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HCL UDAY

Green, Clean, Healthy and Empowered Communities

HCL
HCL FOUNDATION

Transforming Lives. Spreading Smiles.

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Introduction

HCL Foundation's flagship urban community development program - UDAY, seeks to create 'green, clean, healthy and empowered communities. Aligned with the UN's Sustainable Development Goals, it is developing an integrated solution to break the vicious cycle of urban poverty.

Defining Uday's approach is its intrinsic belief that urban poor aspire to a life of dignity and self- respect. With the right opportunities, the poor take charge of their lives, dare to imagine a different future and work towards it. Carefully designed strategies that speak both to their environment and to their ambitions, are required.

Uday's unique 'Convergence' approach brings this philosophy to life. Uniting critical stakeholders– the state, non-profits and HCL volunteers in a rich partnership, it meets its responsibility to the community and supports them in realising their dreams.

Currently being implemented in 11 cities in partnership with like-minded organisations, HCL Uday is now poised to scale – both in terms of depth of the intervention as well as scale of its reach.

Defining the urban poor

Who is the Urban Poor?

Recommended by the National Sample Survey Office expert committee, a vulnerability-based identification of the urban poor, formed the basis of the Socio-Economic and Caste Census, 2011.

The NSSO committee agreed that rather than looking at indicators of income, which would exclude those above the poverty line, identification of specific 'vulnerabilities' that would properly identify the urban poor during the survey. These vulnerabilities fell in three broad categories i.e., residential, occupational, and social vulnerabilities.

Occupational vulnerability:

• Urban persons/households without access to social security,

• Susceptible to significant periods of unemployment,

• Those who by virtue of no access to skills training and/or formal education, are susceptible to a certain type/nature of occupation such as informal/casual occupations with uncertain wages/earnings and/or employment.

• Subject to unsanitary, unhealthy and hazardous work conditions oftentimes bonded/semi-bonded in nature.

• Undignified and oppressive in conditions of labour.

Residential or habitat-based vulnerability:

• Urban persons/households who are houseless, living in kutchha/temporary houses;

• Face insecurity of tenure

Social vulnerabilities:

• Gender-based vulnerabilities such as female-headed households.

• Age-based vulnerabilities such as minor-headed households and the aged.

• Health vulnerabilities such as disability and/or chronic illness.

• Education vulnerabilities,

• Vulnerabilities based on social stratification including religion and caste.

The tale of the urban slum

Nearly one in every six urban Indian residents lives in a slum

With 32.7 percent of the population living on $1.25 per day, India houses one third of the world's poor. While rural areas witness higher poverty, urban poverty is steadily catching up. Like their rural counterparts, the urban poor lag on every development indicator – health, education, sanitation, income et al. A breakdown of cultural and family norms further compounds their problems – exposing them to crime and violence, especially vulnerable are the elderly, women and children.

Statistics reveal that the urban population is rapidly rising from 27.8 percent in 2011 to 38 percent by 2025. With rural-urban migration showing no signs of abating this is set to rise to a staggering 50% by 2030.

Most migrants find their way to the many shanty towns that dot the urban landscape. Characterised by tiny crowded spaces with poor ventilation, open drainage marks narrow gullies and garbage lines the periphery. Neglect and indifference combined with official apathy ensure that slums remain hotspots of poverty, excluding large populations from assured housing, proper healthcare, quality education, clean water and social security.

But slums are also hotbeds of human aspirations, of the indomitable will of a people, to make their lives count. Ambitions for a better life breathes beneath tin roofs and dreams of an equitable tomorrow shine out of dirt-lined windows. Living as they are on the fringes of society and moving constantly in search of a decent living, the urban poor are struggling to participate in the country's economic growth and prosperity.

Uday: At A Glance

Vision: Green, Clean, Healthy and empowered communities.
Opportunity Statement mission: Integrated Community Development Approach (ICDA), to break the cycle of poverty in urban areas.

Our Approach	Our Thematic Pillars	Our Interventions	Our Strategy Convergence
• Long term investment in communities. • Creating of a supportive ecosystem partnering with non-profits and local institutions to address urban poverty. • Deliver on SDGs by adopting a life cycle approach.	• Health Water & Sanitation • Education & Sports • Livelihoods • Disaster Reduction • Environment	• My Community • My School • My Worth • My Scholar	• Civil Society organisations • State Govts. • Locat Govts. • Academia • HCL Employees • Community

Key Facts

Audience: Underprivileged urban communities, poorest of the poor comprising of migrant workers and displaced people.

Outreach: 3,00,000+ Beneficiaries and 20,000+ Volunteers

Geographies: National Capital Region (NCR), Chennai, Madurai, Lucknow, Kolkata, Bangalore, Pune, Nagpur, Hyderabad, Vijayawada and Coimbatore

• Interventions planned only in those cities where HCL offices are located (11 locations = 11 program clusters).

• All Uday Interventions (My community, My school, My worth, My scholar) to take place within a 40 km radius of an HCL facility.

• Intervention intensity to be determined by size of business in that location.

• Direct (built from the ground up) intervention through non-profit partners.

• Each intervention to make space for HCL volunteers to contribute as well as lead.

• Work exclusively in notified slums, Government/aided schools – "communities in critical need.

The poor aspire to a life of dignity and self-respect

A study[1] carried out by Participatory Research in Asia (PRIA) in 2013, noted the largely positive role played by the poor in urban economies, engaging as they do in "difficult to replace" nature of jobs. The study pegged the total contribution of the slum dwellers to urban GDP of India at 7.53%.

That the urban poor are integral to the functioning of the city, is widely accepted. For them to grow and climb out of poverty, basic services need to be ramped up on all fronts and smooth access facilitated.

Urging reform in public services and reinforcing infrastructure, The World Bank recommends skilling and connects to livelihoods, increasing access to electricity and energy services (including nonconventional energy sources like solar and biogas), improving sewage, maintaining communal public toilets and giving special subsidies to vulnerable populations.

Citing that cities are hubs for ideas, commerce, culture, science, productivity, social development and much more, the UN's Sustainable Development Goal no 11 calls for cities to be inclusive, safe, resilient and sustainable.

https://terraurban.wordpress.com/2013/12/18/economic-contribution-of-the-urban-poor/

Committed to meeting the SDG's, HCL Foundation through its flagship program - Uday – is tackling the challenges of urban poverty. Implementing strategies that target the most vulnerable citizen, it is creating linkages with state services and actively plugging gaps, ensuring the poor have a fighting chance for a life of dignity and self-respect.

Uday: Unpacking the model

Beautiful strings: working together yet independent

- Thematics of health, education, livelihood, sports, environment and disaster reduction addressed through a life cycle approach.
- Strategic on-ground partners contributing to Uday;
- Collaborative stakeholders; institution - government and private, the communities, media and HCL employees.

Rising Sun: the source code

- Scaling of model through strategic partnerships and by other stakeholders.

The Flower: blooming and fragrant

- Blooms: where it is planted - the 11 clusters
- Self-contained: each cluster plans its intervention depending on the needs assessment.
- Pollinates: spreads best practices to other clusters through partner meets, project tracking and documentation.

HCL Uday: working aggressively to break the cycle of urban poverty

With a vision of clean, green healthy communities, the HCL Foundation is working to break the cycle of urban poverty through its integrated urban development program – Uday.

The Foundation's belief in the power of communities to lift themselves out of poverty and lead a life of dignity and self-respect lies at the heart of Uday. Echoed across all interventions under Uday, this raison d'etre sets the community on the path of resilience and success. HCL Employee engagement and participation is a key lever that spans across all programs.

Defined by 3 C's, Uday is:

Comprehensive: the intervention targets critical areas of a person's well-being - health, education, sports, livelihoods and skilling, environment, disaster reduction and sports for change.

Continuous: takes a life-cycle approach2. Uday walks with the community through all stages – infancy, early childhood, adolescence, adulthood and old age.

Collaborative: taking the approach of convergence, it brings communities, non-profits, local and district governments and HCL employees together, leveraging the strength of each stakeholder for the greater good.

The 3 C's combine to create the source code of Uday –illustrated below.

Uday: The Source Code

We Believe

- The Urban Poor aspire to a life of dignity and self-respect.
- They are willing and able to life themselves out of poverty.
- The environment is full of risks and vulnerabilities.
- Change is created by mitigating these risks and unearthing opportunities / honing capabilities at critical life stages for individual.
- And when someone dependable has got your back, it gives you confidence to work towards a fulfilling life.

For long term systemic change, We have to address these needs Now.

What me do

We Work To:

- Create safe spaces that provide dignity and self respect.
- Design opportunities enabling communities to imagine an alternate future.
- Build bridges between urban poor communities and state entitlement.
- Deliver services where state services are difficult to access.
- Invoke the Spirit of volunteerism by connecting the HCL ecosystem to communities.
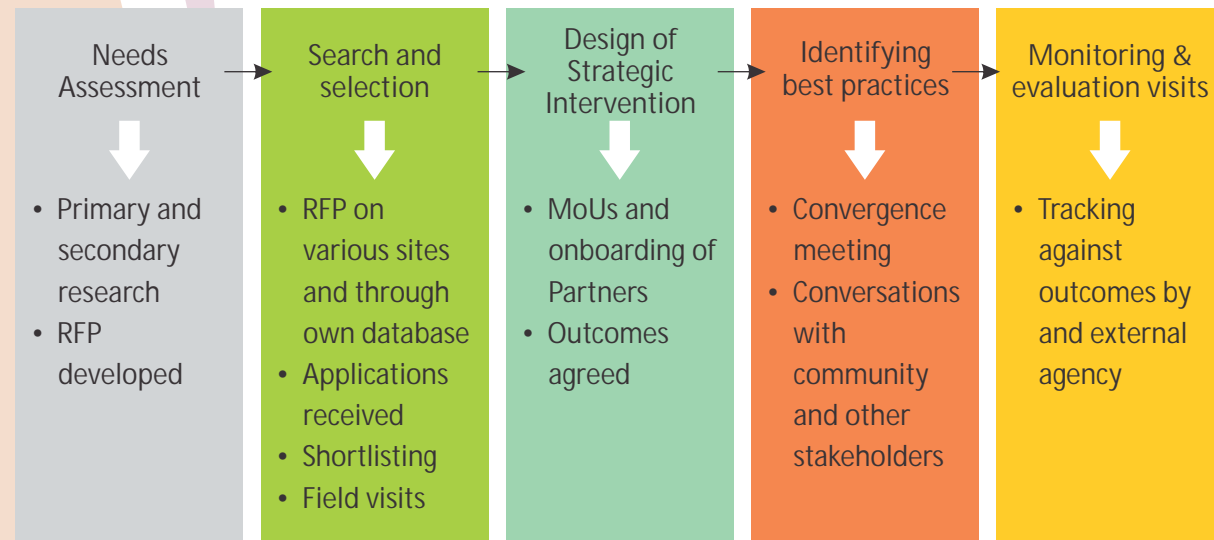
How we do

Our Intent

- To challenge myths.
- influence attitudes.
- Seed behaviour change.
- Crafts opportunities for experimenting with new behaviour.
- Develop services to support new behaviour and create role models.

We work in HCL geographies

with partners / with local administration / with communities / with HCL volunteers

Uday: At work

Needs Assessment	Search and selection	Design of Strategic Intervention	Identifying best practices	Monitoring & evaluation visits
• Primary and secondary research • RFP developed	• RFP on various sites and through own database • Applications received • Shortlisting • Field visits	• MoUs and onboarding of Partners • Outcomes agreed	• Convergence meeting • Conversations with community and other stakeholders	• Tracking against outcomes by and external agency

The Strategy

Uday rolls out its strategy through 5 clear steps.

1. Need assessment: The HCL Uday team working independently or through partners, identifies critical needs in a defined geography and develops a call for proposals or RFP.

2. Robust Search & Selection:

    a. The RFP is posted on various sites and disseminated through the Foundation's database. Applications are invited from development agencies.

    b. The applications are screened. Those matching the criteria are shortlisted.

    c. The shortlisted applications are then evaluated by an external agency that offers recommendations.

    d. The HCL team conducts field visits to selected organizations.

    e. The team presents its recommendations to the internal committee, that then finalizes the partners

3. Defining Deliverables: In agreement with partners, deliverables are decided, and MOUs signed.

4. Convergence Meetings: efforts to bring partners on the same page are facilitated through 3-4 convergence meetings. Challenges are discussed and best practices shared.

5. M&E: the HCL team monitors the entire effort for effectiveness and on-time delivery of goals. An external agency will also be brought on board to conduct a thorough M&E.

Each program cycle (inclusive of all the steps) runs for 12-15 months with different program cycles

The Police Boys and Girls Club - A case study

Located off the Old Mahabali Puram Road in Chennai, Kannagi Nagar is one of India's largest slum resettlement. Sitting slap bang in the middle of the city's fast developing, glitzy IT corridor, it is home to 1.2 lakh people living in small crowded 250 square feet one/two room sets with low access to basic infrastructure, livelihoods, education and healthcare.

A large population of Kannagi Nagar are survivors of the 2006 Tsunami. Once fishermen, living off the sea, they are struggling to find work in their relocated areas. A lack of social capital and networks in new labour markets severely hinder their efforts. Kannagi Nagar's reputation of criminal activity, violence, drug peddling and deprivation further exacerbates their tenuous situation, denying them opportunities outside of the slum.

For impressionable young people living in Chennai's biggest slum, the environment is full of risks and vulnerabilities. The four Government schools in Kannagi Nagar are woefully inadequate for the large population and a significant 35% of children in the 15-18 years' category are dropouts3. With more than 1504 listed criminals, street fights, drug peddling, petty robberies, violence against women and substance abuse are common occurrences in the neighbourhood. With limited role models and growth opportunities, children and youth in such resettlements are at high risk for delinquent behaviour.

Clear intention – keep young people in productive zones and off the streets!

Dating back to the 1960s, the Police Boys Club was instituted to create safe, inclusive spaces for young people, as those living in Kannagi Nagar. In 2013, it threw its doors open to girls as well, and was rechristened the Police Boys and Girls Club or PBGC. Functioning as the last buffer zone, it prevents vulnerable youth from slipping in to a life of crime– and supports them in discovering their voice and passion.

Carefully designed curriculum intended to appeal to the young clientele is the mainstay of the intervention. Offering a diverse range of services, the club caters to both academic and physical activity. Included are sports coaching (Football, volleyball, athletics, boxing and Kabaddi), academic support (Math and Science), art lessons, digital literacy and the ever-popular English language skills. Further, health camps, leadership training camps, inter- state sports meets and mentoring sessions support young people in expressing themselves and gaining confidence.

The clubs open for 2-3 hours after regular school hours every day and are managed by a scoutmaster, teacher and caretaker. Children from the age of 6 years and upwards to youth as old as 18 and 19 years are recipients of the many opportunities/mentorships available. Closely associated with the initiative right from its early years, the Police, ably supported by NGOs, have identified and counselled many juvenile offenders in the area, especially those with a history of arrests or substance abuse. The underlying belief being that inherent capabilities exist – it is a question of opportunity and access.

"I saw many young boys getting misled, pick up smoking, drinking. A friend of mine would also abuse Ganja as it was easily available. I was not that mature but Sir at the club really kept a close eye on me" says Subhash an Arumbakkam club alumnus and now a programmer at HCL. For Aishwarya, a sports achiever, the club is a place to just be... "The club is like a hang-out for the children and youth in the evening. We all come here to study, attend classes, play games or get trained in Boxing or Kabaddi."

Today there are 220 such clubs all over Chennai. Sponsored mainly by the Police Department, a little over 50 are also supported by corporates and other organizations. Providing an alternate reality to young people, the clubs are creating a cadre of disciplined youth who aspire to better their lives. The fact that they serve as positive role models to other youngsters in their locality, is an added plus.

Functioning as the last buffer zone, the Police Boys and Girl Clubs exist to prevent vulnerable youth from slipping into a life of crime.

UDAY took charge of its first club in 2011. With 28 PBGCs under its wings today, UDAY reaches over 7000 at risk youth in the slum resettlements of Kannagi Nagar, Chemmenjeri and Kodambakkam.

Key to the successful scale up – is UDAY's commitment to the convergence model –to strategically bring together elements with most potential to deliver success. Demonstrating convergence across many levels - multiple partnerships, diverse issues, several methodologies, differing age groups et al, the clubs exemplify Public Private Partnership at its best.

- Housed in community centers/land owned by the State Government, they operate under the watchful eye of the neighbourhood police, its officials mobilizing and mentoring the community as/when the need arises.

- Non-profits like Aid-et-Action and Don Bosco Anbu Illam bring their youth work expertise to design and implement the program, ensuring the intended clientele access services.

- HCL volunteers actively invest their time, skills and sometimes even their resources over weekends and other holidays

- The HCL Foundation through UDAY, supports the program and works closely with all stakeholders to successfully deliver the program and track impact.

The Police Boys and Girls Clubs initiative demonstrates that by weaving a safety net for the country's young vulnerable marginalized citizens, the triad of committed stakeholders - Government, corporates and civil society organizations do ensure that communities have a fighting chance for a better future.

"The club is a place where children and youth hang out in the evening. We come here to study, attend classes, play games or train in boxing and kabbadi" Aishwarya

The Impact – aspiring to a life of dignity and self- respect

Started in 2011 with 54 children, the Kannagi Nagar PBGC has grown to a bustling 1565. For HCL Uday, the clubs echo its philosophy of purposefully designing opportunities enabling communities to imagine an alternate future.

- The academic coaching that began in 2013 has delivered a 100% result every year.
- 20 young girls from these clubs, all exceptionally talented Kabaddi players have not only secured admission in Jeppiar University with tuition, food and accommodation expenses waived off.

This is a big leap for these youngsters most of whom drop out in high school with no access to higher education or even quality vocational training. "We had never even been to that locality, leave alone see the college. There is no way we would have afforded this education and such a hostel for Aishwarya", says her father.

What's interesting is that upon engaging with the clubs, a significant number of students who had dropped out, have now resumed school. A result of the increased confidence and the active interest that all mentors take in their welfare. Says Inspector Sivakumar, who heads the Kannagi Nagar Police station, "We have identified dropouts and as many as 400 students have been re-enrolled through door to door campaigns in the last 2 years. "

Creating alternate spaces

The night vigils are extremely popular with the young club members – these overnight camps bring together police personnel, NGO workers, Sports coaches, HCL volunteers and mentors from the community in a robust convergence model to participate in fun activities as well as meaningful discussions around critical issues like health, environment, rights and livelihoods. "Some of our volunteers have formed close bonds with the community. When one of our girls was playing in the Khelo Kabaddi league, we organized a TV screening in the community and all of us joined in the celebration", says Newton who is the program lead at UDAY. "The volunteers often bring their families when camps or events are organized and spend the day with children from the community."

Giving Back

The overriding spirit of these clubs is openness, inclusivity and kinship and is amply demonstrated by the number of club alumni who return to volunteer both time and resources. Quite a few are regular financial contributors and mentor young boys and girls. According to Father Leo, from Don Bosco, "Almost half of the club alumni come back to volunteer with the Clubs and a significant 30% engage regularly and intensively to mentor youth. Almost 20 -25 volunteers spend all their spare time coaching students during exam days"

Impact

- The academic coaching that began in 2013 has delivered a 100% result every year.
- 20 young girls have secured admission in the leading Jeppiar University with tuition, food and accommodation expenses waived off.
- Increasing number of dropouts have resumed school.
- 30% of the alumni engage regularly and intensively to mentor youth.
- 18 young men with ties to various PBGCs across the city have joined the State Police Force.

Subhash balances the demands of his hectic corporate job and mentors' young people on the weekends. "There is space for everyone, everyone has a skill and they can contribute". Guna, an HCL volunteer for over 2 years, continues to volunteer even though he has moved on from HCL says, "My main objective behind volunteering was giving back. I know the real value of sponsorships, I have been a recipient and could relate to it."

"My main objective to volunteer was to give back. I know the value of sponsorships. I was a recipient and I can relate to it'. Guna

Role Models

Fearing for their safety most parents prefer to marry their daughters at the earliest while young men struggle to find career related opportunities and sometimes succumb to the lure of easy money through illegal activities. Anita, a national level Kabaddi player who captains the 'Tamil Thaliaivas' shares, "70% of girls in our community get married as soon as they turn 18. By 16 or 17 they are in relationships and whether the boy is suitable or not or even employed, they get married. I didn't want that kind of a life, so I became a regular at the Club." When quizzed about her future, Anita confidently responds, "I want to excel at Kabaddi, travel to other countries, get a Government job, make my own decisions."

From being recognized as the daughter of a drug addict, to being felicitated as the winning captain of 'Tamil Thaliaivas', Anita is a role model for her community. As is Vinodh from the Kodambakkam Club, formerly a chain smoking, cynical, directionless youth, who now works as an Assistant Director in the Tamil Film industry. There is even a chess champion from Arambakkam who has played internationally and now runs his own Chess Academy. Kanishree, a differently abled young girl, is preparing for the 2020 Asian Paralympics after winning a bronze in chess at the Asian Para Games in 2018. 18 young men with ties to various PBGCs across the city have joined the State Police Force.

That the crime rate in the neighbourhood has come down is not just another heart-warming outcome of this exciting initiative. It demonstrates how proactive support and belief in young people offers them second chances. And that when someone dependable has got your back, it gives you confidence to work towards a fulfilling life

With an outstanding 70+ achievers in sports and academics from just the UDAY sponsored pool, the PBGC model is inspiring many organizations and individuals focused on youth work and education. The top leadership from the Police Department too is looking to replicate the Kannagi Nagar success story in other clubs of the city.

Says Inspector Sivakumar, "Earlier, when the children would see the police, they would run away. Now they reach out, wish us. There is greater trust between the law enforcement and the community. We are recognized because of the achievements of young boys and girls from the club. They have made us proud". A sentiment that is undoubtedly echoed by all the stakeholders in this inspiring initiative.

Part - B
Aligning with
Sustainable
Development Goals
&
Developing
Pre-evaluative
Indicators

Developing an M&E Framework

UDAY is an evolving and growing program. It is scaling rapidly – both deep and wide - 55 partners, 11 geographies and 5 core areas of work. As it scales, it is also consolidating its core philosophy and focus.

Objectives

To meet its ambitions, HCL Uday will benefit from a result-based monitoring and evaluation (M&E) tool. This tool would lead to streamlining of processes, improved performance and informed decision making.

Specifically, it would be applied to:

- Systematically track progress of project implementation;

- Map results on the ground;

- Assess effectiveness of strategy;

- Assess agility of intervention – responding to evolving circumstances;

- Evaluate if deployment of resources is meeting expected results.

Without monitoring and evaluation, it would be impossible to judge if work was going in the right direction, whether progress and success could be claimed, and how future efforts might be improved

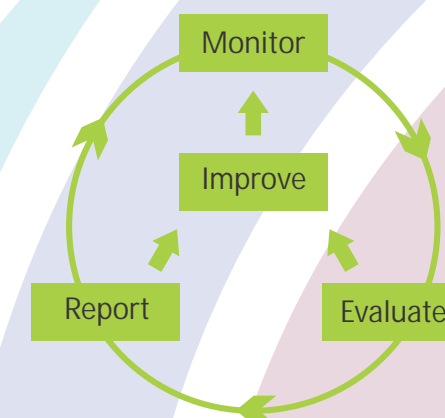UNDP Handbook on M&E for result.

Process

As a first step towards designing a robust M&E framework, it was agreed that pre-evaluation indicators should be developed for Uday.
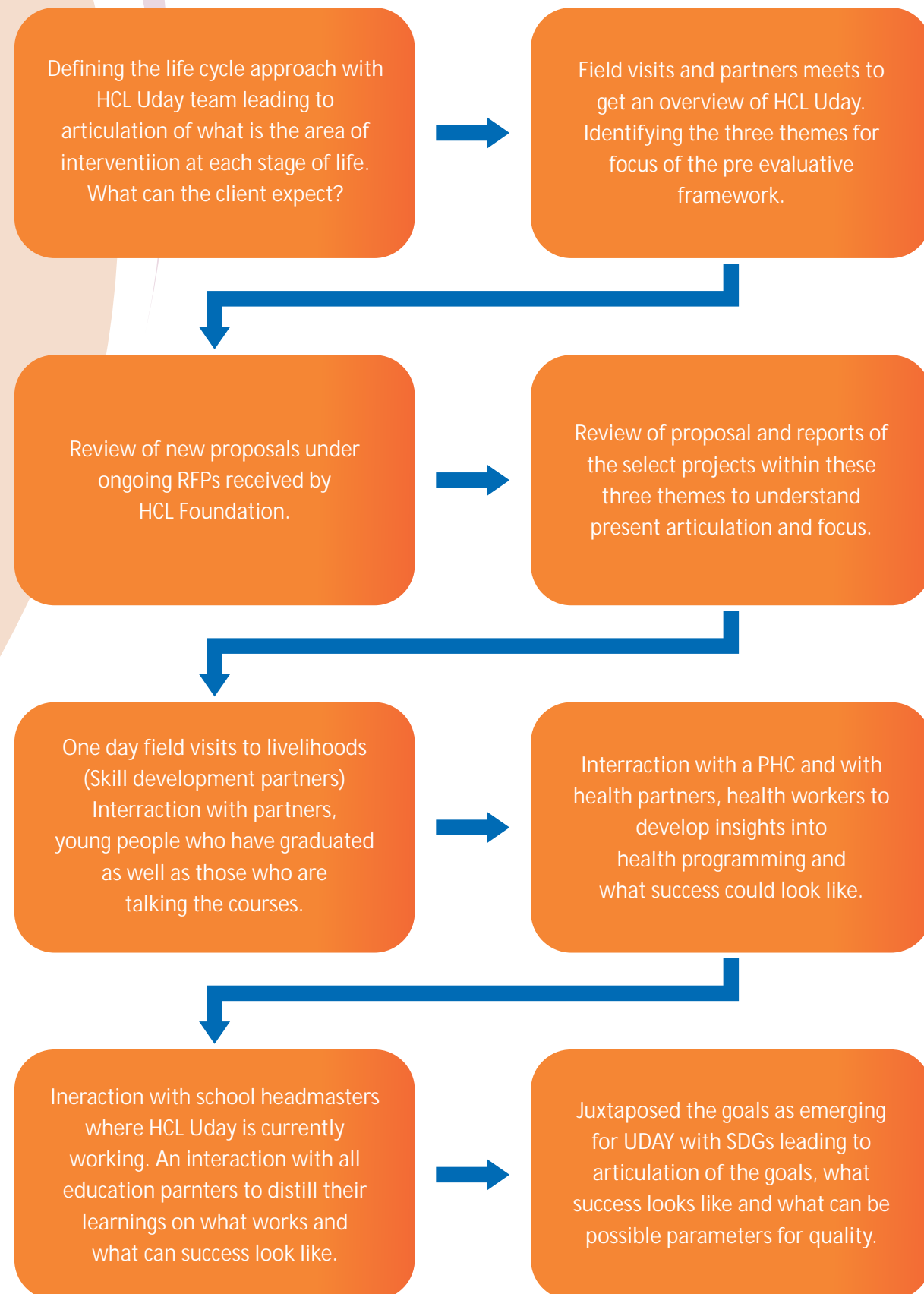
In developing the pre-evaluative framework, we focused on how the indicators will:

- Support design of a strategic program likely to achieve the desired impact envisaged by HCLF;

- Facilitate a shared understanding between potential partners and HCLF, of the context and the nature of change to be brought

- Ensure allocation of resources appropriate for the nature of impact expected.

Further, if followed diligently, the indicators will ensure that no project would require force fitment post approval into an M&E framework, as the design itself would have addressed this fit.

Monitor

Improve

Report

Evaluate

Pre-evaluative Indicators: The Process

Defining the life cycle approach with HCL Uday team leading to articulation of what is the area of interventiion at each stage of life. What can the client expect?

→

Field visits and partners meets to get an overview of HCL Uday. Identifying the three themes for focus of the pre evaluative framework.

Review of new proposals under ongoing RFPs received by HCL Foundation.

→

Review of proposal and reports of the select projects within these three themes to understand present articulation and focus.

One day field visits to livelihoods (Skill development partners) Interraction with partners, young people who have graduated as well as those who are talking the courses.

→

Interraction with a PHC and with health partners, health workers to develop insights into health programming and what success could look like.

Ineraction with school headmasters where HCL Uday is currently working. An interaction with all education parrnters to distill their learnings on what works and what can success look like.

→

Juxtaposed the goals as emerging for UDAY with SDGs leading to articulation of the goals, what success looks like and what can be possible parameters for quality.

Aligning with SDGs

The overall work of HCL Uday in the health thematic links with SDG 3

By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programs.

And 3.8

Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

The sub indicators for these are:

3.7.1

Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods.

3.7.2

Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group

3.8.1

Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, non-communicable diseases and service capacity and access, among the general and the most disadvantaged population).

3.8.2

Proportion of population with large household expenditures on health as a share of total household expenditure or income.

SDG 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. As measured by: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

HCL UDAY also aligns with SDG 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development Particularly,

4.7.A

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all, as measured by: Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

Or 4.7.B

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

SDG 4.3:

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education including university.

SDG 4.4:

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

SDG 4.5:

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable including persons with disabilities, indigenous people and children in vulnerable situations.

SDG 4.7:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Thus, in alignment with the SDGs all the data reflected in the M&E framework of HCL UDAY must be disaggregated on gender, caste and socio-economic class.

Proposed Pre-evaluative Indicators for 'Livelihood' thematic.

Proposed Goal: Youth and women in HCLF geography will have access to skill building opportunities and linkages leading to gainful and dignified livelihoods.

The first step to meeting Goal is the articulation in the RFP. The tracker sheet should capture these before finalising the proposal. Currently it just states 'obliging to our RFP' – a comparative matrix that speaks to the indicators will help the team in a more robust M&E process.

To ensure that the objectives are spoken to, the framework supports:

a) Alignment with RFP – leading to refined articulation in proposal development;

b) Indicators for defining success - "What does success looks like"

Part A: Alignment with RFP

To ensure fitment with objectives, the RFP would invite potential partners to articulate their assumptions and views on the following areas:

A. Current status of young people who are the primary clients for this project.

We recognize that young people are at a stage where they are in search for an identity. While there are many opportunities, they are also at high risk due to their vulnerability to influencers. Your responses to the following questions will help us gain a deeper insight into the present status of young people your intervention seeks to serve, and the specific needs it will address.

- What are the aspirations of young people? How does the proposed project talk to these aspirations?

- What are the specific risks and vulnerabilities to young people who reside in the area where you propose to implement the project?

- Who are the existing role models and influencers for these youth in the community?

- How would you describe the current confidence level of the young people you propose to work with? Are they able to articulate their opinions and perspective calmly and without hesitation? How do you propose to work on building their confidence?

B. The specific need and missing links being met by the proposed project.

We believe young people have multiple choices and opportunities, but access may be an issue. We wish for our offerings to be accessible, competitive and assure value for the critical time they invest in these trainings. The following questions will help identify the missing links/specific needs addressed by the proposed project.

- Please present a comprehensive analysis of the options already available to the youth for employability/skill training in the area.

- What intervention/addition are you recommending? How will the intervention – the strategy, approach and outcomes mitigate risks for young people and hone their skills and enhance capabilities?

- How will the proposed intervention add value to the current scenario? The proposal should speak to the following criteria:

a) Convenience offered (timing, duration, schedule of the program)

b) Cost of the program.

c) Ease of admission.

d) Value of certification generated

e) Any other facet that enhances the value of the intervention.

f) How are language, particularly English and communication skills covered in the curriculum?

g) What mechanisms established by your organization ensure professional inputs in building, refining and contextualizing the curriculum.

C. Strategic relationships that drive communities to imagine an alternate future and build a supportive environment to accelerate change.

HCL Uday believes to usher transformative change, behaviour change must be facilitated. Myths must be challenged, and attitudes influenced. Opportunities that offer space for the community to experiment with this new behaviour, and interventions that support such new behaviour are critical. By doing so, they create role models that others can emulate.

We believe that meaningful opportunities that allow communities to imagine an alternate future should be designed purposefully. This would require engaging with a range of stakeholders.

Please illustrate the following.

- What linkages does the proposed intervention establish with mainstream state programs / entitlements? Scholarships? Open school?

- How does it work with employers for basic conditions that must be ensured for fair and dignified employment?

- What kind of linkages does the program establish for participants who want to set up enterprises?

- Does it establish a feedback loop for ex-students to input into overall strategy and specifically curriculum?

- As parental support for ongoing job is essential, how does the program engage parents to support the young person's decision?

- If the intervention proposes to introduce new trades, what stakeholders and processes are followed to ease their adoption in the community. For example – breaking gender barriers for boys who opt for a course on baking.

Part B: What does success look like?

At HCL UDAY, we create safe spaces for young people within the community to connect with peers and others. We develop and hone skills, access newer options not available to the target audience currently. We design opportunities that allow communities to imagine an alternate future. Through volunteerism, we establish connect with HCL ecosystem. We build bridges between urban poor communities and state entitlements.

Not all projects will cover all aspects of success. However, a review of these quality parameters, will help in examining the degree of alignment between the interventions proposed in a proposal to the expectation that HCLF may have from the proposal. Each area of success has a quality standard. These may be difficult to achieve and thus, when included, some of these dimensions will imply higher quality of project design and an ambition for impact.
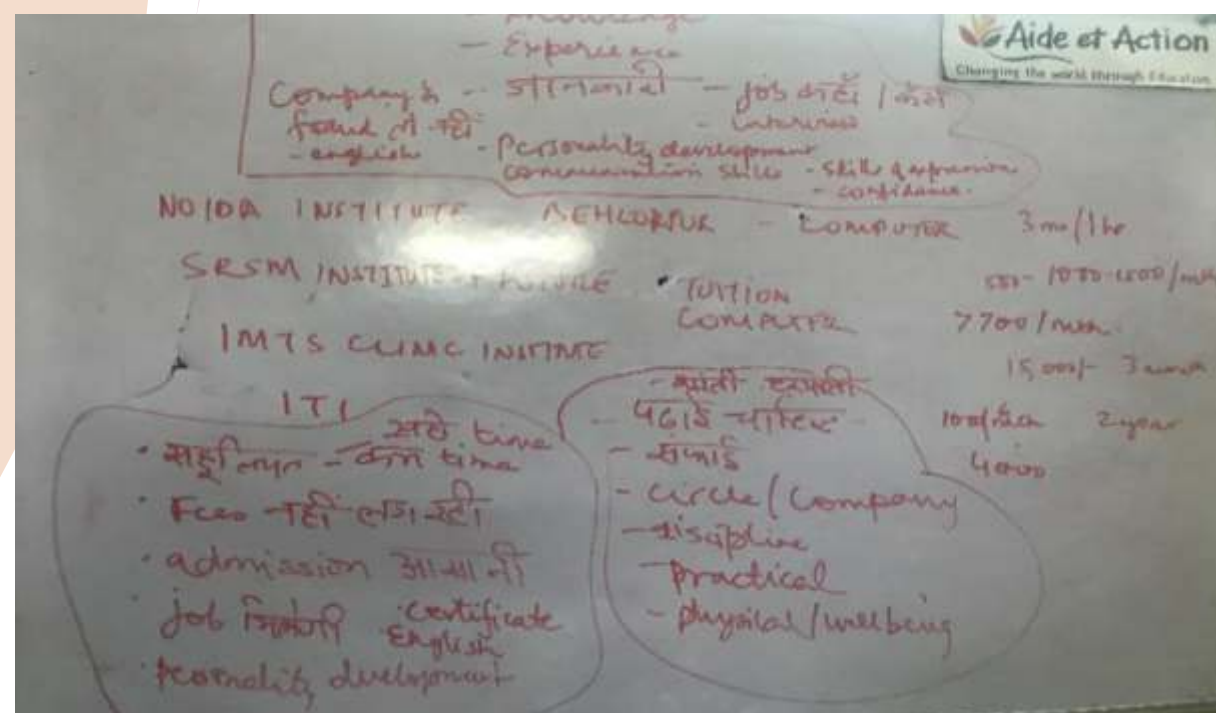
Most importantly, these provide a definition of core indicators to be discussed at an early stage with potential partners. Later, these will evolve into a systematic M&E framework

In our interaction with young people we discovered they speak to peers and do a comparative evaluation before joining these centres.

Asked to visualize a centre, they spoke of:

- a space for physical and mental wellbeing,
- knowledge and guidance on the broader linkages for jobs,
- support in building skills of expression and boosting confidence
- besides practical training it gives them an edge in a credible company. This company in turn is in a sector that provides good growth opportunities.

What does success look like?	Quality Parameters

Well thought through approach defined for ensuring focus community actively attend training, which helps them access options in growing sectors and credible institutions. "Idea mil gaya" for students: Connects to businesses that give them a growth path;
• Increase in confidence levels of students
• Quality and optimal utilization of the Space established:
  • Cleanliness including that of the bathrooms
  • Discipline
  • Provide for physical well being
  • Peace and greenery
  • Company/circle created
	• individual attendance of the participant should be between 70-80%
	• Income level earned being at least twice from other options, seen in comparison with investment per participant
	• Connects to credible jobs that are not fraudulent
	• Students can establish eye-contact, speak without hesitation and able to articulate their opinions in a calm and frank manner.
	• Space is leveraged - used for the benefit of the community post operating hours.

• Role models being created within society that serve as demonstration for other kids • Alumni network and active meetings and engagement in running of the centre. • All graduates develop basic skill level beyond bookish knowledge-Ability to identify specific ingredients/working tools/materials. • %age of start-ups/enterprises set up post the intervention" • Breaks or clearly challenges the urban myth that the youth from this community prefer easy money, are laidback and not ambitious.	• %age of children influencing others to join the program • An independent assessment carried out for seeing the practical ability of the students, feedback being used to refine the training. • Case studies and Communication material that challenges this myth and not presenting young people as resource less.
• Does the intervention involve the HCL volunteers strategically?	• Number of strategic volunteering opportunities • Changes reported within the volunteers – influencing attitudes and changing behavior.
• All children in the area have access to skill building opportunities	• Centre is in a carefully selected area • 100% of the children should be from the identified area.
• Linkages that are created with recognized institutions for certification • Employer requirements being tuned into the training content	• Number of linkages • Number of certifications granted • Instances and quality of engagement with employers on curriculum

Proposed Pre-evaluative Indicators for 'Education' thematic.

Proposed Goal

No child in our focus areas remains out of school preventing their passage to new opportunities

This includes:

- Creating a network of schools, mentor teachers, financial supporters, community champions, supportive families so that all children are equipped for their learning needs across their life cycle.

- Improving school infrastructure such that a suitable environment of learning is created for the child and that they reach educational achievements as per expected norms.

- Working with children, their families and the community – within and outside school -so that children get an open passage to new opportunities, lead behavior change and can express their own potential.

Part A: Alignment with RFP

A. Current status of connecting community with education services

HCL Uday recognizes that working on educational outcomes within the mainstream system is a long process. We therefore outline our resource commitment (human resources, funds and duration of support) and plan for most desirable outcomes that can be achieved with these resources. We focus on vulnerable areas and communities while carefully selecting our schools of focus. We design the program to detailed understanding of the nature of vulnerability to ensure that no child in our focus area remains out of school.

- What are the different communities living in the area identified for intervention? What are the options for education available and being used by these different communities? What choices do they make? And why are they making these choices?

- What are the reasons for children not being able to continue their education in the defined geographical focus of the project? Are they frequently moving/migrants? Are they in insecure/temporary housing? What are options for ensuring continuity of education keeping in mind this context?

- What is the vulnerability of the specific segment of children being targeted? What, if any, are the domestic responsibilities or even economic roles being taken by these children?

- What scholarships are available for students that can be accessed to support their continued education?

Where it is possible, HCL Uday will prefer to work in schools which have the following aspects. Please elaborate your selected schools on these parameters:

- Poor learning outcomes at baseline;

- Poor infrastructure/dangerous buildings;

- Absence or low conflict with community which lives around the physical premise of the school;

- Some engagement of community particularly with influencers in the community;

- Some chances of success. These are likely to increase with a welcoming approach of the management/leadership, adequacy of teachers/human resources.

Most vulnerable groups

Women and girls in dalit/SC families, Adolescent girls, Children below 5 years of age, New-born/neo natal, especially abled girl child, Pregnant and lactating mothers

Stigmatized diseases (HIV/Leprosy), People with disabilities, Old age, Women headed households

Vulnerable places

Impermanent housing (jhonpdi, chawl)

B. The specific need and missing links being met by the proposed project.

We believe that a partnership between the state services and HCL Uday enables this facility to cast a wider net and reach more communities in a comprehensive manner. Investment in infrastructure ensures improved regularity of children in schools. We wish to bring about comprehensive development of the child which includes but not limited to health, sports and academics. Linkages with communities are both desirable and necessary for providing continued learning environment for the child, besides bringing larger change.

- What is the nature of investment available to UDAY for a school? What need can be met with this investment and duration?

- How is the school/intervention helping parents understand the benefits of the government school over other options?

- What are specific infrastructural challenges to the school that are inhibiting regular attendance?

- Who is dropping out? Why are they dropping out? How does the proposed intervention respond to this reality?

- What steps are being taken/proposed by the program such that it does not create dependence among the target community?

C. Strategic relationships that drive communities to imagine an alternate future and build a supportive environment to accelerate change.

- How are exposures planned which help expand the awareness of the students? (e.g. HCL campus, science museum, mahila thana, sports/stadium)

- How is learning within the classroom organized to support all students? Is the learning material contextual and relatable for the students? Are students learning with others of similar ability?

- How are spaces such as libraries being created where children can learn at their own pace? How are these spaces student led?

- What is the nature of student-teacher interaction presently? What steps would you propose for improvement?

- How are role models being created? How are mentors coached such that they share their struggles with the students?

- How is awareness built about basic requirements for different vocations so that children can explore these with better information?

- How does the program create space for children who are withdrawn? How are opportunities created to channelize aggression?

Part B: What does success look like?

At HCL UDAY, we create safe spaces for young people within the community to connect with peers and others. We develop and hone skills, access newer options not available to the target audience currently. We design opportunities that allow communities to imagine an alternate future. Through volunteerism, we establish connect with HCL ecosystem. We build bridges between urban poor communities and state entitlements.

Not all projects will cover all aspects of success. However, a review of these quality parameters, will help in examining the degree of alignment between the interventions proposed in a proposal to the expectation that HCLF may have from the proposal. Each area of success has a quality standard. These may be difficult to achieve and thus, when included, some of these dimensions will imply higher quality of project design and an ambition for impact.

Most importantly, these provide a definition of core indicators to be discussed at an early stage with potential partners. Later, these will evolve into a systematic M&E framework.

We assume that our clients do not always have access to equal opportunities. Young people exercise peer influence, but these spaces need to be nurtured. Adults tend to be in roles where they are custodians of "what is better" for the child. However, the family space may or may not be always supportive. Spaces need to be created and nurtured where children gain the experience of holding these spaces, building their confidence. Such positive experience motivates and encourages shift in the larger system, small nudges may still be needed for expanding this.

It is important that the spread of these outcomes is wide and not limited to few students. While duration of intervention can be fixed responding to specific context, differential outcomes are likely to be achieved across participating children. These should be factored into the goal setting.

What does success look like?	Quality Parameters
An environment suitable for learning is created, children show belongingness to school.	• Boundary wall, toilets, running water, electricity and natural light are catered for. The campus is green. • Books and uniform are received on time. • Attractive environment in the school. • Regularity of attendance.
Convenient and easy administrative processes to support parents' engagement.	No child drops out of education due to financial problems.
Teachers are dedicated, role of teacher is that of a guardian, they are embedded in the culture including language of the place.	• An environment is created for children to place their point. • Minimum learning levels are achieved as per state standards. • The teacher – student relationship is cordial and non-threatening.

What does success look like?	Quality Parameters
A network is created for continued support for the children through different stages in their life cycle. The program connects students to other schools in the region/area in case of mobility of the family- the connect reduces chances of dropout.	A map of financial and mentoring opportunities is always available and being built on by the program. These form the basis of partnerships and collaborations with others. "Hum tumhare liye hain" A degree of comfort is created by teachers and the school for the parents and students that they are working for the child.
Helping expand the awareness of the child to other areas and a context very different from theirs.	• Opportunities for overall development of the children are created including academics, sports and health. • Enable creation of aspirations that are different from what they know. • Gender norms are challenged through exposure to leaders and women changemakers.
How does the program/intervention create spaces for recognition/appreciation which then motivates others to do more. "I can make sense" "I can add value" They experiment and receive validation.	• Regular events that encourage students to do more at their pace. • Diversity of students who are participating in these events.
Different strategies are deployed to increase parental and community involvement. Events and forums are created which create space for children to take responsibility and regular reports are shared by the school.	• Influence Parents' psyche to provide better education to the children. • Continuous dialogue with community. • Behavioural change is visible at home which encourages the parent to further get involved.
Parameters of success are widely held by stakeholders including the education department	comprehensive plan for the school shared with all partners including the education department

Proposed Pre-evaluative Indicators for 'Health' thematic.

Proposed goal of the health intervention

Quality comprehensive care and services is available to all genders, ages and differing abilities, on time, with convenience/ease and reduced expenditure as per defined processes.

This is particularly so for vulnerable communities and groups in areas of HCL Uday's focus.

Improved decision making on health practices by target communities is achieved by comprehensive support that breaks taboos, facilitates conversation across stakeholders and enables the community to pursue social and economic well-being.

Part A: Alignment with RFP

A. Current status of connecting community with health services

We believe that bridging interventions increase access of our focus communities to existing public health facilities. This includes interventions such as creating awareness, encouraging conversations for better decision making, enhance convenience in access of health facilities by disseminating important information about the health facilities.

- Who are the most vulnerable clients? Where do they live?

- What are their current health service entitlements for these clients? How do they access these services? What are their specific difficulties (timing, attitude of staff)

- Who are the front-line workers of the health system? What difficulties do they face in providing health services to the particular community?

- Please map the current network of health facilities accessed by users. Make a matrix of specific service, specific facility and the problems associated with it. What are the difficulties to clients in accessing this network?

B. The specific need and missing links being met by the proposed project.

We believe that a partnership between the state facility and HCL Uday enables this facility to reach more communities in a dedicated comprehensive manner. We provide information and support to clients such that those who need health care can access it from state-run health care facilities.

- What are the specific services being supported for expansion by the project? What are the bottlenecks to availing the specific services proposed to be promoted by the project (e.g. if family planning, then is it injectable or pills)? Please drill down to the specific service.

- Which are other agencies working with this health facility? What are their areas of work and how does the proposed project build on them?

- How would the proposed intervention impact the health care matrix prepared above?

- Who are the resource persons at the government facility (VHND, Asha and ANM workers)? How does the proposed intervention leverage their work?

- How would the proposed intervention support/influence the health facility and its resource people to reach out to the difficult to reach communities? How are connections with typically difficult to reach communities being established?

If existing facility, then please elaborate how your proposal addresses:

- The specific bottlenecks to usage of the facility (awareness of facility, location, timing, awareness around its timing and methods of operation, marking of the location)

- What specific need of the vulnerable community will the proposed intervention address/help?

C. Strategic relationships that drive communities to imagine an alternate future and build a supportive environment to accelerate change.

HCL Uday believes to usher transformative change, behaviour change must be facilitated. Myths must be challenged, and attitudes influenced. Opportunities that offer space for the community to experiment with this new behaviour, and interventions that support such new behaviour are critical. By doing so, they create role models that others can emulate. We believe that meaningful opportunities that allow communities to imagine an alternate future should be designed purposefully. This would require engaging with a range of stakeholders.

Please illustrate the following:

- How and what collaborations will be established with like-minded organizations?

- Who are the key women volunteers of the program in the community? How are their capabilities mobilized by the program? How will their skills be enhanced by the program?

- Who are the important stakeholders in the community who influence the specific behavior that is the focus of the program? How does the program reach out to them? (e.g. men as influencers in decision making on family planning). How does it facilitate spaces for dialogue?

- Are there any other existing or proposed interventions on building capacities of the stakeholders that can be leveraged?

- If a new facility is being set up (early child care etc), what processes if any, will be done to involve the community in the envisioning and running of the facility.

- Besides meeting the immediate need, how will this facility provide a safe space for the community?

Part B: What does success look like?

At HCL UDAY, we create safe spaces within the community to connect with peers and others. We develop and hone skills, access newer options not available to the target audience currently. We design opportunities that allow communities to imagine an alternate future. Through volunteerism, we establish connect with HCL ecosystem. We build bridges between urban poor communities and state entitlements.

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Most importantly, these provide a definition of core indicators to be discussed at an early stage with potential partners. Later, these will evolve into a systematic M&E framework.

What does success look like?	Quality Parameters
Communities who usually do not have access or are excluded from public health system are now included.	• Coverage for basic vaccination • Self-reported unmet needs for medical examination by sex, age, main reason declared and income quintile1 • Percentage of deliveries attended by medically trained persons • Expenditure on health care
Building a network of health facilities	The matrix developed at RFP stage is a living document, being refined and revised based on experience from the field, which in turn defines outreach and extension in the community.
Clients are able to develop required linkages with the government system – known face - that helps them with such connections. They become aware about the facility and improve connect to the health facility. Community should know where to go and who to ask, in case of health episodes	Increased utilization of public health facilities7 Formalized partnerships with National Urban Health Mission or other state entities to address the needs for inclusion and access. Specific value adds and who it benefits are clearly stated.
Local staff provide anchoring to the program and deeper connect into the community	%age of team who lives in the area of intervention.
Experience of satisfied clients is leveraged to expand uptake of services	• Clients being recommended via word of mouth • Detailed and effective follow up strategy is developed • Satisfied clients who are actively engaged with the program

This data needs to be disaggregated for different age groups. For each age group, there are indicators of success on health articulated by WHO and GOI. For instance, for adolescents, success is

- early marriage is delayed
- early pregnancy is reduced
- nutritional – attitude, knowledge and practice improve
- chances of anemia are reduced.

While applying these indicators, the program can add others which are listed below:

- awareness on gender and equity norms in society at large;
- peer safe space adolescent group, youth education, identify leaders and create opportunities for enjoyment of the space;
- increased awareness of health seeking behavior on mental well-being;
- understanding and practice of improved menstrual hygiene, uptake of feminine hygiene products.

Success in Govindpuri. One of the partners (Agragami) has implemented an intervention in .... Area and found that impact has been on the following parameters. It may be worthwhile to study this further and see implications for HCL Uday. These are listed below:

- 82% coverage of immunization
- Linkage with other hospitals including private/charitable hospitals
- Doorstep support
- Family planning distance between children
- Early marriage < 20 years is reduced to 8%, first pregnancy is higher
- Myths are busted
- Demand generation is now led by others in the community dental care. Main reasons for

unmet needs observed in SILC are the following: Could not afford to (too expensive), Waiting list, Could not take time because of work, care for children or for others, Too far to travel or no means of transportation, Fear of doctors (resp. dentists), hospitals, examination or treatment, Wanted to wait and see if problem got better on its own, Didn't know any good medical doctor (resp. dentist), Other reasons.
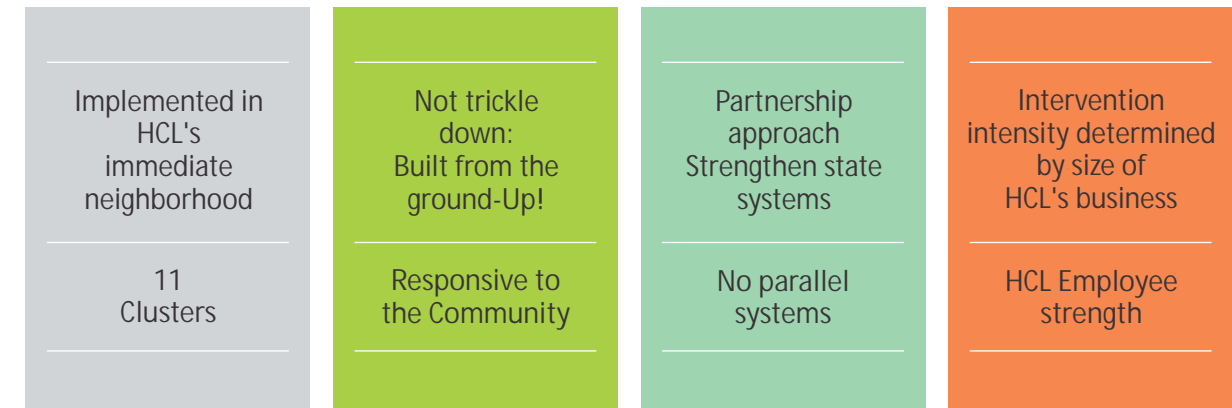
https://ec.europa.eu/eurostat/data/database

https://ec.europa.eu/eurostat/web/employment-and-social-inclusion-indicators/social-protection-and-inclusion

[7]http://www.mospi.gov.in/sites/default/files/publication_reports/Manual-Health-Statistics_5june15.pdf

Part - C
Annexures

The Contours

Implemented in HCL's immediate neighborhood	Not trickle down: Built from the ground-Up!	Partnership approach Strengthen state systems	Intervention intensity determined by size of HCL's business
11 Clusters	Responsive to the Community	No parallel systems	HCL Employee strength

Uday: The process

This document delves deeper into the inner workings of HCL UDAY, especially the processes followed across all verticals of the program. UDAY is operational in all cities where HCL has a presence and through it, HCL addresses its corporate social responsibility in its immediate neighbourhood. Its goal is to bring about equitable and sustainable development of below poverty line communities in urban areas.

Uday: in a nutshell

Vision: Green, clean, healthy and empowered communities

Opportunity Statement mission: Integrated Community Development Approach (ICDA), towards breaking the cycle of poverty in urban areas

Audience: Underprivileged urban communities, poorest of the poor comprising of migrant workers and displaced people.

Strategy: Integrated community development approach in partnership with Government and non- Governmental organizations to bring about a systemic transformation. Employee engagement and participation being the key lever that spans across all programs.

Outreach: 3,00,000+ Beneficiaries and 20,000+ Volunteers
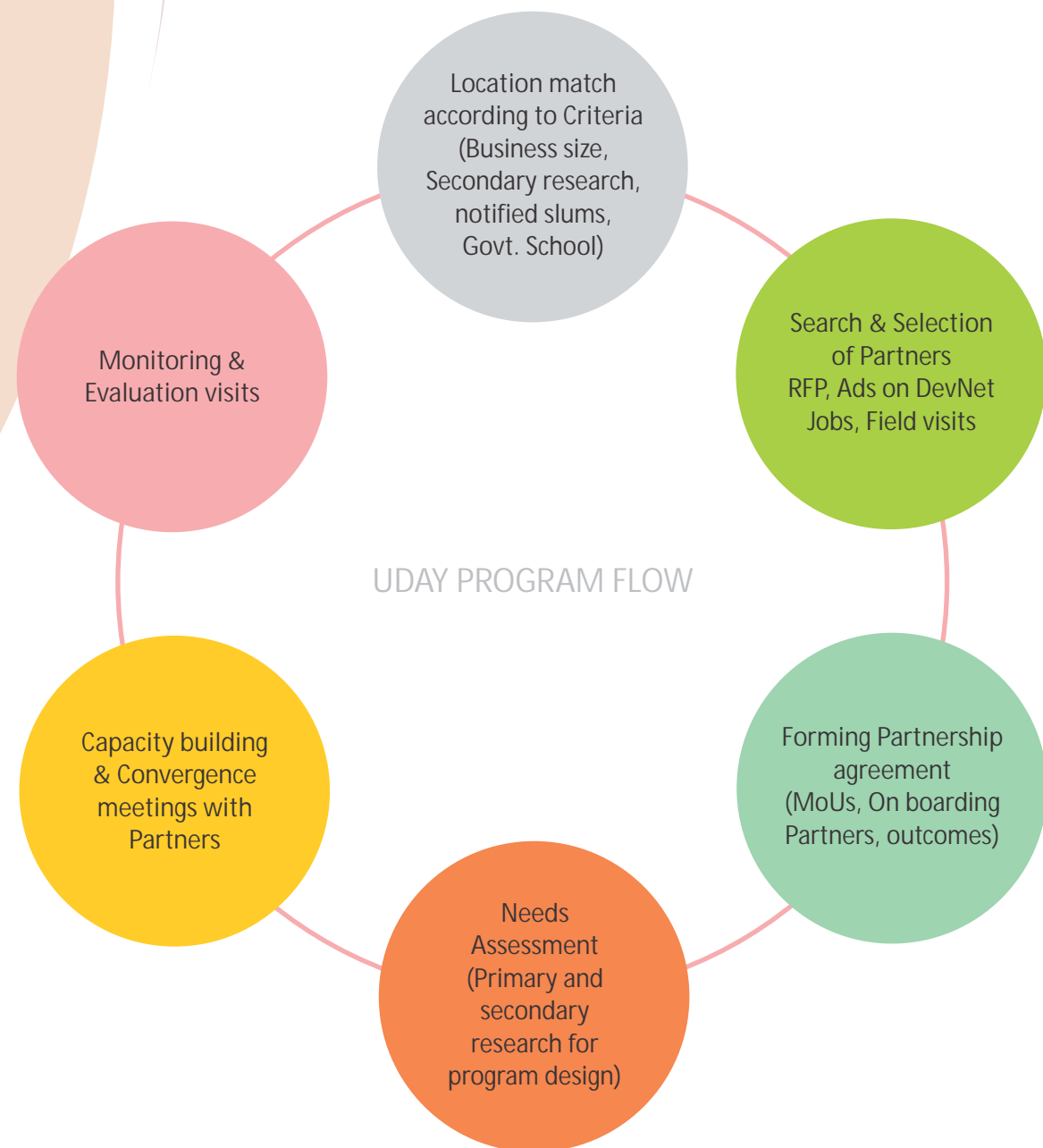
Geographies: National Capital Region (NCR), Chennai, Madurai, Lucknow, Kolkata, Bangalore, Pune, Nagpur, Hyderabad, Vijayawada, Coimbatore

- Each program cycle (inclusive of all the steps) with a partner is 12 -15 months long and different program cycles run simultaneously through the year. Currently there are 55 NGO partners in 11 clusters.

- While and sometimes even before the search and selection process for a Partner/partners kick starts, the HCLF team zeroes in on the location in accordance with its criteria.

UDAY PROGRAM FLOW

- Location match according to Criteria (Business size, Secondary research, notified slums, Govt. School)
- Search & Selection of Partners RFP, Ads on DevNet Jobs, Field visits
- Forming Partnership agreement (MoUs, On boarding Partners, outcomes)
- Needs Assessment (Primary and secondary research for program design)
- Capacity building & Convergence meetings with Partners
- Monitoring & Evaluation visits

Uday – 4 verticals at a glance

My School	My Community	My Worth	My Scholar
• Digital Platforms, Science and Sports for strengthening learning – Shiksha	• Early Childhood Care & development – Strengthening Anganwadi Centres	• Leadership training, reproductive health, Financial and digital literacy	• Scholarship for meritorious students
• Bridge and Remedial Education – Gurukuls	• Community based WASH and Solid Waste Management		• 100 meritorious students awarded Academic/sports Scholarships till the completion of their studies (graduate and post graduate level whichever it may be)
• Inclusion & Child Protection	• Leadership and gender related training for young men/women		
• Teachers and Principals capacity building programs	• Maternal health and Adolescent reproductive health awareness		
• Construction of WASH complexes and WASH related sessions and solid waste management in schools	• Water conservation in communities		
• Green skilling sessions in schools and Afforestation drives in schools	• Employability and skill training for youth through Yuvakendras		
	• Seed loans and microenterprise opportunities for young men/women		
	• Capacity building of trainers		
	• Green skilling sessions with youth and Afforestation drives in communities		
	• Disaster relief – during floods		

Uday – Key themes

1. Environment

   Intervention areas include -

   - Afforestation
   - Waste management
   - Water Conservation
   - Green Energy
   - Disaster preparedness

2. Health

   Intervention areas include –

   - Child Health Care Centers (CHC's), Primary Health Care Centers (PHC's), Health camps
   - Adolescent and reproductive Health
   - Gender sensitization
   - School and community- based WASH and Solid Waste Management

3. Education

   Intervention areas include -

   - Early Childhood care and development
   - Gurukuls – Digital learning platforms and remedial education
   - Scholarships
   - Inclusion & Child protection

4. Skilling & Livelihood

   Intervention areas include –

   - Yuva Kendras- Employability /skill training
   - Micro enterprise opportunities – seed loans
   - Capacity building of Trainers

Uday - program cycle

A) Criteria

- Interventions planned only in those cities where HCL offices are located (11 locations = 11 program clusters)
- All Uday Interventions (My community, My school, My worth, My scholar) to take place within a 40 km radius of an HCL facility
- Intervention intensity to be determined by size of business in that location
- Direct (built from the ground up) intervention through non-profit partners
- Each intervention to make space for HCL volunteers to contribute as well as lead
- Work exclusively in notified slums, Government / aided schools – "communities in critical need"

The above criteria are the starting point to all UDAY interventions and are strictly adhered to. The locations are mapped and identified at times in tandem with partner selection and sometimes even before.

B) Search & selection

- A pool of potential partners is generated through existing database and specific sites like NGO Box, Devnet jobs, and referrals.
- Based on the HCL presence/strength in that particular location, a budget is arrived at and Request for proposal (RFP) is sent to potential partners who have the capability to deliver at the required scale.
- First level screening - 30-40 proposals are accepted which are then whittled down to 4-5 applications per thematic area by an Internal committee.
- Criteria for selection include the spread of activities, technology proposed, the budget (cost per beneficiary) and the clarity on deliverables presented.

- Level two, Field Assessment - a review of the Governance/board in place, gender balance, political/religious affiliations and the organizational capacity to deliver. Documentary evidence is gathered for presentation to the Finance team and AGM.
- Level three – the field assessment report after being vetted by the Finance, program/ operations team and AGM is presented to the Director.
- From each vertical the top 3 are recommended via a comparative analysis. Of these one organization is finally selected as a partner for each vertical.

C) Forming agreements & onboarding of partners

- Once the partner is finalized, a draft MOU is prepared by the team and shared with the partner organization so they can assess it from the legal perspective. Sometimes there may be last minute addendums or minor additions/edits from either side.
- The final MOU is drafted and signed by the Project Management personnel on each side and the first quarter instalment is released after due approval from the management committee.
- The partner is required to share projections on the next two quarters (these are clubbed together and larger sums are disbursed). These include detailed reporting on the financial, programmatic and MIS related criteria.
- Reporting and branding compliances are shared with partners in detail. While Finance is to be reported every six months (twice a year).

Programmatic and MIS Reporting is once every 3 months. The overspend is not to exceed 10% every quarter.

D) Volunteer mobilisation

- It's a continuous process that the team engages in, with around 20,000 volunteers at all 11 locations through the year. This is a substantial number in itself, equivalent to a separate vertical; each volunteer is a youthful, high quality albeit part time resource. While the degrees of engagement may vary, all volunteers choose to engage of their own accord and are willing to give personal time and energy to interventions of their choice.

- As part of the outreach effort, formal invites are sent from the HR team to all new joinees. The induction process includes an orientation to HCLF and it initiatives as well. Every month at least 4 mobilization meetings are organized. The Foundation team makes presentations on occasions like the bi-annual Townhall or other smaller events; they address groups that may range from 30 strong to 500 employees.

- The Foundation team is supported by the HCL volunteers; like the SPOCS (Special point of contact), community leaders and community champions who take on the lion's share of managing and matching the volunteers to the different interventions according to their interests and availability. While community leaders are regular volunteers, community champions volunteer in a minimum 10 activities annually. The larger locations have 30-40 leaders while the others have 10-15.

- There are no eligibility criteria as such for joining the volunteer corps. All employees with an interest and will to engage are welcome; however, they are all given an orientation to the code of conduct. They are also familiarized with child protection guidelines and undergo a brief training on mentoring and working with young people.

E) Needs assessment

My community

- Secondary and primary research studies are conducted by the team to get an overview of the situation in that specific city.

- Shortlisting of slums – only notified slums with a minimum of 1500 households are chosen.

- Vulnerability mapping is implemented in collaboration with the community and the partner organizations. All factors like access to health, sanitation, education facilities are taken into consideration in order to prepare an assessment.

- Field visits are conducted by HCLF team and the partners to gauge situation, distance from HCL campus and requirements on the ground.

- Locations for the project (e.g. Early child care centers, skill training centers etc.) in the slum

are shortlisted in consultation with the community. Group discussions and meetings with the residents are conducted to build consensus and ownership.

My School

- Based on the 40 kms radius criteria, Government schools in a defined area are selected. Sometimes these are selected based on recommendations from HCL volunteers, Principals, and teachers already partnering in the 'My school' program.

- The program kicks off with a Baseline assessment of the school (Parameters include basic infrastructure and facilities, learning outcomes of students, academic performance, safety norms and standards followed, learning resources/environment for students and staff etc.)

- Each parameter is scored, and selection is determined by these scores as well as the 'in person assessment' conducted by HCLF through field visits and meetings.

- In addition to the team involvement, each school has an HCL volunteer as the 'My school' champion. He/she remains closely connected to all the activities taking place within the school and contributes a designated number of volunteering hours in a field of their interest.

- School management Committees (SMC's) that comprise of the principal, teachers, and coordinators are formed at the beginning of the intervention and they play an active role in day to day decision –making as well as long term planning.

- In addition to the program implementation by the NGO partner, infrastructure development needs of the school are also planned in accordance with their allotted budget. Here safety and security related needs are given precedence over any other development. Government guidelines are followed, and only authorized vendors are contracted.

My Worth

- This intervention targets adolescent girls between the ages of 13 and 17 years across varied thematic areas and projects. The focus is on Capacity building through leadership and life skills training, Financial and digital literacy programs. Led by NGO partners and supported by the HCL volunteer team, it seeks to build the confidence of young girls from the community through awareness programs and exposure visits to local institutions like Banks, Police stations, Science exhibitions etc. • All volunteers are trained in delivering these trainings and are also prepared for their mentoring role to the young girls.

My Scholar

- Currently this program runs in 4 out of the 11 HCL locations and identifies and supports 172 students that excel in sports and academics every year. These children are drawn from the HCL pool of security, facilities, housekeeping staff and their families in addition to the participants of the 'My school' and 'My community' interventions. Contributions from the he 'Power of one' initiative (where HCL employees voluntarily contribute 1%, 3% or 5% of their daily salary on a regular basis) power the My Scholar program.

- The search and selection involves NGO partners as well as volunteers who invite nominations in all 4 locations. The eligibility criteria include a consistent academic record and an 80% or above exam score. Children (Orphans or single parent supported children) are preferred. However, eligibility does not guarantee scholarship award. All eligible candidates appear for an interview and a written test. Scholarship is decided basis the need, vulnerability and academic merit.

- The first level screening is followed by a Review after which a shortlist is prepared. A written test and an interview leads to the final selection. The sports scholars are selected through the Sports for Change championship screening process and merit.

- The volunteers mentor the selected candidates through phone calls and scheduled meeting at the HCL facility. Academic and professional inputs are provided through partner support wherein the emphasis is building empathy and a connection between the volunteers and the scholars. • Some of these scholarships extend till the completion of education and cover medical and engineering and other professional studies in addition to a graduate studies program. The scholars are assured long term conditional support as long as they fulfill the academic merit criteria and participate regularly in mentoring sessions.

Convergence between programs/verticals

Young Kalam Fest and Sports Fests are regular events which provide a platform to showcase talented children/youths from under privileged communities. These are held in a competition format first at state level, after which the winners represent their location at the national level.

These festivals provide the much needed exposure and recognition to the participants and also serve as effective learning experiences for different program beneficiaries across cities, many of whom are venturing out of state for the very first time. Partner organization are represented in these events.

F) Convergence meetings

- Convergence meetings are held every month in Chennai and Noida to bring together the north and south zone partners. Here, partner organizations gather, present their work, share progress, concerns, and learn from each other. The HCLF team also apprises the partners of the routine/operational requirements from the programmatic and the fiduciary point of view.

- HCLF organizes capacity building workshops for its partners to facilitate knowledge, skill sharing, and build a common understanding on relevant developmental perspectives. Finance, Internal control, Monitoring and evaluation are also touched upon.

G) Monitoring and evaluation visits

- On an average 70% of the team's time is allocated for Field visits which includes connecting with both existing and potential partners. • Regular monitoring visits to program sites are undertaken by the HCLF team, often these are clubbed with events, workshops or milestone celebrations. • Quarterly reports that the partners are expected to furnish help in providing the framework to measure the outcomes during these field visits. • Visits by the mentors, coaches and HCL volunteers also help the Foundation team to stay informed about the progress on ground. Their feedback provides a credible, objective assessment of the program quality and outcomes. • External consultants are commissioned to conduct Monitoring and Evaluation visits too at the close of which detailed Reports are compiled. An appreciative enquiry lens is used for this purpose.