACS Analysis

Based on interviews with key stakeholders and their review of the project report, impact of the project has also been assessed on the IRACS (Inclusiveness, Reliability, Flexibility, Sustainability, Accountability) framework parameters. The IRACS analysis summary has been presented in the table below:

Parameter	Assessment from the Study
Inclusiveness	<ul style="list-style-type: none">Reliability is a key component of this program, 100% (10/10) of the respondents considered the user-agreed IR and SLA (10/10) of business hours.Flexibility – the IRACS project targets (1st and 2nd) groups in the 1st Program, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th, 101st, 102nd, 103rd, 104th, 105th, 106th, 107th, 108th, 109th, 110th, 111th, 112th, 113th, 114th, 115th, 116th, 117th, 118th, 119th, 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Assessment from the Study

Relevance	<ul style="list-style-type: none">• 80% (n=202) of the respondents (n=253) stated that there was a real need for such a maths development program.• Some of the reasons reported by the respondents for the need of such a program include – latter academic support, student mentoring, promote learning beyond school, educational enrichment, exposure to new opportunities, self-learning support, motivation to learn support.• Respondents reported lack of mathematics learning in rural areas, lack of mentoring, sports coaching and personality development.• “We selected a group to represent rural (n=12) and town (n=14) schools (n=26) – Mahanadi Rural (Mahanadi) Secondary School.”
Effectiveness	<ul style="list-style-type: none">• The program has effectively improved mathematics conceptual ideas and mechanics that all cities and rural districts by increasing their exposure to mathematics and science in collaboration. Children have attended and are more confident and able to solve maths problems. Maximum attention was reported for maths concepts (80%) and science exposure (60%) respectively. Low attention was observed for maths (20%).• Given average 80% (n=202) reported participation in their districts as 4-5 schools (n=10) of 10-15% specific impact perception shows that maths is highly shared in respondents (80%), science reported no significant impact from their learning.
Challenges	<ul style="list-style-type: none">• This project has functioned on the CBSE model with strong collaboration between academic institutions through IT platforms and understanding of operational patterns of the local level. They have formed strong partnerships with local partners to ensure participation of children from nearby areas.• The projects are well aligned with UN SDG Goal 4 (Quality Education) and 17 (Partnership for the Goals).
Sustainability	<ul style="list-style-type: none">• The project has fostered community capacity through training local professionals in maths and science.• The project has successfully collaborated with NGOs and local schools in collaboration for long-term impact.



Theme: Sustainable
Livelihood

The commitment to enhancing the program's impact is evident through the introduction of accelerated training when IFAD supports participants on top of their 2 to 3-year value chain change agent operations. This frameworking approach aligns with the growing significance of climate-resilient and gender-inclusive IFAD livelihoods in regard to the future changes in the dairy energy landscape.

Major Activities

- Conducting training programs on milk PI initiatives, maintenance of entrepreneurship.
- Facilitating training on IF change agent.
- Organizing awareness campaigns through various communication activities.

IFAD Pathshala (IFAD) has partnered with NGOs and has engaged voluntary experts and agricultural institutions to provide training to the rural youth with 40 days residential training. The period between youth and women in pre-adolescence, making them 15-20% more aware of their services in their communities. This increases their technical knowledge, generates income, builds respect training, and provides a residential and social related to formal trained economy.

Major Activities

- Includes technical training
 - Dairy entrepreneurship program creation training
 - Entrepreneurship development program on dairy products
 - Training on milk PI and branding
- Conducting training sessions on animal health management, dairy entrepreneurship and value-added dairy products.
- Organizing voluntary health camps with services such as deworming, pregnancy diagnosis, AI and vaccinations and reproductive.

IFAD Knowledge Share as a Friend of Agri Farmers is a five-day family-involving program by IFAD with the help of various partners, with Water Supply Board and Food and Health Agency in partnership. The main objective of the program is to provide opportunities among various activities including to become applications entrepreneurs. Since 2018, IFAD has been providing training in three different states: Tamil Nadu, Karnataka and Maharashtra, inspiring rural youth and farmers, and training them to work towards building a more resilient and prosperous agriculture sector through contributing to the development of food areas.

Major Activity

- Conducting Farm-to-Fork system for product training on technical, agribusiness and agri-business management in connection with technical support mechanisms.
- Providing ongoing mentorship and technical support for rural food clusters.
- Organizing workshops on animal health, poultry, breeding and agricultural marketing.

Key objectives for

- Develop a dairy energy entrepreneur through training, marketing, and market linkage.
- Enhance entrepreneurship and support farmers to improve food quality and milk productivity.
- Develop entrepreneurs and enhance farmers' productivity.

IFAD Capacity Building in Marketing linkages for Entrepreneurship initiatives:

This initiative supports the development of sustainable enterprises by working with milk shed groups (MShG), producer groups, and Farmer Producer Organizations (FPOs) to enhance an entrepreneurial entrepreneurial skills through training and development while facilitating market access. The initiative aims to support sustainable livelihoods, food economic growth, and greater inclusion for marginalized communities.

Mode of Operation By partnering with various groups such as milk shed groups (MShG), producer groups, and Farmer Producer Organizations (FPOs), the programme aims to facilitate entrepreneurs skills through comprehensive training and development initiatives.

The project aims to:

- Enhance the socio-economic conditions of impoverished farmers in remote areas
- Expand capacity building training for farmers working with small and medium enterprises
- Facilitate access to micro-finance and markets for these farmers

Best Practice and Key Achievements

IFAD Farm Extension Programme

IFAD Foundation Farm Extension programme aimed at promoting climate smart agriculture sustainably reaching 200,000 farmers across eight states with 1,000 programmes and 80,000 beneficiaries with agencies and farmer producer organisations (FPOs). The programme focused on sustainable agricultural practices to help farmers adapt to climate change challenges. Key partnerships as IFAD, and IFADP led 20 programmes, supporting over 4,000 farmer producer organisations (the 10 states are, MP, and Karnataka) also run themselves following the network.

Experts' Visits for Farmers

IFAD Foundation organised an FPO response visit to the 60 Mahatmas and IFADP field visit on Agricultural College and Research Institute (Madurai), Tamil Nadu. The programme was spearheaded by NARS/IFADP in collaboration with the Ministry of Micro, Small and Medium Enterprises, NARS/IFADP, Tamil Nadu Agricultural University.

To change and improve livelihoods of farmers on best practices in farm farming, IFAD Foundation supported a training programme and approach that is part of IFAD Field Extension Model with extensive farmer participation in this targeted area. The Hyderabad Farmer Producer Company Ltd., supported by NARS/IFAD and IFADP, focuses on farm activities along with poultry, fish, goat, vegetable, and flower.

Farmers visited through Farmer Producer Company (FPO) in Hyderabad, Telangana known for its expertise in income production and value addition.

Experts' Visit to Hyderabad FPO, NARS, Maharastra

An expert visit was organized for 20 Farmers from Orissa and Farmer Producer Company (Small Scale, Nagpur) formed by IFAD Foundation with NARS/IFADP support under the 10000 FPO CMA Scheme. The visit aimed at providing insights into the successful operations of Hyderabad Farmer Producer Company known for its focus on farm production and value addition. During the visit farmers explored the income block, including the manufacturing unit, packaging unit, and advanced cold storage system, highlighting effective quality and integrity maintenance.

Engagement Day Collaboration with farmers

IFAD Foundation Farm Extension Model programme (day visit) 100 farmers across Maharashtra and Madhya Pradesh. The event focused on planting saplings and spreading awareness about an climate smart agriculture addressing topics such as adaptation methods, increasing agricultural productivity, food security and reducing greenhouse gas emissions from agriculture, along with an emphasis on soil conservation practices and water conservation strategies. The 100 farmers of the year (aged 18-60 years, 50% females, 50% male) and through NARS/IFADP initiated strongly with the participants. The programme helped the farmers to gain insights into water management techniques, including drip irrigation, mulched management, rainwater harvesting, and precision irrigation methods like sensor irrigation and precision farming. Around 1000 tree saplings were distributed to the farmers in the session.

1. Profile of the Respondents

Below analysis presents the profile of the respondents based on various demographic indicators including age, gender, occupation and geographic location. Significant relative representations:

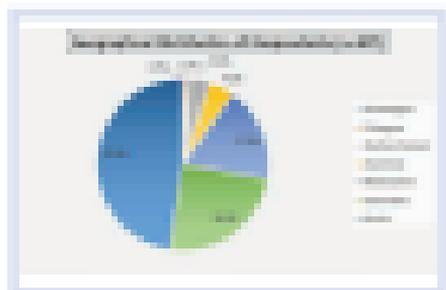
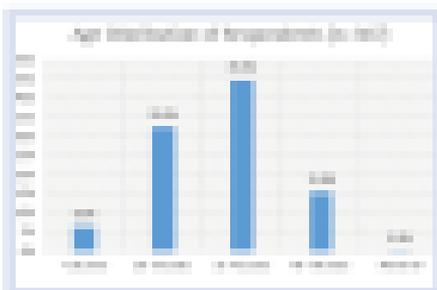
The age distribution of respondents shows that 66.4% (n=104) fall within the 18 to 29 age bracket, aligning with the typical working-age population. Notably, 48% of respondents are between 18 to 24 years—often considered the prime age for entrepreneurship—indicating strong participation from readily aged women and showcasing the digital working landscape opportunities for small business. The overall age group comprising 66% of respondents falls within the 18 to 29 age range, reflecting significant interest in entrepreneurship and skill development among young adults. Further, 48% of respondents (n=76), fall within the 18 to 24 age group which emphasizes the growing interest in vocational skill development in young people.

More than half of the respondents, 48% (n=76), are women, showing adequate representation of women entrepreneurs in the skill and business development programme.

The highest and skill development project show strong representation from Kaduna state with close to half of the respondents, 47% (n=74) belonging to female and newly graduates, 46% (n=72) belonging to local firms. Most of the respondents are from Kano state (n=17), Kaduna (n=16), Kogi (n=16), Plateau (n=15), Jigawa (n=14), Anambra (n=14) and Lagos (n=14).

In terms of the occupation of respondents, 42% (n=66) of the respondents are housewives indicating the aspiration of such women to acquire business and supporting themselves and their families. 41% (n=66) of the respondents are self-employed (owning small and medium businesses) mainly self-employed individuals maintaining their skills and supporting business activities. Farmers form 12.4% (n=20) of the respondents while remaining respondents are students (7.4%) and unemployed individuals (3.4%) (n=54).

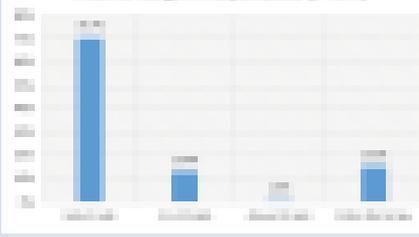
44% (n=70) of the respondents are differently abled indicating modest disability in the course of the program. Analyzing the income range of the respondents shows that 74% of respondents (n=116) set-up to activities 1 skill capacity activity. This is clearly the target group to which these programmes are tailored towards (70% (n=110) of the respondents belongs to middle group between 1 to 10 skills who provides an insight into the potential of the programme to improve the life quality of participants or alternatively attract self-serving participants who wish to further improve their income levels.



Composition of respondents (n=101)



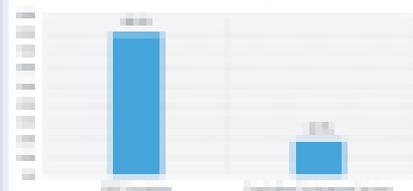
Income level of respondents (n=101)



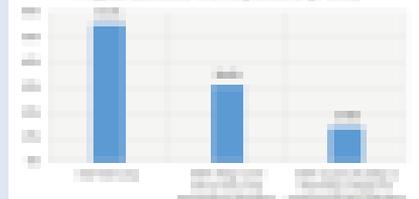
In terms of distribution of respondents based on their implementation partner affiliation, a majority of the respondents (88%) (n=87) were affiliated with that's foundation while 13% were affiliated with traditional development partners. The respondents profile indicates that close to half of the participants (54) (n=53) were part of that's fall camp while 47% (n=47) were part of that's spring based Entrepreneurship Development Programs and 4% (n=4) were part of that's equity building & incubating strategy for entrepreneurship called that's.

Nearly half of the respondents, 48% (n=48) have been associated with the project for more than one year while remaining have been associated for a period between one to six year. Most of respondents have already being and continuing members across to the strongest source of information regarding these projects (84%) (n=84) while 16% respondents are the essential source of building the technology profile centre (n=16) followed by 15% (n=15) teachers/facilitators.

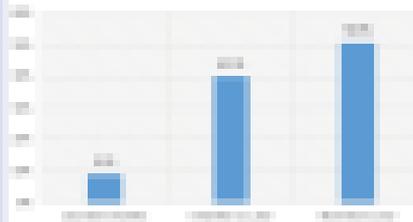
Education of respondents (n=101)



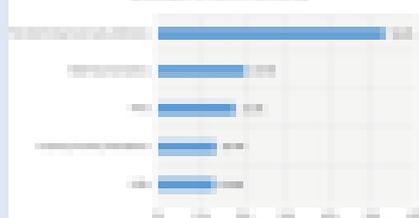
Legal advised all respondents (n=101)



Number of associate with the project (n=101)



Are respondents' aware of how to use the Project (n=101) (n=101)



Multiple choice question, and all respondents up to 100%

3. Benefits Received and Utilized

WAF Village

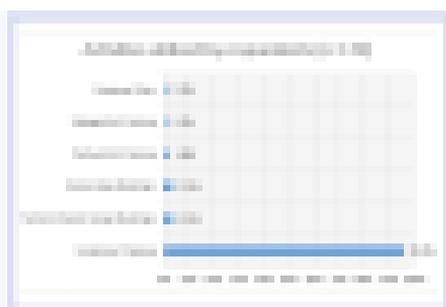
Key Impact
Indicators
to Identify
Implementation
Success

- 1,000 beneficiaries (100% of the population) and other stakeholders trained
- 1,000 supported in **digital literacy** (100% of the population)
- 1,000 supported in **financial literacy** (100% of the population)
- 100 digital skills provided for **training** to support of their **business** or **livelihood** problems (100% of the population)
- 100 financial products for **the digital** (100% of the population)

Considering only those respondents who were part of WAF's full team, the support received and activities utilized were highly accepted at 100% (100%) of the respondents received digital development support. This indicates strong adherence to project initiatives and goals of providing various activities associated with training. 100% (100%) also received entrepreneurial mentoring and 100% (100%) received employment support in terms of activity utilization while 100% (100%) agree to attending vocational trainings. Most percentage of respondents have received digital skills (100%) and financial (100%) training as well as attending overlapping series of projects and events of participants.



Multiple choice question, excluding not valid up to 100%



Multiple choice question, excluding not valid up to 100%

WAF Village-level Entrepreneurship Development

Key Impact
Indicators
to Identify
Implementation
Success

- 100% respondents (100% of the population) agreed to **large PV** system design, **installation**, and **maintenance** over **three** (3) **years**
- 100% Participants (100% of the population) provided support to **agriculture**
- 100% beneficiaries not using **light** and **water** related **equipment** regarding **WAF** **services**

In this initiative, 100% (100%) respondents have received skill development support through programs such as Vocational training (100%), digital literacy training (100%), financial literacy training (100%) or other form of vocational training (100%). 100% (100%) agree to receiving Entrepreneurial mentoring and 100% have received financial literacy.

Legend: Respondent Response Rate (%)



Multiple choice question, with following not adding to 100%

Administrative Response Rate (%)



Multiple choice question, with following not adding to 100%

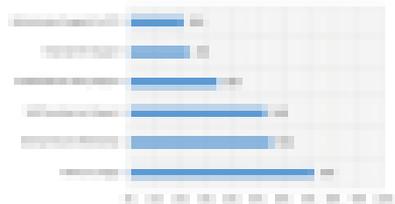
IFAD Capacity Building & Marketing Challenges for Entrepreneurship Cell/units

Key Project Deliverables
for Capacity Development
Activities

- Supporting 10,000 initiatives, marketing more than 40,000

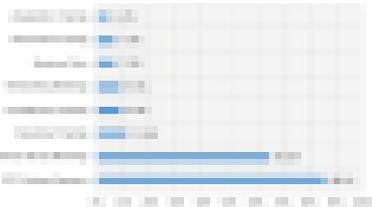
Aligning with the initiative's core objective of providing access to market rural traders in Kenya, 100% (10/10) respondents in the project felt supported to have received Market Linkages. Other respondents mentioned relevant entrepreneurial training (70%, n=8) and business development support (70%, n=8). 100 training programs were attended by 86.7% (n=28) of the respondents while former trainings were attended by 86.7% of the respondents.

Legend: Respondent Response Rate (%)



Multiple choice question, with following not adding to 100%

Administrative Response Rate (%)



Multiple choice question, with following not adding to 100%

Impact of the Project

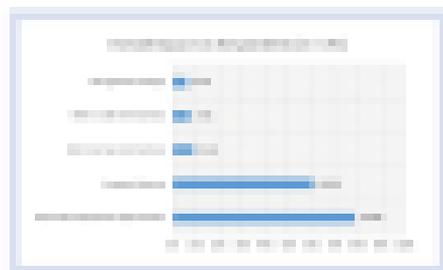
The following statistics summarize the findings from the primary beneficiary survey in reference to the impact of the project.

In terms of overall impact of the **EMAP Small-BizEMAP** initiative, 78.8% (n=176) of the respondents agree to improved employment opportunities and 78.8% (n=176) agree to improved income. In terms of entrepreneurs, 74% (n=176) were able to start-up new business and 74% were able to scale an existing business. 87.5% (n=176) indicate no negative impact from project involvement.

In terms of overall impact of the **EMAP Village Level Entrepreneurship Development Program**, 74.2% of respondents (n=161) feel they helped to start their businesses and 78.3% of respondents (n=161) feel a few subjects have increased their business's productivity. Almost one-third of respondents (30.4%, n=161) feel they have helped themselves their business while 27% (n=161) feel it has helped them set up their businesses. 74.2% (n=161) have responded to have had no significant impact.

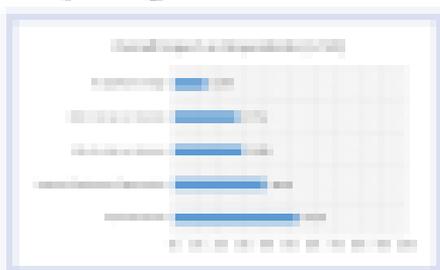
Regarding overall impact of the **EMAP Capacity Building & Marketing Strategies for Entrepreneurship Collaborative Initiative**, 80.8% (n=181) of the respondents have responded to have had a positive impact on income. Close to half of the respondents have seen impact in starting up of new business (37.5%, n=181) and scaling up of new business (37.5%, n=181).

EMAP Small-BizEMAP



Multiple choice question, confidentiality not all right to EMAP

EMAP Village Level Entrepreneurship Development Program



Multiple choice question, confidentiality not all right to EMAP

EMAP Capacity Building & Marketing Strategies for Entrepreneurship Collaborative



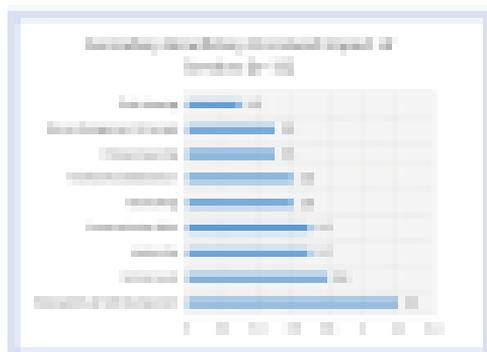
Multiple choice question, confidentiality not all right to EMAP

Perceived Improvement in Financial and Entrepreneurial Skills (all projects combined)

Through the duration of programs, about one-third (33%) of respondents reported that they had a net positive impact on their skills and abilities (in an average, 10.8% (n=187) respondents used significant improvement (rating of 5) in their abilities, while 22% (n=357) used the improvement in their abilities quite significant (rating of 4). Overall average: 33.8% (n=544) used the improvement in financial (rating of 4 & 5). The lowest of respondents who did not receive significant impact on their abilities and skills was 1.8% (average). Therefore, the positive feedback of the perception of the impact on respondents' skills and abilities.



Analyzing the secondary beneficiary perceptions of the impact of the programs on primary beneficiaries, it reveals an average response rate of 8.7 on a scale of 1-10, across all the skills assessed (primary beneficiary students confident in the activities delivered and impact on the beneficiaries).



4. Site Visit and Case Studies

16-year-old Sahar Khalid shared her experience with strategic collection although the training was difficult because she wasn't familiar with the skills. However, she says that the training was very helpful and she was able to sell her produce directly without intermediaries. The training served as a source of supplementary income and even individuals participated in financing the school. These outcomes indicate the high use, value and responsiveness to existing training opportunities, such as telephone learning.



Yapta Delivery Unit is a beneficiary of the skill leap program and currently has a traditional food enterprise from her home using both her husband and two children – her husband operates a van – Yapta has been associated with the Foundation of 2017 and joined the skill development program in 2018.

Improving her mother and encouraging friends, she learned to make protein, chicken powder, and dairy powder. Today she sells her products for the same price and supplies to RFP's supporter (school) under selling amount (profit) 15,000 per month. Previously a social worker engaged in child protection activities, she now shares her knowledge by conducting sessions on health, training and reproductive awareness in collaboration with RFP. Yapta also takes part in their training opportunities and between their motivation, inspiration, and continued support are just a chat a training. She agrees to open her own shop in the future.



Language Ability: It has been associated with the foundation as a leader for the past seven years, contributing to various skill development programs. With experience in working with institutions like IITM, IITK, Indian Institutes of Management and IIM, she regularly conducts training sessions in taking teams—such as sales teams, and students—as well as their skill acquisition, providing hands-on training, coaching, and heavy assistance.

Operating under her formal leadership/guidance, Langhe has trained many individuals, several of whom have gone on to start their own businesses. She has conducted several training sessions along with her husband and his children, who are satisfied with the support provided as far as emphasizes the need for additional assistance such as finance and certification to further benefit business.



Ms. Langhe
Langhe is a highly motivated and hardworking individual who has been instrumental in the success of the foundation's various programs. She has a strong background in business and has been instrumental in the development of the foundation's training and support programs.

Garhwal, Mr. Dr. an electrical service provider and the sole breadwinner for his family, has been a key beneficiary of the organization's initiative starting with an assistance request to start his journey against the a structural entrepreneurship path through the program from the end of 2017. He has undergone formal training supported by the foundation, in collaboration with IITM, who provided mentorship. The training skill development training led to a significant improvement—nearly 70% increase—in his monthly productivity through cost control and the creation of additional income.



Mr. Garhwal
Mr. Garhwal is a highly motivated and hardworking individual who has been instrumental in the success of the foundation's various programs. He has a strong background in business and has been instrumental in the development of the foundation's training and support programs.

With the support with Garhwal now complete, progress later and have on these assignments. He will gain an abundance of that value with and he will get it about the formal education's ability, the training through later in the other business. Of the 20 participants in the batch, 10 are actively involved, with 7 of fully applying their new skill-sets to their formal and/or personal.

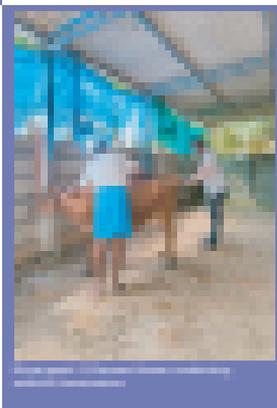


Mr. Garhwal
Mr. Garhwal is a highly motivated and hardworking individual who has been instrumental in the success of the foundation's various programs. He has a strong background in business and has been instrumental in the development of the foundation's training and support programs.

He feels safe enough as a promising cost-effective option for basic although changing regulatory changes may impact earnings. Garhwal also benefits from hands-on exposure and work through the program and improves through of continued training. He was highly motivated with an excellent coaching session to start strong.

Described as a training partner, IITM covers the training fees for participants undergoing an artificial insemination and breeding program for dairy goats in communities.

Participants like K. Prasad Kumar (M) was a student and K. Rajesh (M), formerly a student, conducting an 18-month course from July, working around Rs. 1.50 per session. They have begun investing in their own equipment, contributing to a self-sustaining ecosystem. The program also involves cooperation and uses a replicable digital model to ensure consistent and implementation.



Ms. Langhe
Ms. Langhe is a highly motivated and hardworking individual who has been instrumental in the success of the foundation's various programs. She has a strong background in business and has been instrumental in the development of the foundation's training and support programs.

Garma Melonias founded a 10-year old entrepreneurial social venture challenges while setting up her third business, especially around regulatory and financial matters. Recognising the need for structured support, she joined the independent project to pilot practical guidelines and help others in similar situations. Through this initiative, the founder training certificate attended structured seminars and learned key business skills, including financial planning and reporting. The project currently strengthened its entrepreneurial capabilities but also evolved from its support around fit for start-up approval with licensing, marketing, staff/business management, governing etc. as a valuable member to the community.



Photograph courtesy of Singapore SkillsFuture

Jacky Chan was a 30-year-old Hong Kong-based, joined the SkillsFuture initiative to build a viable business through business-related services. Through the Practitioner route, he underwent three levels of training: setting up and managing a milk-pasteuriser (level 1), artificial sweetener production (level 2), and dairy beverage production (level 3). With this support, including the provision of an artificial sweetener container which successfully benefited his non-profit business and helps providing a voluntary service provide to residents. A highlight of his goals was the successful incubation of an innovation hub, they resulting in eight healthy puppies – an achievement that benefited the regulatory and training, and opened further professional opportunities.



Photograph courtesy of Singapore SkillsFuture

3.2 Challenges and Future Outlook

Key findings, challenges, and future outlook will be shared associated with the project.



Here are some of the key recommendations in view of program improvements as suggested by the primary beneficiaries:

Expand and deepen training interventions

Respondents expressed a strong interest in extending the duration of training sessions, as many felt the current length does not allow for adequate practice and learning. There is also enthusiasm for individual training, flexible schedules, and monthly follow-up sessions to reinforce skills over time.

Strengthen post-training support

Participants highlighted the value of continued engagement after formal training through regular follow-ups, individual coaching, and business coaching opportunities such as monthly meetings, product evaluation, mentorship, and on-the-job training, as well as key to building confidence and improving employability.

Improve market access and linkage

Communities recognize the importance of stronger market connections for both agri and non-agri products. Suggestions include creating market linkage platforms, providing market infrastructure such as coldrooms and bulk storage, and offering training in value addition, product quality, and accessing export digital markets.

Promote inclusion and social awareness

Communities identified the importance of building wider awareness for new livelihood, particularly in the context of women's empowerment. Increased dialog and engagement with local leaders were recommended to strengthen family and community support for these interventions.

"Thank you K4P for your support!" - George, Kaduha, TN

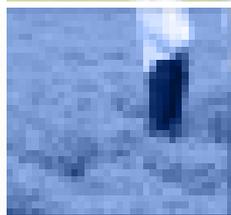
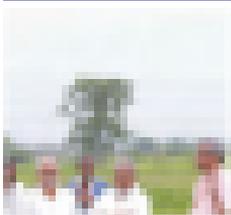
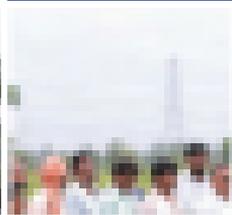
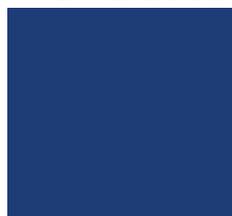
"Very happy for the support of K4P Foundation!" - Aggrey, Panga, TN

6. IRIS Analysis

Based on interviews with key stakeholders and their review of the project report, impact of the programme has been assessed on the IRIS (Inclusiveness, Skills, Efficiency, Sustainability, Governance, Fundraising) framework parameters. The IRIS Analysis summary has been presented in the table below:

Parameter	Assessment from the Study
Inclusiveness	<ul style="list-style-type: none"> The activities of the project address a diverse group of people in terms of age (young gender female) and ethnicity. As demonstrated through the analysis of the survey respondents, the target beneficiary group includes working age population of 18 to 64 (83.4%, male) including life women. 87.7% (n=102) of the respondents were at income level that they can afford. 47% (n=54) of the respondents are affected, either indirectly or inclusive nature of the program. Further, the projects are implemented in rural, low/low to mid level households/low to mid level groups/low to mid level districts.
Skills	<ul style="list-style-type: none"> Includes and provides various skills up to mid level of the field, yet only a small to mid-level income industry level skill, the majority of the beneficiaries are low-wage skills with limited mobility, strengthening vocational training and training skills in information technology, with and make sure essential to which skills demographic, digital and income inclusive growth. 89.7% (n=103) of the respondents benefited from such a program. Beneficiaries enrolled in the program primarily to gain skills that could help them start an entrepreneurial generating activities, especially in agriculture, livestock, and other sectors. Many sought financial stability, self-employment, or business growth. Others were motivatedly to gain access to micro-finance and use the program as a practical path to economic empowerment.
Efficiency	<ul style="list-style-type: none"> Across the projects, the survey results (percentage) suggests that the project services have been effectively valued by beneficiaries. 82.6% (n=95) valued the vocational training provided. 74% (n=85) valued the other strategies and 84.7% (n=97) used the micro-finance, while 74.6% (n=85) also valued vocational training interventions. The thoughts about improved employment opportunities, on an average, 81.62% (n=93) of the respondents agreed to improved income access benefits. In terms of their perception of business and economic development, 89.7% (n=103) perceived well as a entrepreneur's using a total of 10.5. 88% specific impact perception shows 71.6% (n=81) of respondents reporting no significant impact either way.

Thema: Social Inclusion



Analysis and Findings: Summary of Impacts Created

Based on the data collected from the quantitative survey and our qualitative interviews with project stakeholders along with their review of the project materials provided by their team, the research team has summarized the findings of the study as follows:

Summary of Impact Created

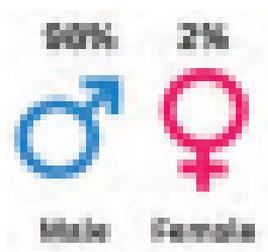
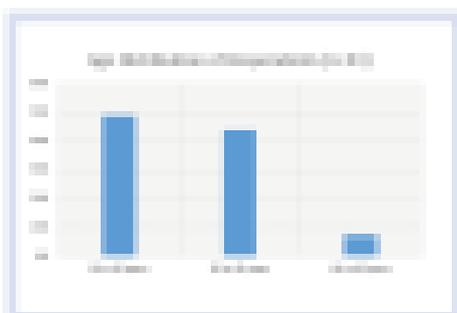
1. Profile of the Respondents

Below analysis presents the profile of the respondents based on various demographic indicators including age groups and geographical presence. Respondents (70%) prefer urban areas, respondents were male, while only 4.6% were women. Nearly half of the respondents fell within the 18 to 30 age group (38%), 20% followed closely by 31 to 40 years (20%), and a smaller share from 41 to 50 age group (17%), 20%.

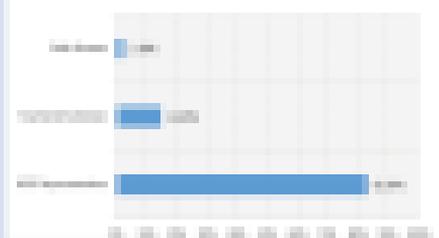
All targeted beneficiaries were based in Thiruvananthapuram, Kerala, with focus concentrated in locations such as Kollam, Puthiyathalassery, Kollam, and surrounding areas. The geographic focus aligns well with the project's role in supporting migrant populations within in urban and peri-urban parts of Thiruv.

All the respondents (100%) (70%) were beneficiaries of the health development services. Regarding their familiarity already learned about the project, a vast majority of them learned about it through their representatives, while 14.3% were informally approached through a social network of a one involved in the project.

In terms of engagement, 71.4% of respondents have been associated with the project for more than one year, while 19.3% have been involved for 6 months to 1 year, and 9.3% for less than 6 months highlighting a strong long-term association with the initiative.

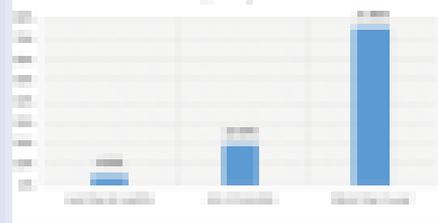


How frequently users use the mobile app? (n=10)



Multiple choice question, with following set of options for 100%

Number of sessions with the app? (n=10)



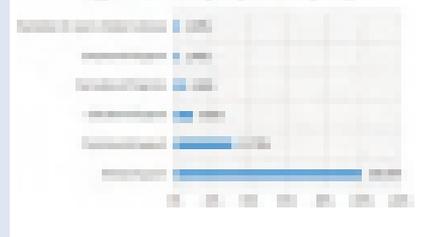
2. Benefits Received and Utilized

Key Project Deliverables:
 - Self-Awareness
 - Implementation for users

- 1,942 support requests and five (5) open issues resolved
- 1,778 feature requests across cross-functional support resources
- 102 feature requests through user stories
- 102 incidents tracked through help desk

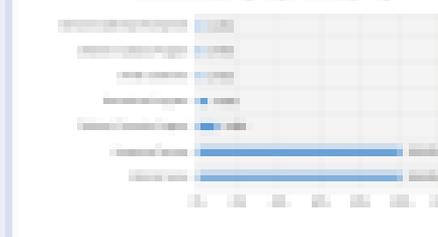
All respondents, 100% (n=10), reported receiving medical support through the program, highlighting the central role of health care services in the program. Additionally, 80% benefited from physical and support, and 100% received educational assistance in smaller segments. 100% participated in recreational programs, while 40% self-reported as being employed, support and utilization for government welfare activities.

Support received by respondents (n=10)



Multiple choice question, with following set of options for 100%

Activities utilized by respondents (n=10)



Multiple choice question, with following set of options for 100%

While the above represents the broad category of benefits received by the respondents, the following data and figures highlight the specific type of activities that were best valued by the respondents. 100% (n= 20) of respondents reported benefit from some form of awareness session, making these the most valued service under Project GARDiEM.

The next set of activities most valued by respondents include children's education support (85%), followed by recreational programs (85%), and cultural/participation programs such as blood collection, games programs, and skill and leadership development, with 80% of the respondents.

3. Impact of Project GARDiEM

The project demonstrated a significant positive impact on the emotional and mental health needs of migrants. An overwhelming 97.5% of respondents (n= 19) used the project's impact as a "Very Significant Improvement," with only one respondent giving a rating of 1. This highlights the effectiveness of initiatives such as psychosocial support systems, awareness workshops, and accessible community-based health services in addressing critical medical needs among vulnerable populations.

Beneficiaries highlighted several positive impacts. The most frequently cited positive impact was access to free medical consultation and support which led to improved health and health trust in healthcare services. They also highly valued community activities, medical programs, and emotional support, contributing to feelings of inclusion and care. Additionally, some beneficiaries reported benefiting from job placement services, housing support, and a heightened sense of belonging, a safe and welcoming environment. These responses collectively indicate the project's success in supporting both physical and emotional well-being, while simultaneously promoting dignity and respect.

In terms of social impact on beneficiaries lives, 100% of respondents reported improved health and wellbeing, emphasizing the project's strong focus on healthcare. A significant majority of 85% experienced a sense of social inclusion, demonstrating the project's effectiveness in integrating migrants into the community through 87.5% gained financial awareness, suggesting an improved understanding of budgeting, savings, or access to relevant schemes. Furthermore, a smaller proportion of beneficiaries also benefited from children's education support (85%) and job placement (80%), showcasing the project's broader developmental contributions.

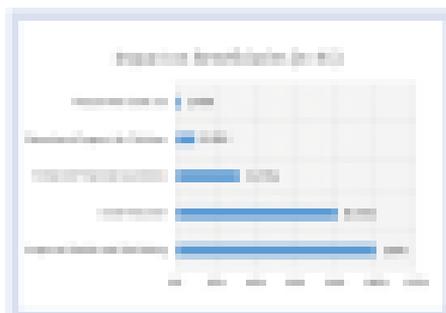
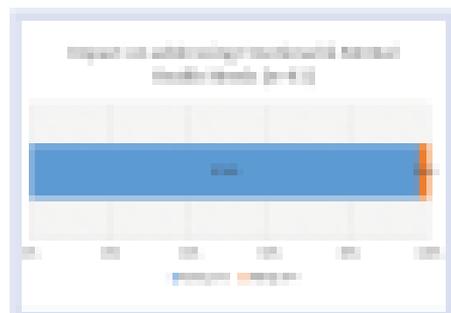


Figure 3: Awareness sessions and housing, including 100%.

Community inclusion and faculty through Project GEDNET@BaylorBioscience (PBG) reported that Project GEDNET helped them feel more welcome and included in their new community. This sentiment response reflects the project's success in fostering a sense of belonging, safety, and integration among migrant faculty, reinforcing the importance of inclusion and community-driven research.

4. Challenges and Future Outlook

Genealogically, beneficiaries expressed a strong willingness to recommend the GEDNET initiative to other migrant workers, with many respondents indicating that this sentiment underscores a high level of satisfaction and personal value from the program, suggesting it effectively addresses significant needs among the migrant community.

The most appreciated impact of Project GEDNET was improved healthcare access, including free consultations, medical exams, and vaccination services, often described as being a "blessing in our struggle." Beneficiaries also valued financial aid and emotional support during hospital stays. Beyond health, they highlighted the importance of recreational activities, support for children's education, job placement help, and government services like assistance with food stamps. The program's well-organized services fostered a strong sense of well-being and belonging.

"We struggled to get a job and now, with this program, we can do just that!"

— Maria, Migrant Worker, Mexico

"Thank you very much for how you took care of GEDNET in general events!"

— Carlos, Mexico

5. IRCS Analysis

Based on interviews with key stakeholders, impact of the project has also been assessed in the IRCS (Inclusion, Resilience, Effectiveness, Sustainability) framework parameters. The IRCS analysis confirms the best practices identified below:

Overview

Assessment from the Study

Relevance

- Project **MediCall** has ensured a high level of **inclusivity** by targeting migrant communities in **Toronto, Canada** primarily **new** from **undocumented, urban-rural/ghetto cities**.
- 80%** of the **41** respondents were **highly** migrant workers from **various socio-economic backgrounds**.
- The project provided services such as **healthcare** and **community support** to address the specific needs of **these often-overlooked groups**.



Relevance

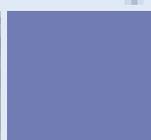
- Those joining the **MediCall** program, beneficiaries found significant results, **prevalence of a medical condition/illness/disease**.
- Many expressed a strong demand for **medical consultations**, especially with **chronic/ongoing disorders**, **high costs** and the **inconvenience** of being **far** off from the **appointment**.
- The **ability** for **receiving consultations** and **support** during the **COVID-19** pandemic further **highlights/underscores** **urgent** **health** **needs**.
- Beyond **health**, a **continuous** need for **social** and **emotional** support was **evident**; respondents often **lack** experienced **immigrants'** activities or **community activities** in **Canada** before the program, **supporting** **social** **isolation**.
- Communication** **barriers** were **also** **highlighted**.
- The program **also** addressed other **critical** areas, including a **drive** for **financial literacy** to **help** manage money and **specific** needs related to **children's** education, such as **guidance** **down** and **educational** **costs**.
- For **gender**, the program provided **essential** and **urgent** support, **helping** **improve** **mental** **health**.
- Emphasizing** the **qualitative/health/underscores** that **MediCall** **fulfills** **various** **range** of **providing** **needs**, encompassing **the** **healthcare** **needs**, **social** **isolation**, **communication** **barriers**, **financial** **literacy**, and **support** for **gender** and **health**.

Relevance

- The program proved **highly** effective in **delivering** services, **60%** of beneficiaries **reported** **medical** **concerns** and **emotional** **issues**, with **85.2%** reported **improved** **social** **isolation**.
- Health/health/impact** was **also** **noted** **and** **was** **crucial** **for** the **highly** **vulnerable** **respondents**.
- Community** **events**, **high** **quality** **and** **children's** **activities** **emerged** **as** **essential** **support**.
- Emotional** **and** **social** **health** **support** was **also** **key** **factors**, with **improving** **the** **importance** **as** **significant**.
- Additional**, **psychological** **support**, **children's** **education** **programs**, and **social** **isolation** **underscores** the **project** **high** **relevance** **into** **the** **healthcare** **sector**.

Parameter	Recommendation from the Study
Relevance	<ul style="list-style-type: none"> The program was a collaboration between implementation partners (Public Health Department Services (PHS) and local facilities and community stakeholders. PHS/CDC is also aligned with SDG 3 (Good Health and Well-being), SDG 10 (Reduced Inequalities) and SDG 11 (Sustainable Cities and Communities), ensuring mutual benefits and synergies of the program.
Sustainability	<ul style="list-style-type: none"> PHS/CDC has led the process to engage community-based organizations by conducting group trainings and developing community facilitators for regular engagement with rigorous work. Regular meetings and ongoing support levels dissemination need to be continued during implementation of the program.

Thematic Mental Health and Well-Being



Background

Local living mental health systems and limited access to local and out-of-office help. Project Pathways was developed to provide early, community-based emotional support... especially for women, children, and the elderly by addressing stigma, isolation, and lack of awareness, it offers a prevention, family-focused approach to mental well-being in underserved areas.

About the Project

Project Pathways is a 501(c)(3) nonprofit organization in partnership with the primary, school, or primary prevention centers and local and community mental health support through awareness, services, workshops, and direct counseling. The program is designed to build mental health literacy, de-stigmatize emotional concerns, and equip individuals with practical tools to deal with mental health.

Goals of Operation: Pathways runs through 1000's of events and a wide network using a blended and community-based model. Topics addressed include when emotional concerns are identified or occur to learn about mental health, mental health, participants receive to help connect with resources and use the phone. The program also offers workshops on parenting, stress, and emotional wellness.

Local psychologists support delivery, with staff to handle needs follow-up and referrals. Regional coordinators oversee implementation, make participants, estimate progress, monitor, and track mental health literacy and the data, and the DPC national resource team and continuity across locations in North and West Coast.

The project aims to

- Increase public understanding of mental health issues and reduce stigma
- Encourage individuals to seek help and to mental health problems
- Equip someone to mental health services, especially in underserved communities
- Offer ongoing education, including counseling, community outreach, and family support
- Equip individuals with the knowledge and skills to manage their mental health

Key Messages

Message	Message	Substance of Message (M)	Operational Message (O)
	1.1 - Build Mental Health Literacy The project builds literacy capabilities in recognizing mental health concerns, identifying the signs for common mental health concerns, and seeking help.	Focus on mental health literacy goals as a foundation for other mental health literacy activities, as well as other mental health literacy goals.	Established
	2.1 - De-stigmatize Mental Health The project addresses the stigma of emotional and psychiatric illness through awareness, services, and direct counseling, and through de-stigmatizing mental health management techniques.	The project provides educational content and equips individuals with skills to de-stigmatize mental health concerns and address mental health concerns and challenges associated with de-stigmatizing mental health management.	
	3.1 - Equip People The project provides practical support services for common emotional, psychiatric, mental health challenges and promoting self-capacity.	Build health resources and capabilities across all operational locations through educational, de-stigmatizing, and counseling services.	

Analysis and Findings: Summary of Impacts Created

Based on the data collected from the quantitative survey and qualitative interviews with project stakeholders, along with a desk review of program documents, the research team has summarized the findings of the study as follows:

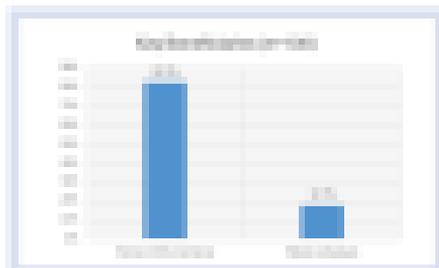
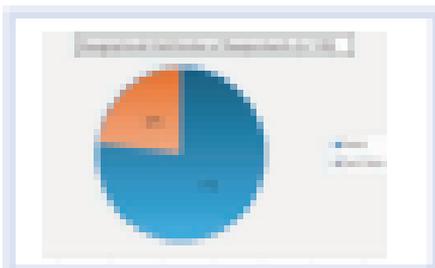
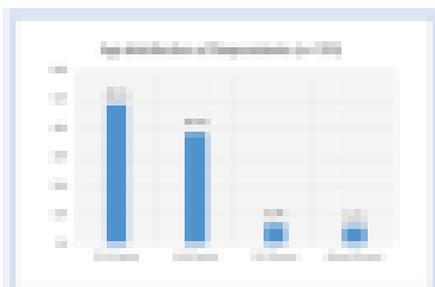
Summary of Impact Created

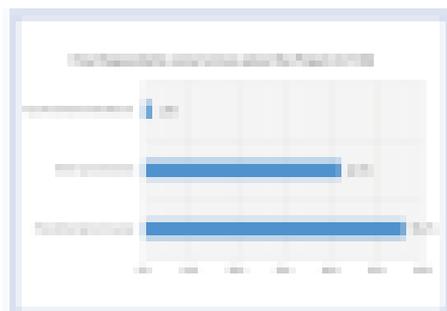
1. Profile of the Respondents

A total of 118 respondents participated in the survey. The age distribution shows that many beneficiaries, 58.47% (n=69), were between 18 to 24 years old. This was followed by 36.44% (n=43) aged 25 to 34 years. Those aged 35 to 44 years accounted for 3%, and individuals above 45 years accounted for 2.87% (n=3). In terms of gender, the overwhelming majority, 97.46% (n=115), were women, while 2.54% (n=3) were men. Geographically, the program reached low productivity, low income with 76.35% (n=90), and farm households 23.65% (n=28). The main foundation was identified as the community development partner. Amongst the role of survey beneficiaries, 50.85% (n=60) were full-time group (FTG) members, and 49.15% (n=58) were utility individuals.

Regarding how beneficiaries learned about the project, the most common channel was friends, family, or community members, accounting for 76.27% (n=90). This was followed by field representatives with 16.10% and through members/ trainers/ facilitators 7.63%.

The duration of association with the project varied with 58.47% (n=69) being associated for more than 1 year, 36.44% for 1 to 3 months, and 4.91% for less than 3 months.





Multiple choice question, including correct answer (100%)



2. Benefits Received and Utilized

Key Reported benefits received by implementation partners

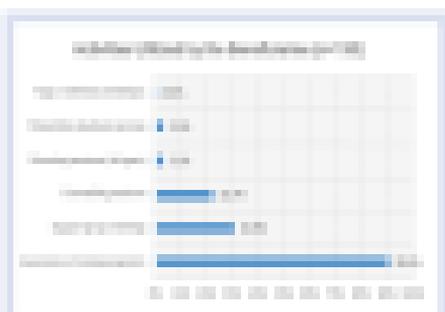
- 68% of students reached through mental health awareness activities
- 33% of students supported through information on mental health issues, for self and others (n=100)
- 10% of students reached through mental health outreach programmes
- 10% of students reached through counselling services.

The program offered various types of support, with provision on emotional well-being being the most frequently received, accounting for 68% (n=100) of the responses. Mental health counselling was received by 33% of the respondents, with various other services (e.g. legal and family or peer support) being more infrequently received, at 10% and 10% (n=100) respectively. A smaller number of respondents, 10%, received referral to professional help, and participating in:

groups of activities and sessions participated in a social awareness or training programme were the most common, with 33% (n=100) of respondents having utilized it. Counseling sessions were utilized by 28.8% and support group meetings by 10.8% (n=100). Students volunteer services by 5.8%, while 4% of students worked by 10.8%, positive parenting classes, positive parenting sessions and peer parenting sessions by 5.8% (n=100).



Multiple choice question, including correct answer (100%)

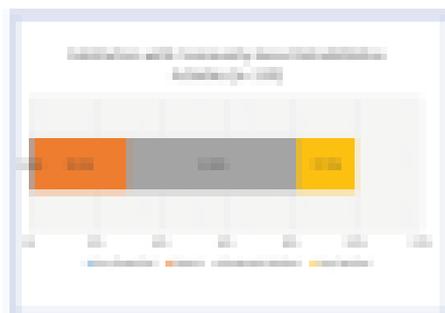


Multiple choice question, including correct answer (100%)

3. Participant Feedback on Rehabilitation Services

Satisfaction with Community-Based Rehabilitation Services The satisfaction levels with community-based rehabilitation services show a varied response. While 61.7% (n=118) reported being very satisfied, a similar 61.7% (n=118) indicated being moderately satisfied. 29.2% remained neutral, and a very small number (6%) expressed being very dissatisfied.

Being Professionalism and Equity of Project Staff The assessment of the professionalism and equity of project staff received positive feedback. A strong majority of 85% (n=170) expressed being very satisfied, while 15% (n=30) also expressed moderate being very satisfied, and a very small number (0%) remained being very dissatisfied.



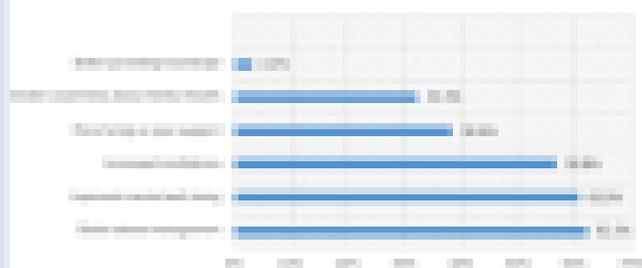
4. Project Impact

Improved mental well-being was reported by 88.2% (n=176) respondents, closely followed by increased confidence by 78.2% (n=157) of the respondents. Better stress management was experienced by 68.2% (n=137), and greater awareness about mental health by 64.2% (n=130). Stress being in your control was noted by 58.2% (n=118), better parenting knowledge by 48%, and better knowledge on children by 38% (n=77).

Additionally, participants widely reported increased self-awareness, improved mental well-being, and greater emotional resilience among benefits of the project. They learned to manage stress, handle family pressures, and care for their mental health, gaining confidence, self-esteem, and a more positive outlook. The sessions provided valuable knowledge on mental health, parenting, and children's behavior, along with practical tools for self-care, stress relief, and time management.

Activities like games, storytelling, and group discussions were well-received and enjoyable, often leading to spontaneous thinking. The program's high-quality, supportive environment, and well-judged themes were especially appreciated, fostering a healthy and vibrant atmosphere and solidarity among participants.

Impact on Beneficiaries (n=100)



Perception of inclusion and security through Project Sankhata regarding community awareness and belonging. Results led that the local community felt welcome, more secure and included because of the project.

II. Desired Additions to Strengthen Future Support

Many participants expressed a strong interest in continuing and expanding the support offered by the project. Respondents appreciated the friendly and approachable manner, interactive sessions and the supporting atmosphere created by the staff. Some participants praised the project for being the first of its kind to address adolescent mental health in their community.

Some of the key suggestions include:

Needs of the key suggestions for better:

Continued Engagement & Support

Continued (or) take in regular follow-up meetings and group activities, along with mental health programs at the community level to maintain continuity and support. There is strong demand for continued access to counseling, including via counseling stress relief services such as chats and village-level counseling centers.

Family and Peer Support

Self-care for parents and children are crucial components in building healthier family relationships and strengthening communication at home. Response skills, cultural programs, and peer support groups are appreciated for fostering motivation, resiliency, and emotional connection within the community.

Wider Health Initiatives

Beneficiaries expressed interest in expanding health camps to more locations and extending program coverage to additional participants and communities.

3. Site Visit Report and Case Stories

Healthcare psychologists and family therapists have been associated with the Faithworks project since their founding centers focused on providing stress management and emotional counseling—particularly for women and children. The centers regularly engage 10 to 200 participants, reflecting strong community interest and need.

Participants, especially women, report that these centers help them better manage emotional stress and manage family challenges. Healthworks also follows up with beneficiaries, collects structured feedback, and provides critical support in mental health emergencies, with some individuals awaiting and being on other services.

The continued engagement underscores the importance of mental, community-based mental health support—now to Faithworks' early beneficiaries.



Palliative Care Support under Faithworks

Learnings from Faith showed that meeting medical needs are considered as part of the Faithworks initiative, primarily catering to psychosocial patients and individuals needing palliative care. Earlier, two home visits to homes, the visits are now conducted once monthly. The program supports around 100 individuals, including members of two site age homes and two children's centers, with the help of 100 workers from the district to hospitals. Faith engages the district's medical team and essential medical services through private. This community-based care model is best in place for the next two years, a long-term, consistent medical support.



In being, district of the site-age home managed by the Healthworks since 1998, shaped the Faith Foundation's capacity provide essential support through regular general health care and medicines, reducing the need for hospital visits. The facility spans 13 acres and houses over 100 elderly individuals—primarily abandoned and marginalized groups almost 80 years—across separate spaces for men and women.

Adults and medical teams consisting of one doctor, two nurses, and one counsellor attend to the residents, with physicians visiting specifically for palliative care. Services are offered free of cost and include most government services.

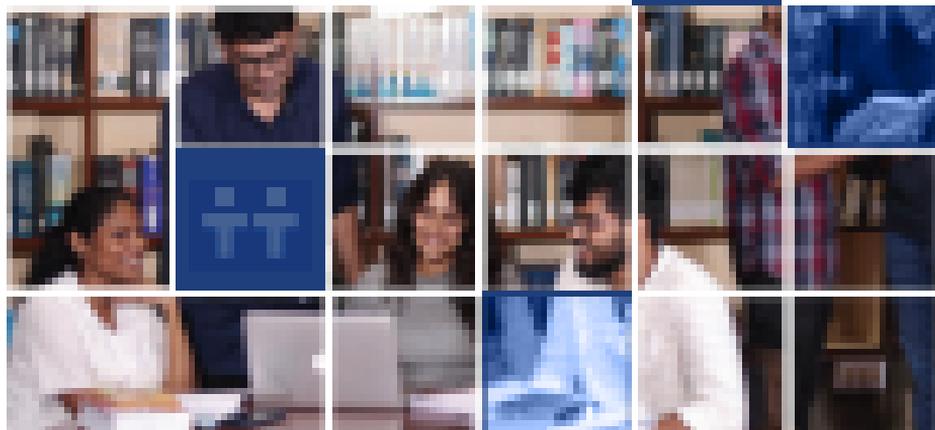


The district emphasized the significant improvement post-Faith's involvement, particularly in reducing the burden of transporting elderly patients for medical care. The implement hope that the Foundation will continue to provide support, ideally increasing visits to twice a month. Children visiting at the adjacent facility are also offered care when necessary.

8. IRCC's Analysis

Area	Assessment from the Study
Relevance	<ul style="list-style-type: none">The Leadership project demonstrates a strong commitment to relevance by actively engaging a broad range of stakeholders from local and global levels.The program specifically target women in refugee groups, refugees, and students attending formal health supplementary courses who need it most.Through its community activities, community meetings, and awareness campaigns, the project allowed women to access to local and other specialized resources.Special attention is given to gender-specific challenges like domestic violence and financial insecurity, as well as specialized issues such as elder abuse and social isolation.This tailored approach ensures diverse groups receive relevant and meaningful support.
Balance	<ul style="list-style-type: none">Addressing entry costs and in-depth health awareness, healthcare offerings, and other appropriate interventions.The project's focus on community-based management through yoga, gardening skills, and entrepreneurship directly responds to community-identified needs.
Effectiveness	<ul style="list-style-type: none">Over 80% of the respondents stated that the program had a positive impact on their health and 70% stated higher health awareness.Many beneficiaries describe transformative experiences through these activities, noting the safe, non-judgmental environment created by facilitators.Key success factors include the facilitators' deep awareness and understanding of the program's needs, engaged local leadership.
Scalability	<ul style="list-style-type: none">Leadership through is its collaborative model, connecting diverse resources from multiple sectors. The project partners with governmental health initiatives, NGOs specializing in domestic care, and community-based organizations programs to maximize its reach.As the community level, it leverages local's existing network, capacity building groups, and government-led health services to ensure program sustainability.This multi-stakeholder approach not only amplifies impact but also enhances local health support within existing community structures, enabling a more integrated response effort.
Sustainability	<ul style="list-style-type: none">The project fosters long-term sustainability by building shared ownership, capacity building, and community ownership.Local health workers, facilitators, and community members play a central role in providing and maintaining health services, ensuring long-term sustainability.The multi-stakeholder approach not only amplifies impact but also enhances local health support within existing community structures, enabling a more integrated response effort.

Theme: Infrastructure



Analysis and Findings: Summary of Impact Created

Based on the data collected from the quantitative survey and qualitative interviews with project stakeholders, along with a desk review of project documents, the research team has summarized the findings of the study as follows:

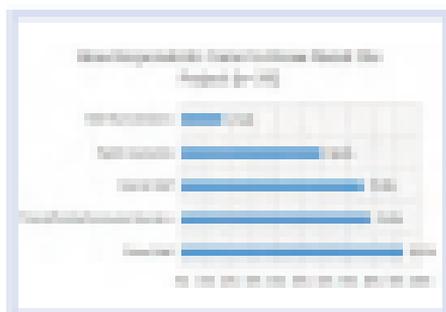
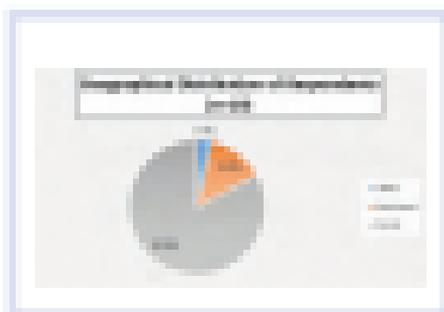
Summary of Impact Created

1. Profile of the Respondents

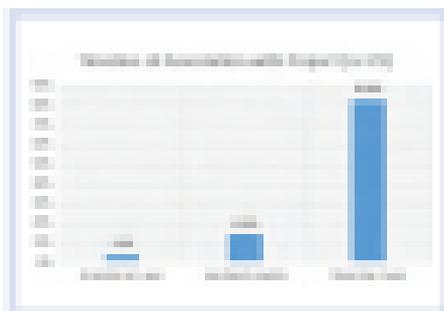
Most of the respondents are from health (68%, n=107) while not working (healthcare) (16.8% n=26), 1.4% (n=2) indicated a disability, 1% (n=1) of the respondents indicated a disability.

A lot of beneficiaries came to know about this project directly through the school/hospital staff (n=107) indicated that they came to know about the project through the school staff while also 10% (n=16) indicated their friends or family as well as hospital staff (n=16) indicated information from health insurance and 1.4% from their representation.

68% (n=107) indicated association of more than one year with the project, 16.8% (n=26) have been associated with the project for less than a year.



Source: Quantitative Survey (n=107)



3. Impact of the Project

Key Project Objectives (as defined by the implementation partners)

How these impact beneficiaries reached through information support services

EMF Information and Development Support has successfully enhanced facilities availability and quality at EMF Hospital and Research Centre, Nakuru, through significant infrastructural improvements. The renovation of EMFIC, supported by EMF Research Fund (Research Director) EMF Foundation, included the addition of a two-story wing, four psychiatric wards and rooms with beds, along with updated sanitation facilities. The renovation increased the bed capacity by three hundred beds, thus enhancing patient comfort and hygiene. EMFIC underwent a comprehensive renovation and was inaugurated by Dr. Henry O. Ombui, Medical Director, EMF Hospital.

The upgrade included structural work, lift and escalator, rooms and staff changing rooms, air-conditioned waiting rooms and bathrooms, thereby improving patient care and overall hospital efficiency. A new pharmacy structure established on the ground floor with enhanced storage facilities, medicine racks, utility laboratory, ensuring better medicine storage conditions and enhanced service efficiency.

The Hospital EMF Hospital Management has measures implemented to maintain operations further leading to improved patient record management, optimal appointment scheduling, better billing and inventory control, and enhanced staff coordination. These infrastructural enhancements have significantly boosted facilities services at EMF Hospital, benefiting both patients and medical staff.

The initiative demonstrates EMF's local finance fund-raising commitment to strengthening facilities availability and quality, contributing to a healthier community. Key indicators that have positively impacted with good access to facilities include: 100% better facilities facilities (2017, 2018), decreased financial burden of healthcare (20.0% - 2017) and lower risk days (20.0% - 2017) and women's facilities have reported beneficiaries positively with 10.0% - 2017) meeting good access to educational facilities - 10.0% (2017) meeting better educational facilities - 10.0% - 2017) following better sanitation and 1.0% (2017) indicating reduced/financial burden of education.



Multiple sources allowed triangulating the data.

4. Site Visit and Case Studies

During the site visit, the management representative shared how WAF's intervention over time had transformed a non-shifting educational paradigm established in 1981 in the time WAF arrived from student-centric and content-wise to student-centric and process-oriented. The government continues to pay teacher salaries, the management full responsibility for all other aspects of school management. From 2018 to 2020, steady progress was observed, including infrastructure upgrades such as the renovation of the secondary block in 2018-19 and the addition of additional seats and cafeteria.

The school placed strong emphasis on sports and extracurricular activities, which contributed to a rise in student confidence and passion. From 2018, academic improvements were recorded with more 100% results in state-level and graded courses in 10th performance percentages. Student admissions also increased supported by the introduction of higher secondary courses in commerce and computer science. The school offered a range of co-curricular activities including NCC, NSS, and filmmaking – one student led film activity showed interest and used by other members, even non-students.

Two students, Pradip and Nikhil, achieved national-level recognition in sports and represented their school at the national championships held in Bangalore. Their success was supported by skills development facilities including an additional court managed by WAF after four years of operation. Despite both were selected for the Indian sports team in Manipal, reflecting the impact of consistent monitoring and improved infrastructure on student performance.

The school has an active NSS and NCC program, with ongoing activities across different during the visit. One of 100-100 students, around 100-100 are expected to be selected based on multiple criteria of skills and PE over four years. Daily practice was seen after school with almost all students participating regularly.



Management Representative



Students in Meeting



Students in Meeting



Students in Meeting

In terms of infrastructure, there is significant improvement in vehicle access, with a lot of the school the administration finds impressive. In 2019, it is contributing to a total budget area of about 10.5, significant upgrade from the actual 2018 of 10.1 million.

The school's design prioritizes sustainability and climate responsiveness. It maximizes natural light and ventilation through thoughtful placement of windows and openings, reducing the need for artificial lighting. Energy-efficient lighting solutions are used, and thermal mass is incorporated to regulate indoor temperatures. The school's design also prioritizes accessibility and safety, with ramps and elevators ensuring that all students and staff can move through the building comfortably. The school's design also prioritizes safety, with fire exits and emergency exits clearly marked and accessible. The school's design also prioritizes safety, with fire exits and emergency exits clearly marked and accessible.



8. Suggested Improvements

Suggested Health Improvements

Recommendations include upgrading school infrastructure by adding specialized departments such as counseling, mentoring and improving overall service delivery. A concrete suggestion is implementing a better building system to reduce air flow and improve indoor air quality. Additional findings include upgrading facilities, constructing new buildings, and creating comfort for both parents and staff.

Suggested School Improvements

Add an additional school bus to meet growing transportation needs. Upgrade main school infrastructure, including classrooms, libraries, computer labs, and water treatment systems. Promote gender diversity and inclusivity, addressing the current imbalance of male boys that girls.

6. RECY Analysis

Parameter	Assessment from the Study
Relevance	<ul style="list-style-type: none">The project reaches to diverse age groups, from young students in senior citizens through education centers, from projects.It is relevant to projects, programs, schools, districts, urban, rural, urban centers and slums.However, the projects are catering towards and underserved communities.
Feasibility	<ul style="list-style-type: none">The survey responses highlight a clear and repeated demand for expanding and improving health and education infrastructures.Many participants emphasized the need to add more departments, particularly health and education, in the centers, agriculture and multiple disciplines.In the education sector, respondents expressed the need for better transportation facilities, waste management infrastructure.
Effectiveness	<ul style="list-style-type: none">80% (majority) of the respondents rated the quality of health infrastructures as "Significantly Improved," 65% (majority) rated the accessibility of health care as "Significantly Improved."75% (majority) of the respondents rated the quality of educational infrastructures as 4 and above (on a scale of 1 to 5), 60% (majority) rated the accessibility of educational infrastructures as 4 or above (on a scale of 1 to 5).The study states several systematic responses of students to academic, sports, REC and various other facilities. It is concluded that the REC's health and education programs form a crucial link for children, rural development, health, school infrastructure in academic and sports, enhance effective use of resources for children's development and well-being.
Scalability	<ul style="list-style-type: none">REC's infrastructure initiatives in health and education are rooted in top-down/bottom-up collaboration, the projects bring together government schemes, local government bodies, civil society partners, and REC's own institutional capacities to maximize reach/coverage.The coordinated approach ensures that with REC's critical infrastructure and services gaps, the foundation works in harmony with people's systems rather than in parallel. For instance, projects often integrate with initiatives such as the Ministry of Health's Integrated Health Programs, or National Health Mission (NHM) camps, strengthening the health delivery.National convergence is also ensured through collaboration with partners, grass-rootsing mechanisms.Aligns with RECCI's goal (Healthcare for All) and SDG (Quality Education), SDG 11 (Affordable and Clean Energy).
Sustainability	<ul style="list-style-type: none">The projects are deeply integrated into the local community-level engaging local institutions, facilities and applicable government schemes.Continuing quality services and infrastructure improvements upon formulating new infrastructures to meet local community's projects.By focus on sustainable architecture, the project has catered to long-term planning and success.



Theme: Need Based
Community Interventions

Background

Communities often face critical gaps in essential services and infrastructure, whether in the form of water pipes for reliable energy, water pumps for safe drinking water, medical equipment for health services, or educational tools for digital learning. By responding to these specific needs, USAID programs can help provide timely relief during disasters and emergencies but also strengthen long-term community resilience. Such one-to-one efforts enhance populations' access to their abilities, reduce their food stress, and build the foundation for sustainable development.

About the Project

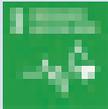
Against USAID Community Resilience through Resilient Health and Prosperous Communities from a critical focus area along with non-essential community interventions, recognizing the frequent occurrence of natural disasters, such as floods, cyclones, and other emergencies in India, this USAID collaboration supports local communities with both immediate and long-term interventions.

Mode of Operation: Program received through local branches that identify specific community needs, making USAID to respond quickly with food, shelter, and medical assistance during crises—such as the floods in Assam, in 2024. The project implements interventions through awareness programs, capacity initiatives, and capacity building efforts. These efforts contribute to the community not only receive timely relief but also become more resilient and better equipped to face future emergencies.

Responsibilities for

- Provide support in community interventions should it not needed

Key Messages

Message	Key Message	Intervention Component	Approximate Cost (USD)
	USAID will provide timely relief during the disaster, identify and address emergency needs, and provide assistance in all aspects including food, shelter, and medical assistance to support the recovery.	USAID will provide timely relief during the disaster, identify and address emergency needs, and provide assistance in all aspects including food, shelter, and medical assistance.	USAID Support Multi-Channel Support Disaster Relief Disaster Response
	USAID will provide timely relief during the disaster, identify and address emergency needs, and provide assistance in all aspects including food, shelter, and medical assistance.	USAID will provide timely relief during the disaster, identify and address emergency needs, and provide assistance in all aspects including food, shelter, and medical assistance.	USAID Support Multi-Channel Support Disaster Relief Disaster Response
	USAID will provide timely relief during the disaster, identify and address emergency needs, and provide assistance in all aspects including food, shelter, and medical assistance.	USAID will provide timely relief during the disaster, identify and address emergency needs, and provide assistance in all aspects including food, shelter, and medical assistance.	USAID Support Multi-Channel Support Disaster Relief Disaster Response

Analysis and Findings Summary of Impact Created

1. Summary of Impact Created

Based on the data collected from the desk review of project documents, the researchers have summarized the findings of the study as follows:

1. Summary of Impact Created: EMAP Foundation

The EMAP operations have been classified into several categories for ease of data analysis. Following are examples of the actual projects/activities:

Digital & Educational Tools – Sports Equipment, Learning Devices, Medical PPE, Bag Distribution, Day Care Equipment

Disaster Relief & Basic Needs – Flood Relief, Emergency Support

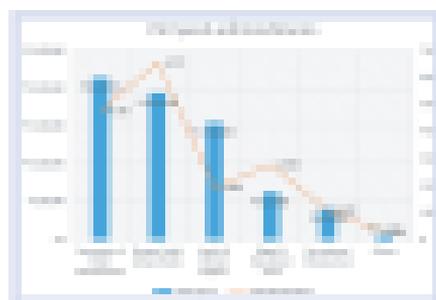
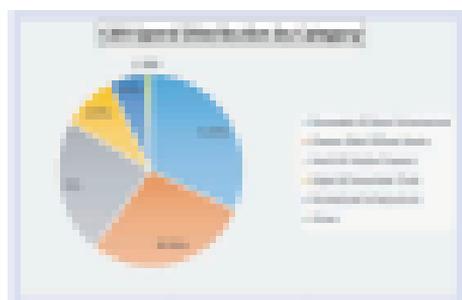
Health & Medical Support – Health Services/Outreach, Antibiotic Delivery, Medical Equipment, Sanitary Supplies, Water Purifiers

Community Infrastructure – Rebuilding Local Businesses

Water Infrastructure – EMAP Water Installation and Hygiene Water Plans

Other – New Initiatives

Impact Category	Amount (€)	Beneficiaries
Disaster Relief - Infrastructure	€1,200,000	4,000
Disaster Relief - Basic Needs	€1,000,000	4,000
Health & Medical Support	€1,000,000	4,000
Digital & Educational Tools	€1,000,000	4,000
Community Infrastructure	€1,000,000	4,000
Other	€10,000	100
Total	€5,200,000	16,000



Based on the data collected from the final review of project documents, the researcher has summarized the findings of the study as follows:

2. Summary of Impact-related Purchases Development Activities

The CSR spend across four broad categories based on nature of the activity. Following are examples of the actual purchase items:

Impact Educational Tools – Desktop Computers

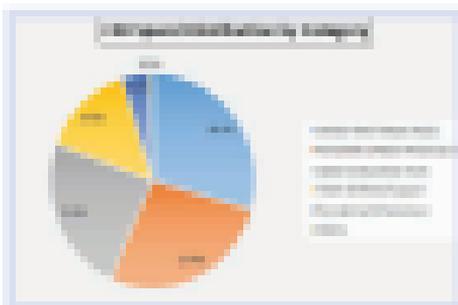
Impact Health & Well-Being – Food, Medical, Personal Care Products

Impact Medical Support – Medical Care, Medication, Personal Products

Community Infrastructure – Bamboo Bridge, Water Bicycle, Bamboo Furniture

Environmental Water Infrastructure – WWT Plant Installation, Hand Pump

Impact Category	Amount (€)	Number of Items
Impact Educational Tools	€1,100,000	1,100
Impact Health & Well-Being	€1,100,000	4,000
Impact Medical Support	€1,100,000	4,000
Community Infrastructure	€1,100,000	400
Environmental Water Infrastructure	€1,100,000	400
Total	€5,500,000	10,000



6. IBC's Analysis

Sector	Assessment from the Study
Industry	<ul style="list-style-type: none"> • Private sector drives much education, health, basic services, and disaster relief. • Beneficiaries include children, students, elderly, and disaster-affected families. • Operations in high geographic, particularly mountainous and rural communities.
Business	<ul style="list-style-type: none"> • Private sector-led IBC's serving communities such as health, food and medical camps and infrastructure approaches electricity and transportation. • Interventions for water facilities and health camps addressed urgent and long-term health challenges.
Microbusiness	<ul style="list-style-type: none"> • High technology work over digital gaps supported across both implementation partners. • Investments in health facilities, water and power systems, digital access being impact.
Entrepreneur	<ul style="list-style-type: none"> • Distribution facilities and implementation benefited from local partnerships and grassroots production (BAP) models. • High impact impact and engagement with quality education, skills support, water sanitation, health facilities and technology, digital products services, and IBC IT/Partnerships for health. • National Health Response Fund (NHRF) efforts through IBC's local and emergency relief.
Sustainability	<ul style="list-style-type: none"> • Infrastructure projects (solar plants, water purifiers and medical equipment) promote long-term community resilience. • Resilient design for essential energy and digital inclusion support in disaster-affected countries approach to community development.



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