



## **TATA ISES 2011**

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REPORT

### **Rallis India Limited: Impact Assessment of CSR activities in Lote and finding a way forward**

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## **Rallis Introduction**

Rallis India Limited, a TATA enterprise, is one of India's leading agrochemical companies with a century-old tradition of servicing rural markets and a comprehensive portfolio of pesticides for Indian farmers. The company is known for its expertise on Indian agriculture, sustained relationships with farmers, quality agrochemicals, branding and marketing expertise along with its strong product portfolio. Rallis has developed a vast distribution network which reaches out to 80% of India's districts and offers its range of products at grassroots level.

### ***Corporate Social Responsibility (CSR)***

The CSR team at Rallis is composed of a director and one trainee. The company's CSR started in 2009 and therefore all of the projects are still very young and developing. The CSR activities fall under the HR department of the company and majority of them is aimed at agriculture and women and children empowerment through volunteering initiatives. There are 14 volunteer champions at all regions where Rallis is present. The champions help to identify the target communities based on a standard set of criteria.

The CSR operates under three overarching headings:

- **Saathi (Employee Volunteering):** is based purely on employee volunteers and has no connecting theme or vision. Under "Saathi," employee volunteers are involved mainly in activities related to agriculture and environment. Some examples are: providing training on safe use of pesticides to farmers, farm labourers and their family members; co-operating with Grow-trees Foundation and planting trees on the birthday of Rallis employees across the country; celebrating World Environment Day at various locations including activities like water harvesting and tree plantations.
- **RUBY (Rallis Ujjwal Bhavishya Yojana):** is a name given to corporate initiatives aimed at young generation living in the vicinity of the manufacturing factories. Some of the activities include: SSC preparatory series, personality development programs alongside with self defense and sex education in Lote manufacturing site; youth educational programs like teaching Mathematics, English speaking, Basic Computer literacy at Akola manufacturing site; special tree plant training to underprivileged youths under SEWA initiative at Ankleshwar manufacturing site.
- **TARA (Tata Rallis):** projects under TARA are related to girls and women empowerment. Focus is on making them aware of their own strengths and increasing their confidence levels, for example, women and girls across the country are trained in self defence under the theme of MataRaksha.

## **Impact Assessment – Introduction**

### **Aim**

The aim of this impact assessment is to provide a useful, critical and practical account of the performance and effects of Rallis' CSR activities in Lote under the heads of RUBY and SAATHI programmes and to develop recommendations based on the performance, effects and impacts of the particular projects.

### **Purpose**

To assess the CSR activities in terms of effectiveness, impact on the target group, efficiency and sustainability in order to improve its functioning and to provide Rallis with information needed to make decisions about the future CSR activities in Lote.

### **Key assessment questions**

- Who is currently benefiting from the project and in what ways?
- Do the inputs (in money and time) justify the outputs and, if so/if not, on what basis is this claim justified?
- What would improve the efficiency, effectiveness and impact of the current project?
- What are the lessons that can be learned from these projects in terms of replicability, sustainability and effectiveness?
- What is the way forward?

### **Structure of the report**

Each project under the RUBY head will be introduced, analysed and recommendations will be suggested. These projects are: SSC preparatory series, personality development workshops, self defence and sex education. After dealing with the RUBY projects some of the SAATHI programmes will be analysed, namely activities in the Belsai village. Based on both of the evaluations, aggregate conclusion and recommendations will be made as to where and how to move next in Lote.

### **Methodology**

- Survey and questionnaire conducted amongst the school children in the target school.
- One on one interview with the key informant from the Belsai village.
- Focus groups and semi-structured group interviews with the Gram Panchyat, school teachers, and school representatives.
- Collection of data was conducted in Lote, analysis of data was conducted in Mumbai.

## **Secondary School Certificate (SSC) preparatory series**

### **Background**

SSC preparatory series is the flagship programme of the Rallis community activities in the school. The series have been conducted for the past 14 years and they have helped hundreds of students to perform well in SSC exams after their 10<sup>th</sup> grade.

The series are organized every year in January and they take a form of lectures spread over three days. The nature of the lectures differs – some lectures are about general exam techniques such exam timing, writing clearly and coherently, eliminating stress; other lectures are aimed at specific subjects and their revision. Last but not least, the preparatory series help its beneficiaries to clarify their future study and career plans.

### **Inputs (data provided by Mr. Anthony)**

Average cost per series/year: Rs. 25,000

Total cost of all series conducted so far: Rs. 300,000

Average time input in hours:

a) Coordinator – 12

b) Lecturers – 1

c) Others – 24

Other material input: note books, tea & biscuits and lunch to teachers

Number of employee volunteers involved: 7-10

### **Participation (data provided by Mr. Anthony)**

Average number of students taking part each year: 275

Number of participating schools each year: originally 4 schools, down to 2 schools

### **Intended outcome**

Improved SSC performance and better study habits

### **Information needed**

Score levels and indication of changes in study habits

### **Data collection method**

- A) Questionnaire (see Appendix I), number of respondents 68 students from classes 11 and 12, equal number of boys and girls
- B) Focus group with 12 teachers

### **Data analysis**

- A) Questionnaire response summary

100% of the respondents found SSC prep series very helpful and all of them felt that the series have helped them to score better in the SSC exam. This is an overwhelmingly positive response and it proves that the series is genuinely improving the abilities of respondents to score better.

More specifically, the respondents appreciated the given guidance on exam time management, on exam writing techniques and on problems solving techniques. As for the particular subjects, simplification and explanation of mathematics, geometrics and english seemed to have worked for the majority of students very well. In a more general way, some students felt inspired to study more, because they could actually finally grasp the full content of the subjects. Other students appreciated the fact that they did not have to spend so much time revising, because they were well prepared from the series. Overall, students lost most of their exam fears and as a result felt they could perform better.

The most cited weakness of the series was revision of sciences in general and of geography in particular. Mathematics was another frequently quoted subject for being explained poorly. Few students remarked on the pace of the series, some of them concluding that the weakest students could not follow the series and would require special care for the series to be effective for them. Also many respondents demanded preparatory series to be repeated every year in order to have continuous preparation for other exams and for future life.

Important lessons taken away by the majority of respondents included good timing skills, good exam technique writing, and good notes from the series itself, which helped them later for revision purposes. Few students mentioned their increased ability to think on their own and to manage their stress levels better, while others appreciated their improved ability to memorise more exam material.

Many of the students feel supported by their teachers and parents and teachers and parents are also the two principal agents that students seek out regarding their career and/or further education guidance. Several students mentioned they feel no support from their parents, mainly because their parents disapprove of the chosen career, most notably when students want to become fashion designers or cricket players.

Students' answers to what prevents them the most from pursuing their dreams were very varied and there was no one overwhelming answer. The range of answers was spread equally between the following: lack of finances, lack of opportunities, lack of colleges nearby, lack of parental support, fear of failure, fear of getting bad grades.

Overall, Rallis scored well with the students the total average being 9.2 out of 10. However, only three students from the sample could name other Rallis activities other than the activities in the school.

If the students were given a free hand, most of them would work towards improving the position of their respective villages in the following areas: health, pollution and education.

#### B) Summary of focus group with teachers

All of the teachers, both young and old generation, agreed that the overall preparedness for SSC exams has increased due to Rallis preparatory series. When asked what are the reasons for steady decline in the SSC scores as well as in the number of passing students, their answer was unanimous – there are many more students in every class and the number of

students is continuously increasing but the number of classrooms and teachers is staying the same. As a result, pressure is created and the quality of teaching declines. Hence the SSC results are decreasing as well.

Overall, the teachers very much appreciate and welcome Rallis' help with preparing their students for the exams and all of the teachers hope Rallis will continue in this activity and increase the frequency and number of its activities in the school.

### **Assessment of impact**

There is an undeniable positive impact on the performance of the students in their SSC exams. The intensity, structure, and conduct of the series leave a very good mark on the students' learning habits and it increases their willingness to learn more and to do well in their exams. Due to the series they fear less and their anxiety decreases, allowing them to perform better. Therefore, in the short term, the situation of the students improves and they feel they score better due to the preparatory series.

In the long term, the impact of the series is less obvious and much more questionable. Overwhelming majority of the students is unable to point out to a situation or scenario in which they were able to benefit from the lessons they have learned other than in the SSC exams. This signifies very short-lived impact of the series. Furthermore, in the long run the scores and the number of passing students had decreased, which contradicts how students themselves felt about the series. Therefore there is a discrepancy between the real results and the presumed or assumed results as felt by the students.

As a company and as a brand name, Rallis is unknown to the students and 98% of them is unaware of the brand and its other CSR activities.

### **Recommendations**

- Keep the continuity of the preparatory series and possibly extend it to as many classes as possible.
- Improve the structure of feedback forms that are handed directly to the students after the end of the series. This new feedback form should include detailed questions about each and every session conducted so that Rallis can keep track of what has worked, what has not and what needs to be improved in the following years.
- Start monitoring students' performance before the series, after the series and after the SSC exams and see how effective the series really are in terms of improving students' grades
- Organise a workshop for the teachers which would teach them how to include more and better exam tips, exam writing techniques, etc. into their daily teaching. In this way, the students can feel continuously looked after and well prepared to sit the exams.

## **Personality development workshop**

### **Background**

Based on the need assessment and requirements of the students themselves, Rallis has conducted three days personality development workshop for students in grades 8<sup>th</sup> and 9<sup>th</sup>. The workshop was developed and led by the head of Rallis CSR Ms. Jignyasa. It included ice breaking activities, games, and performance in front of an audience, as well as motivational lectures and discussions about fulfilling dreams and reaching potential.

The main reasons for implementing this workshop were to empower the local youth and to improve their confidence levels as their family and local community often does not support them enough in their dreams and activities.

### **Inputs (data provided by Ms. Jignyasa)**

Total cost per year: not specified

Total Average time input:

- a) Coordinator – 28 hours
- b) Volunteers – 25 hours
- c) Others – not applicable

Other material input: chart papers, sketch pens & old magazines

### **Outputs (data provided by Ms. Jignyasa)**

Number of beneficiaries: not specified

Number of workshops/lectures given: not specified

### **Intended outcome**

Increased confidence

### **Information needed**

Indication of changes in students' confidence

### **Data collection method**

- A) Questionnaire (see Appendix II), number of respondents: 60 students from class 9 and 10
- B) Focus group with 12 teachers

### **Data analysis**

- A) Questionnaire response summary

The overall level of confidence has increased and this was felt by 100% of the respondents. There were three specific areas in which the students have developed their confidence levels:

First of all, majority of them had lost most of their fears. Predominantly they lost fear to talk in front of the audience or their classmates, and they also lost fears to talk in front of their seniors, authorities and teachers. Now they are not afraid to participate more in class

activities, extra-curriculum activities and they are eager to take part in all of the competitions (singing, dancing, drawing, speech). Furthermore, they lost most of their fears is the pursuance of their dreams and ideal careers. After the workshop they now know that nothing is impossible and sky is their limit. One of the students noted, that he is no longer afraid to pursue his hobby as a career choice. Finally, loosing fear was connected with personal fears of, for example, heights or fear of going to new places and meeting new people. All these seem to have disappeared after the workshop.

A second area in which their confidence has improved is a personal appreciation of self and the good qualities one possesses. Majority of the students are now confident that they have good qualities, which they can deploy for their own benefit and for the benefit of the community. They also became aware of their weaknesses and are now ready to work on them and to improve them.

A third area is improved confidence in their leadership skills. Most prominently some students mentioned situations in which they felt they have become leaders. One student has taught an old lady the basics of reading and writing. Another student taught his friend how to ride a bike, whereas the third student helped small children with their reading skills and the fourth student trained ten women in self-defense, the fifth student is writing her own play.

Many students feel support from their families, however, a significant number does not get any help and support from their family and some of them are even discouraged by their parents in pursuing their dreams, because their parents think their children are not smart enough.

Career guidance and workshops regarding various career paths (army, teaching, sciences, etc.) were very much required by majority of the students in the believe that such guidance would help them to aim high and to choose well depending on their skills and qualities. Equally popular was a demand for more personality development workshops and for them to be replicated to other students in their school and also in other schools in the area. Some of the students were willing to offer their own teaching skills and teach personality development to other students. 98% of the boy respondents expressed their wish to have more sports training, which would help them to achieve their dreams of becoming professional players.

If the students were given enough power, they would decrease pollution, increase protection of the environment, have more tree plantations, better infrastructure, water drains and water management and more health checkups.

#### B) Summary of focus group with teachers

All of the teachers have agreed that students are becoming more confident the more opportunities and care they are given. However, they are experiencing difficulties in helping out their students outside the mandatory curriculum. There are many reasons for this happening but amongst the most frequently mentioned reasons were: too many children per class, the lack of teachers' training and the lack of teaching material. The



teachers would welcome new projects aimed at developing students' confidence through active participation and giving them opportunities to try their best, however, there are not enough resources, time and management support for these projects. The teachers were clear that they cannot do these projects alone, without outsiders' help.

### **Impact Assessment**

Before the questionnaire I led a 15 minutes long class discussion on the theme of leadership, personal development and the past workshop. The students were responsive and they have remembered quite a lot from the workshop. Majority was able to give good examples of what leadership and personality development means to them, proving that the workshop has planted its seeds successfully.

The workshop has certainly increased their confidence in short term and there is a hope that it will stay with them for the coming years, even though the long term impact will be hard to measure outside a properly monitored environment. The impact is also limited by the fact that the students have no opportunities and chances where to put their skills to good use and where to apply their leadership potential. They are now aware of such skills and qualities, but there is danger that it will all go to waste if it is not further encouraged.

As a company and as a brand name, Rallis is unknown to the students and 99% of them is unaware of the brand and its other CSR activities.

### **Recommendations**

In order to increase the impact and to make personality development more sustainable, Rallis needs to pursue its activities as a combination of a long term work and engagement with the parents, students and teachers. The programmes needed to go further and deeper and need to create opportunities not merely fulfilling needs and gaps.

#### *Parents*

Educate parents: even if the students feel confident and ready to seize opportunities, they must feel they are supported at home. Family support proves to be crucial in rural village set up, because the village life is centred around family life. If the family disagrees with child's dreams, ambitions and future plans, the child is hardly going to pursue them. If the family is merely ambivalent towards their child's dreams, ambitions and future plans, the result is the same – their child would not feel supported and would be too worried, anxious and stressed about taking the next step towards their career. Therefore parents is a category deserving its own focus. The focus could be channelled through the following methods:

a) Organise focus groups in the village about the importance of education and general parental support for both girls and boys; let the methodology be drafted by an NGO or Ms. Jignyasa but let Rallis employees to conduct the focus groups. Have a follow up household visits, one by one, and discuss the matters again but this time informally over chai. Next, assemble only the women (mothers) of the village and again, explain the

message separately to them and ask them and teach them how to gently “manipulate/trick” their husbands into supporting their daughters (or less likely but equally importantly their sons), shall they be categorically against their daughter’s education or her other plans.

b) The teachers are often able to point out which students come from unsupportive, or even abusive family background. Teachers’ best judgement and their unique insider knowledge should be used for targeting those unsupportive parents and subsequently such families should be given extra care and attention.

c) Involve parents in the school and its activities. For example, organise “School Open Day” when parents will be able to drift in and out of the classrooms when teaching is going on. In this way, they will be able to see how and what their children are taught at school and how does an ordinary day at school look like and feel like. Or help to organise school drama production and involve parents in it, by asking the mothers to help with costumes, fathers with props, etc. Or organise a food competition – the mothers and their children could prepare together one simple dish or sweet and the jury (composed of Rallis employees) will judge the best dish/sweet for its taste, look, innovation or arrangement. Whatever it is, the programmes need to be based on parents’ participation and direct involvement, otherwise it is a lost cause.

### *Students*

Students, being the key beneficiaries, should be given opportunities how to express their newly gained confidence, skills and leadership potential. The results of the questionnaire point towards two possible areas worth pursuing:

#### A) Career enhancement

- “Career day:” there is a huge demand for career guidance, career workshops, Q&A sessions about various routes and education opportunities. It would be really helpful if Rallis organised and planned a career day and invited various professional representatives from the fields of engineering, IT, civil service, administration, business, arts, sports and have briefing sessions, panel discussions, etc. Dedicate a whole day for it and engage students in 9<sup>th</sup> - 12<sup>th</sup> class.
- Inspirational trips to HO in Mumbai: the company should organise a 3-4 days trip for the best and most talented students to its HO in Mumbai and prepare a program for them ranging from sightseeing, to spending some time with the executives of the company, etc.
- Shadowing scheme in Lote factory: active and interested students should be offered an opportunity to spend a day with Rallis executive, shadowing him and seeing what type of work he does, how does his ordinary day look like, how does he interact with other employees, the meetings he attends, etc. This would help to build awareness about Rallis and it will also directly teach those motivated students how does it feel and what does it mean/involve to work at the top.

## B) Personality development in sustainable practice

- Develop and support scheme of activities which would enable the students to exercise their newly discovered skills, enthusiasm and leadership potential. They were told to follow their dreams and to develop the good qualities they have, but it seems there are no opportunities for them within the school or their village. Given that many students like reading, writing and performance, there are ample of opportunities for Rallis to facilitate, develop and support numerous school projects. These projects could become branded projects, so that all the students will associate them with Rallis and hence all the parents will associate them with Rallis. Some ideas for projects, which can be easily branded, and which have low start up and maintenance costs are listed bellow. The pattern and structure of such projects are well known and have been successfully and widely implemented in the USA and Europe. Therefore there is a wealth of know-how information and organizational models how to organise, run and support such projects.

- a) Starting a school newspaper: each class would have a representative who would be responsible for the class contribution to the newspaper. There can be a team of the oldest students, who would be the editors, graphic designers, etc. and the newspaper could include stories, crosswords, cartoons, jokes, school news, and much more. The whole project would be supervised by a teacher or two and/or Rallis employee volunteer. Photocopies of the newspaper would be made by Rallis and the newspaper would be distributed to the classrooms. This would mean very little financial costs to Rallis but it would create amazing opportunities for many talented students.
- b) School play (full theatre production): first of all there should be a competition amongst the students to write a play or at least ideas for a possible play. After the selection of the winner, the play can go to a full production – casting the students, having a student director, having a small team of students designing the costumes (could also engage the mothers of students), having students who design posters and advertisement material, etc. Supervised and helped by teachers and Rallis employees. The whole locality should be invited for the show, including Rallis employees and parents. Rallis could sponsor the costs of the play (i.e. costumes, make up, posters printing, etc.).
- c) Book club + school library: the school desperately needs a school library or just a small leisure library to begin with. Many students are keen readers but they have nowhere to borrow the books. Rallis should make a call for books (organise “a book drive”) throughout their sales/manufacturing locations and ask Rallis employees to each donate a book suitable for students aged 10-18, perhaps their favourite book when they were at that age (preferably in or translated to Marati). Students should be encouraged to read and to keep a book diary, where they keep track of the books they have read and which they can later discuss during the meeting of a book club.
- d) “Saathi” Teacher (student-to-student tutoring scheme): there are 901 students altogether but 57.3% (517 students) are in classes 8, 9 and 10 (appendix III). Therefore there is a big potential of some very bright students who can help out the weaker students in their own

class or in the classes below them. There should be a formal tutoring system established, where students will tutor students, supported by and supervised by a teacher. The student-tutor would be given some preparatory workshop on how to teach, interact, etc. and would be asked to prepare a weekly outline of what she/he wants to teach, how he/she wants to go about, what exercises is she/he going to conduct, etc. This weekly outline will be supervised and discussed with a teacher prior to the tutorial. The tutorial groups can be as small or as big as per demand-supply ratio. The tutorial sessions could be held during lunchtimes, or before/after school.

- e) Student cinema: an idea coming directly from one of the teachers. Screening films and/or documents about the world leaders, such a Nelson Mandela, Dalailama, Ghandi, and films and/or documents about leadership. Rallis would have to invest into a projector and into buying the DVDs but this relatively small investment could have potentially very wide impact and cover the whole school. The screenings could happen during school time (once a month) or after school or during the free days. Rallis employees would be responsible for choosing a film, introducing it to the students and organising the screening. The same can be replicated for the interested villagers from the local villages.
- f) Role model lectures: as suggested by Rallis vice president of HR, there should be a role model lecture series, whereby the school and Rallis invite inspirational speakers and individuals who succeeded in their lives. They would need to come from similar background as majority of the students, so that the students and parents can relate and really start to believe in the power of education, will and determination.

### *Teachers*

- Organise development workshops for teachers, so that they learn new techniques and methods and improve their existing teaching skills. This will make them into better teachers, it will reflect onto the students' knowledge and abilities as well.
- Teach the teachers: provide training for the teachers of the school in how to teach better, how to motivate their students, etc. NGO or specialist consultants involvement would be recommended, but prior to any engagement there should be a survey/focus group conducted with all the teachers in order to assess the situation and find out the areas which need the most development and training.

## **Empowering women and girls: sex education & self defense**

### **Background**

Rallis has focused on women and girls through their corporate level CSR, namely through RUBY (Rallis Ujjwal Bhavishya Yojana) and TARA (Tata Rallis). Empowering women and girls in rural India has been a long standing theme for many companies and not for profit organization for a long time and Rallis is no exception.

Sex education was identified as a means through which the girls can gain confidence by understanding their growing up bodies and maturing identity. Basic biological information about female body is frequently a taboo for many of the village mothers and there is no sharing of information or mentoring regarding matters such as menstrual cycle or pregnancy. Therefore the girls feel unsecure and hapless. Sex education was conducted through a series of lectures and workshops led and developed by Ms. Jignyasa.

Self defense was identified as a means through which the girls become confident about protecting themselves and their friends. Long travel distance or long walking distance was often cited by the parents as a reason for not sending their daughters to school, because it was too dangerous for them. Therefore self defense training was provided for the girls in order to ease their parents worries and to increase girl's confidence.

Self defense training was conducted through numerous practice sessions led by Ms. Jignyasa. The original moves and sequence of the moves was developed by martial arts fans employees from TATA Chemicals.

### **Inputs (data provided by Ms. Jignyasa)**

Total cost per year: not applicable

Total Average time input:

- a) Coordinator – 16 hours
- b) Volunteers – 6 hours
- c) Others – not applicable

Other material input: photocopies of lessons taught

### **Outputs (data provided by Ms. Jignyasa)**

Total number of beneficiaries (directly trained girls): not specified

Total number of workshops/trainings conducted: not specified

### **Intended outcome**

Increased confidence

### **Information needed**

Indication of changes in students' confidence

## **Data collection method**

Questionnaire amongst 30 girls from grades 8<sup>th</sup> and 9<sup>th</sup> (appendix IV)

## **Data analysis**

The class discussion on empowerment and equal opportunities did not reveal much information, because majority of the students were not familiar enough with the idea of empowerment and equal opportunities. They did not seem to understand the terms, let alone the content of the terms.

Majority of the girls were well aware of self defense training and four of them performed the moves in front of the whole class. In the questionnaire all of the girls found self defense training helpful and they acknowledged that they feel safer and able to protect themselves now. Fortunately 95% of the girls did not need to use the technique in their real life, but there were some girls who used their new self confidence in few scenarios. For example, one of the girls was waiting for her bus when a man in a car approached her and asked her to sit with him in his car. She put on a confident look and started to reach for her shoe. This showed the man that she was not scared and he drove off. Another of the girls was on a bus when men around her started to speak in abusive language. She stood up and pretended to be strong and confident and they left her alone thereafter.

Around half of the girls tried to teach their the self defense technique to friends, family and neighbours, whereas the other half did not attempt. There were few occasions when the girls tried to teach the technique to others but were not successful, because the others laughed at her and mocked her.

Sex education was a much more difficult topic to talk about, because the girls were, understandably, very shy, even though there was no male present in the room. Therefore it was impossible to ask them detailed questions on what they have learned and if they have learned anything particularly useful and what topics/issues they would like to be repeated or elaborated further. Hence I was left to ask the more general questions, answers to which revealed that the girls feel more confident about their bodies and hence about their life.

## **Impact assessment**

Both self defense and sex education fulfilled its purpose and left the girls more confident and feeling more empowered. In the short term, the success of both of the programmes is clearly visible.

However, both of the programmes are unsustainable and do not develop the community. A provocative question arises: some of the girls now know few self defense moves, so what?! The programmes do not generate any opportunities, they merely give the girls some tools how to feel a bit more confident. The impact of sex education is much more difficult to measure, because there are only very few measurable indicators, which were impossible for me to use. I presume the girls are now more aware of their menstrual cycle and possible pregnancy, but it is just a presumption based on observations and no data.

## Recommendations

- Self defense is a very particular project, which is difficult to piece together with any other CSR activities, because it is very difficult to see how does it effect the community and what opportunities it creates. It seems that none has asked the following questions: what is the point, what are the reasons and how does it fit into the grand scenario of CSR in Lote? Yes, it might give the girls confidence but the main reason why it was implemented were the parents, who were worried to send their girls to schools far away. Are the parents now willing to send their girls to far away schools just because they were taught few defense moves? Difficult to answer. Perhaps it would be much more effective to start a scheme of school buses and/or “walking groups”, whereby students from the same area/village walk to/from school together. To conclude with, teaching self defense is by no means a very useful thing to do, but it does not seems to be very strategic project for CSR in Lote, or anywhere else.
- Sex education should be introduced into the school curriculum and taught in small groups of students, little focus groups of girl students with female teachers. The same should be introduced for boys, so that they understand their bodies and growing up better as well. Furthermore, the boys should be explained what girls are going through, how they are effected by hormones plus there should be a basic talk about domestic violence and behaviour towards girls and women – hammer the point home that women are not objects and must be treated with care and gentleman manners. Sex education is a very delicate subject to teach anywhere in the world and in order to have a lasting impact on the community it needs to be done on a large scale. Rallis lectures on sex education are a good beginning but there is much more that needs to be done for it to be effective.

### **Overall recommendations: systematic changes**

- Make the projects more sustainable and replicable: even though the workshops on personality development, self defense and sex education have been successful and students have enjoyed them, they are not sustainable at all, because they are all centred around one person, Ms. Jignyasa. If Rallis wants to replicate this in Lote and also in other localities, Ms. Jignyasa should write up a proper teaching plan, teaching methods, including detailed plan of all the lectures, games and bonding exercises. In other words, there should be a manual and/or workshops organized by her to teach others how to conduct these workshops, so that the outreach increases and the workshops become independent of her personality.
- Quantity vs Quality: why is the school increasing the intake of students? There are not enough classrooms and teachers for so many students and therefore the quality of education decreases. It is highly questionable whether this is a correct strategy. An expert advice should be commissioned, perhaps in a form of a third party audit. The school needs professional help with its management and strategies.
- Organising a school bus trust/foundation/organization/scheme – long distance from the villages to the school seems to be a problem for everyone. Parents, teachers, students alike. It was frequently mentioned in the questionnaires and during the focus groups. Therefore it is inevitable to ask: why do not you try to solve this problem directly, rather than trying to circumvent it? It is clear and understandable that Rallis cannot invest into school buses and its maintenance. But why cannot Rallis facilitate and organise a bus scheme for the school, whereby some of the other chemical companies give a contribution (sum of money) to the scheme in order to fund one of the buses? Rallis itself does not need to invest anything, it will merely organise, manage and provide the logistics and structure. The bus scheme/trust/fund could operate under Rallis' name and as such become a very well branded project known to all students, their parents and other villagers who would see the buses coming and going.
- **TO BE NOTED!** Development of the school is a systematic chain of events and it is a long term project, which needs to have proper vision, goals and strategies. It will be ineffective to just concentrate on one of the areas and leave the other areas untouched. Anything that will be done needs to be well planned out and systematic. It needs to involve extensive work with the parents, teachers and students.



## **CSR activities at Lote under SAATHI**

### **Belsai village**

#### **Background**

Belsai village is located on the hilltop in the vicinity of Lote. After asking the government many times but failing in their requests, the village is not connected to water pipelines and has not been provided with any other drinking water facilities by the government. Belsai is therefore completely dependent on natural resources and their main source of drinking water is dams and wells.

During January 2009 the whole village experienced serious drinking water shortages and asked the chemical companies based in Lote to help them and to provide them with drinking water in water tanks. Rallis was one of the companies which took part in the collective effort and provided Belsai with drinking water.

In the past, Rallis has also supplemented Belsai's school with books, notebooks and school uniforms for students from poor backgrounds. Apart from the Belsai school, Rallis also provides supplies to other two schools in the area of Peer Lote Grampanchayat (Peer Lote, Belsai, Songaon). The annual distribution of supplies happens every August and sometimes in October as well.

#### **A) Drinking water**

##### **Inputs (data provided by Mr. Anthony)**

Total cost: Rs. 12,000

Average time input:

- a) Coordinator – 8 Hrs.
- b) Volunteers – 48 Hrs. (8 volunteers)
- c) Others – 12 Hrs.
- d) Other material input: vehicle, tanker with water, photography

##### **Outputs (Data provided by Mr. Anthony)**

Number of beneficiaries: 50 families

Litres of water supplied: 25,000

#### **B) Books/uniforms supplies**

##### **Inputs (data provided by Mr. Anthony)**

Total cost per year: Rs. 10,000

Average time input:

- a) Coordinator – 6 Hrs.
- b) Volunteers – 4 hrs.
- c) Others – 8 Hrs.
- d) Other material input: note books, uniforms, vehicles, photography

**Outputs (data provided by Mr. Anthony)**

Number of beneficiaries: 150 students in 3 schools

Number of notebooks distributed: 500

Number of uniforms distributed: 50

**Intended outcome**

Improved water situation in the village, improved education situation in the village

**Information needed**

Indication of changes in water management, indication of changes in education

**Data collection method**

One on one semi-structured interview with the head of the village, who is native to the village and has been a community leader for the past fifteen years.

**Assessment of impact**

Rallis has a positive reputation in the village and its surrounding, mainly because of its personalised approach and humanely appearance. Unlike its competitors, Rallis employees and representatives are seen as always making an effort and actually visiting the village itself, meeting the villagers and trying to understand their problems and needs. It was clearly pointed out by the Panchyat leader that Rallis competitors usually only give money to the village as part of their CSR. Rallis is seen as a bit different in this sense, having a more friendly brand image.

However, there is no strategic and long term involvement in the village, apart from fulfilling their immediate needs in water supplies and school equipment supplies and every other chemical company in the region does the same. Therefore Rallis does not stand out for its achievements, merely for their personalized attitude. There is no sustainability in the CSR projects in the village and all the impact boils down to Rallis being viewed positively based on their charitable gifts and welcoming management but nothing else. If Rallis abandons their CSR activities in the village, nothing would change in the village, which illustrates the short lived impact of charitable gifts.

## **Gram Panchyat**

I had a round of 3 hours discussions with the representatives of the Gram Panchyat and the discussion was semi structured based on several questions and themes (appendix V).

The brand image of Rallis is standard compared to other chemical companies in the area. Rallis is known for organising activities, rather than just giving the community lump sum of money. This is a very positive development but the question is, how can Rallis lift up their brand image, make their projects sustainable and lasting.

The most prominent and evident concern amongst the villagers is employment, more importantly, the lack of it. Many villagers are unemployed and the main explanation for the high unemployment rate is of course, the chemical factories and their unwillingness to employ local people. The villagers blame the factories for taking away their land, for polluting the land which was not taken away and for refusing to employ the local population and instead contracting out employees from outside. Everyone in Rallis is aware of this major concern but nothing can be done about it, because villagers lack basic education and the factory cannot employ them due to lack of skills and qualification. The factory has been looking into lowering the entrance criteria for certain jobs as well as looking for ways how to educate, train, recruit and employ the young generation. Nothing else can be done by Rallis regarding direct employment in its factory, which is understandable and it is part of a greater business decision.

Therefore Rallis should look at other ways how to develop the local community. From my discussions with them it seems there are two possible ways:

a) **Outsource locally:** whatever material and goods can be manufactured, produced, sold by the local villagers to Rallis, Rallis should try to buy them. For example, Rallis could commission the local carpenters to produce the pallets for keeping boxes. Another example would be to set up a small scale factory, which would produce goods needed for Rallis' and/or any other chemical company – goods such as uniforms, gloves, or plastic drums, containers, tins, etc. This could be done together in a partnership with the villages, so that they have their own stakes and investment involved.

If there are problems with logistics, transportation or quality, Rallis could help the producers or manufactures to overcome these problems. As a matter of interest, one of the Rallis' competitors has already partnered with one of the villages and they built a small scale factory for manufacturing tins for the colours they produce. Both the village and the competitor have contributed to the development of the factory. Hence, the competitor is now getting cheaper products for its core business and the villagers are getting income.

b) **Renew sustainable livelihoods:** what would happen if all the factories disappear over night and the local community won't be able to depend on the companies at all? What will they do? The answer of the Gram Panchyat was quite straightforward: they would have to go back to farming. And why are not they farming now, if they cannot get employment elsewhere? Apparently because the farmland has been polluted by all the

chemicals from the companies. Never mind who is the greatest polluter in the region, it is not a blame competition. Rallis should step in, regardless of their clean manufacturing and very little pollution. Being active within the community and helping the farmers to start farming again and helping the villagers to go back to their original livelihoods could develop into a superb branded project.

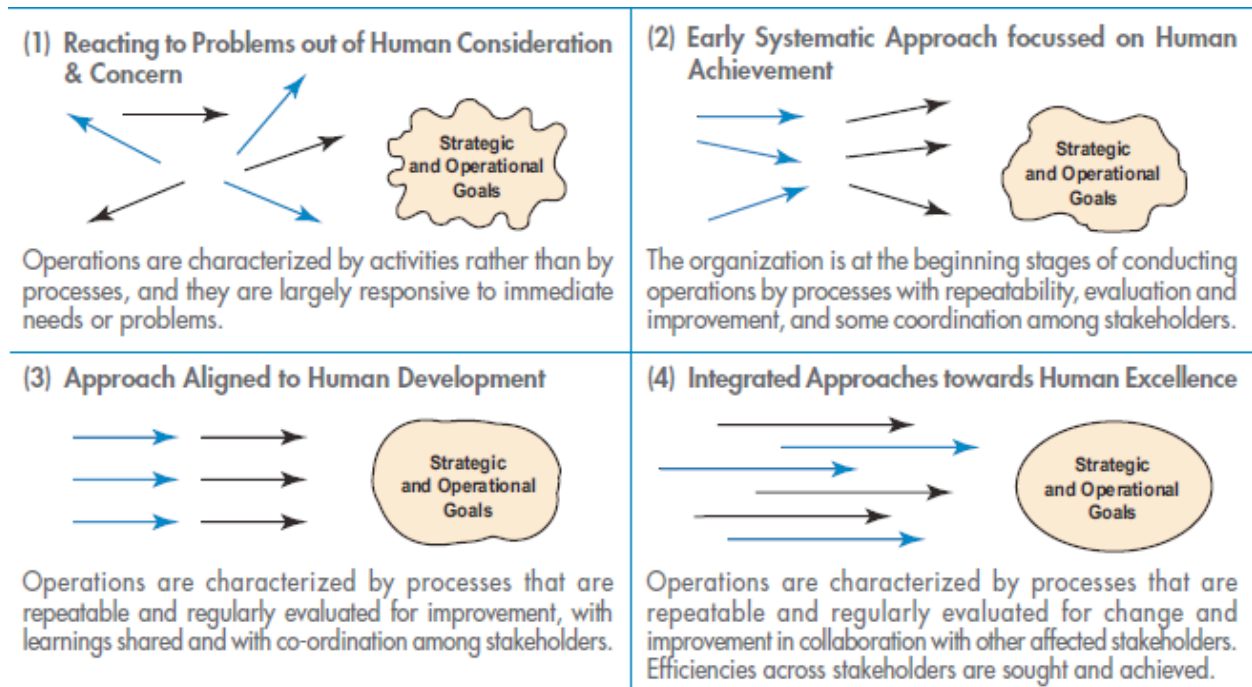
However, it would require to conduct proper need assessment and very detailed screening of the farming sector in Lote, including soil testing, teaching the villagers what/when/how to grow, conducting a market research regarding the specific crop that could be grown and potentially sold for profit, etc.

## Conclusions on impact assessment in Lote

*TATA Ethos: "TATA CSR leverages the unique resources and expertise of the company to create economic value by creating social value"*

Three hours workshop on water management, several tree plantations per year, blood donation drives, giving out notebooks and uniforms, training students in self defense is all very well, beneficial and much needed. It satisfies the urgent needs of the community. However, it is not creating any social value. It is not sustainable and it does not develop the community and it does not promote Rallis as a business. All of the projects have short-lived effects and their operational processes solely depended on one person only.

Rallis CSR is at its very early stage, which is aptly illustrated in the diagram below. So far, Rallis has been reacting to problems of the community out of being concerned and genuinely willing to answer any pleas of help from the community.



*Source: TATA Index for Sustainable Human Development*

The aspiration for Rallis, as for any TATA Group company, is to get to stage 4 of the diagram. However, the journey is long and it will take time, effort and most importantly it will require change of thinking from those responsible for CSR in Rallis.

To begin with, the abbreviation CSR stands for Corporate Social Responsibility and it is certainly not simply CD (Community Development) as they call it in Rallis. Rallis is missing out completely on understating the meaning of *corporate* in corporate social responsibility. It is not a charity, it is not social work, it is not rural development. CSR is about branding company's image through creating self-sustainable projects benefiting *both* the company and the target beneficiaries.

What does the word *corporate* mean? It is not the public authorities or NGOs doing their fair share of social responsibility for our harmed environment, poor education, oppressed women, and lost livelihoods. It is the rich and powerful corporate world which is slowly starting to its undeniable power, wealth, and know-how to create opportunities, and hence to contribute to the solution of social issues.

To conclude with, I would compare CSR in Lote to a sand castle: Rallis CSR in Lote it is like a sand castle – it is nice, pretty and effective when you are building it and when it stands but it washes away quite easily and all the goodness in it and all the hard work behind it is lost. All that remains are the trophies and photos in PR material.



photo: D Sallery



## **General recommendations**

- 1) Conduct proper and very detailed needs assessment in Lote.
- 2) Create employee volunteerism database in all sales and manufacturing locations.
- 3) One of the first things I asked the CSR team at Rallis was about their budget. I was surprised that they did not have one. Rallis needs to start allocating budget to their CSR activities in Lote (supply based allocation of funding) and not the other way round, that CSR is financed as per the specific demand of the CSR team (demand based allocation of funding). Demand based allocation of funding goes against strategic thinking because it can fracture the whole logic and purpose of that particular CSR project. CSR activities are not a shopping list! You cannot just decide based on intuition and personal preferences which activities to support and which not to support. You cannot just cross out this and that because you do not like it. And that's exactly what has been happening in Rallis. How can you plan strategically if your whole strategy is based on mercy of your MD? How can you plan, innovate and think in advance if you have no idea how much you can spend? The company has to make a fully reasoned business decision on how much to allocate to their CSR per year and produce a budget proposal for the next 5 years (which should never be decreased by more than 10% regardless of the company's financial results). In this way, the CSR team can think in advance, plan and make strategic decisions as to how to allocate the budget and what activities they can finance and what is beyond their means. Of course, extra budgetary expenses could always be suggested and discussed with the MD.
- 4) Hire/contract out a CSR person responsible only for Lote.
- 5) Have clear distinction between executive CSR head and operational CSR personnel:
  - It is impossible for the executive CSR head to travel all over India and teach everyone self defense. Does the head of manufacturing spend his time helping to manufacture the products? Surely he does not. There is no reason for the CSR executive to spend time in the field – he/she should be the thinker behind, leaving the operational side of CSR to her/his subordinates and most importantly, to the volunteer employees. The problem is, that this is exactly what Ms. Jignyasa seems to be enjoying the most and that's what she is good at. People love her, she is remembered well, her personality is charming, she is determined, she is passionate, she is an excellent field worker and social worker. However, the position of CSR head requires completely different mindset and experience.
  - Currently, Rallis CSR is so self-centred and so unsystematic that if Ms. Jignyasa leaves the company today, there would be no CSR in existence tomorrow, because she is the sole owner of all of the projects and she correctly calls them "her babies."
- 6) Rallis needs to start having projects under their name, i.e. branded projects! So that a project and the good it brings to the community is immediately associated with Rallis.
- 7) Develop proper strategy with set processes, goals, views, monitoring and evaluation – for inspiration see Theory of Change Development (Appendix VI).

## **Rallis CSR Commandments**

- 1) Imagine: you leave the company tomorrow. Will there be effective, sustainable CSR the day after?
- 2) Imagine: the company leaves the location tomorrow. Will it leave a sustainable community behind?
- 3) Question: when shaking hands, handing trophies and having snapshot moments, always be critical and ask yourself: is this all happening for a good reason or is this just a pretence for corporate PR material?
- 4) Never ever count your success by the numbers of volunteers and hours spent volunteering. That is just statistics.
- 5) Teach others and by doing so ignite them and make them envy your job. Your employee volunteerism will increase.
- 6) Be patient as quality and maturity never comes easy or fast.
- 7) You must innovate and think outside your comfort zone. Go beyond the mundane. Think outside the box.
- 8) Educate yourself and be curious about new developments in your field. Become part of CSR networks in India and around the world. Search for ideas. Share your ideas. Read articles. Never feel you know it all or that you know it the best, because that is never true.
- 9) Delegate! Everyone is replaceable. You are not an exception. Delegate as much as you can. Trust others to do the job. It will save you precious time for doing the things that really need you.
- 10) Find the time to just stop and think.
- 11) Take CSR and your job seriously and on equal footing with sales, manufacturing or HR. If you do not take it seriously none else will.
- 12) Print out and follow your new CSR mantra.

### **CSR MANTRA**

**Think development.  
Think sustainability.  
Think long term presence.  
Think business.  
Think impact.  
Be strategic.  
Be innovative.  
Be patient.  
Delegate.  
Teach others.  
Teach yourself.**



### **Limitations of this report**

- 1) Maturity of the projects: CSR in Rallis is very new in general, and CSR in Lote in particular. It is too early to be able to tell the long term impact Rallis is having on the community, even though, by common sense, one can be certain that majority of the projects conducted in Lote have no potential to have long term impact and to develop communities and to be successful.
- 2) Language barrier: the impossibility of having a dialogue with the beneficiaries proved to be really limiting, because having a translator in between someone's thoughts, ideas and emotions is always disruptive. Added to that, the translator only translates what he/she thinks is the question and translates back only what he/she thinks is the answer. Hence, I believe that as much as 30-40% of the communication is lost in translation
- 3) Cultural barrier: it is sometimes very difficult to accept cultural traditions, beliefs, behaviour. Equally so it is sometimes very difficult to just communicate the message across and make sure your audience understands you.
- 4) Management: throughout the conduct of the impact assessment, there was lack of support, lack of motivation, lack of planning, lack of organisation, therefore even if visits were organised, they were not planned. Therefore I did not manage to collect enough data to make this report more analytical and more in depth and I started to feel very demotivated half way through my internship. My project supervisor was not responsive very responsive and there was not much discussion or engagement from the Rallis point of view. My report is hence very subjective and based on one sided view.
- 5) Lack of data: complete lack of baseline data for all of the projects or, as a matter of fact, any data for the whole CSR.

## Appendix I

### Secondary School Certificate (SSC) preparatory series

- 1) Do you believe you scored better because the prep series helped you with your SSC exams?
- 2) For you personally, what was the most helpful (interesting) aspect of the series?
- 3) For you personally, what was the least (boring) helpful aspect of the series?
- 4) What important lessons did you take away from the prep series?
- 5) Have you been using any new skills/methods/strategy you have learned in the prep series in your further life?  
If yes:
  - a. what learned skill/mechanism did you use
  - b. in what situation have you used it
  - c. how exactly has it helped you or improved your performance?If no:
  - a. What do you believe are the reasons for the prep series leaving no an impact on you?
- 6) Do you feel you have sufficient support and guidance in career and/or further education?
  - a. If yes, what type of guidance/support has worked for you the best?
  - b. If no, would you have liked to have career and educational support in school?
- 7) What would be the most helpful to you to do well in the future (rank 1-6)?
  - a. Extra tutoring
  - b. Stress relief techniques
  - c. Better family support
  - d. Exam questions answering techniques
  - e. Better teachers' support
  - f. Other: please name
- 8) What prevents you from pursuing your dreams, from not performing your best?
- 9) Has your overall confidence level increased, decreased or stayed the same after Rallis training?
- 10) Do you think Rallis is doing a good job for you? On scale 1-10 award a mark.
- 11) Do you think Rallis is doing a good job in your village? On scale 1-10 award a mark.
- 12) What other Rallis activities can you name that are happening in Lote (not only at school)?
- 13) How would you describe Rallis as a company as an agent/actor/player in the Lote community?
- 14) If you were to become Rallis' managing director, what activities and projects would you implement in your community? Note, you have no money to spare!

## **Appendix II**

### **Personality development**

#### **Class discussion:**

- 1) What do you understand under the term “personal development”
- 2) What do you understand under the term “leadership”?
- 3) What can you remember from the workshop?

#### **Questionnaire:**

- 1) After the workshop do you feel more comfortable with leading people and taking initiatives?
- 2) What sort of initiatives/ideas/projects would you like to start/initiate – be it in your school or village? For example, have you thought about school newspaper or writing a play?
- 3) What prevents you from pursuing your dreams, from not performing your best?
- 4) What other activities do you believe can boost your personality development and leadership skills?
- 5) Has your overall confidence level increased, decreased or stayed the same after Rallis workshop?
- 6) Do you think Rallis is doing a good job for you? On scale 1-10 award a mark.
- 7) Do you think Rallis is doing a good job in your village? On scale 1-10 award a mark.
- 8) What other Rallis activities can you name that are happening in Lote (not only at school)?
- 9) How would you describe Rallis as a company as an agent/actor/player in the Lote community?
- 10) If you were to become Rallis’ managing director, what activities and projects would you implement in your community? Note, you have no money to spare!

## Appendix III

### Nutan Vidyalaya School Statistics

#### **No. of teachers TOTAL: 28**

No of teachers ENGLISH: 04  
No of teachers MATHS: 03  
No of teachers SCIENCE: 05  
No of teachers HINDI: 03  
No of teachers MARATI : 04  
No of teachers HISTORY : 04  
No of teachers ECONOMICS : 02  
No of teachers GEOGRAPHY : 03

#### **No of students TOTAL: 901**

No of students 5<sup>th</sup> Class : 40  
No of students 6<sup>th</sup> class: 64  
No of students 7<sup>th</sup> class: 61  
No of students 8<sup>th</sup> class: 163  
No of students 9<sup>th</sup> class: 199  
No of students 10<sup>th</sup> class: 155  
No of students 11<sup>th</sup> class: 124  
No of students 12<sup>th</sup> class: 95

Percentage of SSC pass 2001: 81.31%  
Percentage of SSC pass 2002: 92.77%  
Percentage of SSC pass 2003: 90.16%  
Percentage of SSC pass 2004: 91.11%  
Percentage of SSC pass 2005: 92.17%  
Percentage of SSC pass 2006: 100%  
Percentage of SSC pass 2007: 87.17%  
Percentage of SSC pass 2008: 93.70%  
Percentage of SSC pass 2009: 82.78%  
Percentage of SSC pass 2010: 86.07%  
Percentage of SSC pass 2011: 68%

## **Appendix IV**

### **Sex education and self-defense**

#### **Class discussion:**

- 1) What do you understand under the term “empowerment”, i.e. what it means to you?
- 2) Why do you believe empowering young girls like yourself is important?
- 3) If you have siblings and one of them is a brother, do you think you have equal opportunities?

#### **Questionnaire:**

- 1) Do you now feel empowered?
- 2) What makes you feel confident? If you are not confident, what would help you to make you feel more confident?
- 3) Do you feel safer knowing this technique, do you feel you can protect yourself?
- 4) Were you able to use the defense technique that you have learned?
- 5) Does your family and friends know about your defense technique training?
  - a. If yes, what was their reaction? Did you teach it to your family/friends?
  - b. If no, why?
- 6) How would you like to improve your defense skills? More training? More practice?
- 7) What other skills would you like to learn to make your life easier/happier, what workshops would make you more confident?
- 8) Have workshops on sex education helped you to understand your body better?
- 9) Do you talk about female matters with your friends, mothers, grandmothers?
- 10) If so, are they supportive of you?
- 11) What other matters would you like to know about but were always afraid to ask?
- 12) Would you like to have a female guardian, counsellor to come to the school once in a while and speak to her privately?

## Appendix V

### Gram Panchayat

#### **General questions:**

- 4) What are the general problems of Lote in your eyes? (one by one)
- 5) Why are not things improving/changing?
- 6) What is preventing you and your family from doing better?  
Please rank by the level of importance:
  1. Lack of education
  2. Lack of skills
  3. Lack of financial resources
  4. Lack of environmental resources
  5. Poor health
  6. Poor infrastructure
  7. Family pressures
  8. Other: please name
- 7) What other community activities are you able to witness in the locality, apart from charity, NGOs and direct financial contributions?

#### **Rallis aimed questions:**

1. How would you describe the level of development/the state of the following areas prior to CSR has started in your locality, in general?
  - i. Health:
  - ii. Education:
  - iii. Environment:
  - iv. Infrastructure:
  - v. Girls empowerment:
2. How has it changed after CSR started in your locality, in general?
  - i. Health:
  - ii. Education:
  - iii. Environment:
  - iv. Infrastructure:
  - v. Girls Empowerment:
3. Let's discuss activities Rallis has done in the following areas.
  - a. Can you tell me about what activities can you recall happening in these areas?
    - i. Health:
    - ii. Education:
    - iii. Environment:
    - iv. Infrastructure:
    - v. Girls Empowerment:
  - b. Can you tell me the weakness and strength of these activities?
    - i. Health:
    - ii. Education:
    - iii. Environment:

- iv. Infrastructure:
  - v. Girls empowerment:
- c. Which of those activities had the greatest impact on lives of the community and why?
  - d. Do you think the beneficiaries had a chance to learn something, that transfer of skills was happening?
  - e. Can you share any personal stories or situations in which you can recall that Rallis' community development helped to improve your or someone else's quality of life?
  - f. Can you share any personal (yours or yours friends/family) story or situation where you have wished Rallis was more supportive?
  - g. Do you think these activities could have been better managed/administered and if so, how?
  - h. Do you think situation can improve if Rallis was more active and conducted more regular/frequent need assessments?
  - i. Do you think Rallis should have or could have co-operated with other NGOs or other activities run by its competitors?
4. Compared to other companies in the area, how would you describe Rallis involvement in the community?  
Answer: Very poor – Average /Good – Very Good/Excellent
  5. Do you think Rallis has a good reputation/name in Lote, compared to other companies?
  6. Given your answer in the previous question, to what extent have Rallis' CSR activities improved Rallis' image/brand name in Lote?  
Answer: not at all – somewhat – very much

**Questions on future development:**

1. Currently, Rallis CSR focus is scattered and its activities are not very well connected. CSR is about building communities. It is helping you to identify your needs, to provide you support, training through projects and at the end leave the projects to be run by you, without us. We want to achieve sustainability and continuity.

Imagine that the factories and industry suddenly decide to move away. You are left with no factories around your villages. No further support. No additional resource of money. You are be left on your own. What will you do? What skills, knowledge, trainings would you like to be left with?

As we have already discussed, Rallis had done many activities for the community but as you can see, there is little continuity or sustainable development. The activities are not focused into one major project and the community involvement is passive – you are just passive receivers without long term impact on your lives.

Do you think it would be better to concentrate on one activity and try to develop it further, deeper and better? OR do you think Rallis should continue conducting these various activities on a request/need basis?

2. What sort of community would you like to see to be developed extensively?
3. What is missing in the Lote locality the most?

4. TATA CSR is about teaching and building communities. If we agree on the community which needs the most focus, how would you propose to built this community through teaching them? No money, no direct material contribution.

**Need assessment priorities as for 2009 as lets discuss how they have changed:**

1/ Agriculture training and information sharing:

1. Training related to Crop protection & disease control
2. Milk production enhancements – 5000 Liters daily requirement – only 1500 liters locally produced
3. Organizing farmer’s meet for providing guidance & sharing best practices of other farmers
4. Cash crop training programs including vegetables
5. Organizing training related to Agriculture like Animal Husbandry, Organic fertilizers and Fishery

2/ Training for Girls

1. Health awareness, Personal hygiene
2. Personality development needed to increase Self Esteem to work with Males
3. Training in business skills
4. Vocational training like Plant Nursery, Vegetable farming
5. Awareness program related to importance of Girl child education -

3/ Education

1. Career counseling after 10<sup>th</sup> and 12<sup>th</sup>
2. Moral education boosting Self esteem
3. CET guidance to SSC students
4. English speaking (written and verbal) training
5. Vocational training to students after 10<sup>th</sup> and 12<sup>th</sup> like:- Welder, Fitter, Plumbing etc
6. Adoption of 5 students for their further education (already in place for 2 students – Part of education – Rs. 5000/-)
7. Competitive exam guidance

4/ women empowerment

1. Training related to Business development for existing Women SHGs
2. Health and Hygiene awareness programs
3. Training related to ‘Gruha-udyog’
4. Coordination of SHG women groups – providing Mentoring support and training
5. Water management training

5/ Youth Development: 16 and 17 development

1. Guidance related to Business selection and Marketing skills
2. Intellectual, Cultural and Character development programs
3. Counseling related to importance of Hard work and dignity of labor
4. Guidance on Career selection relevant to the rural area



## Appendix VI

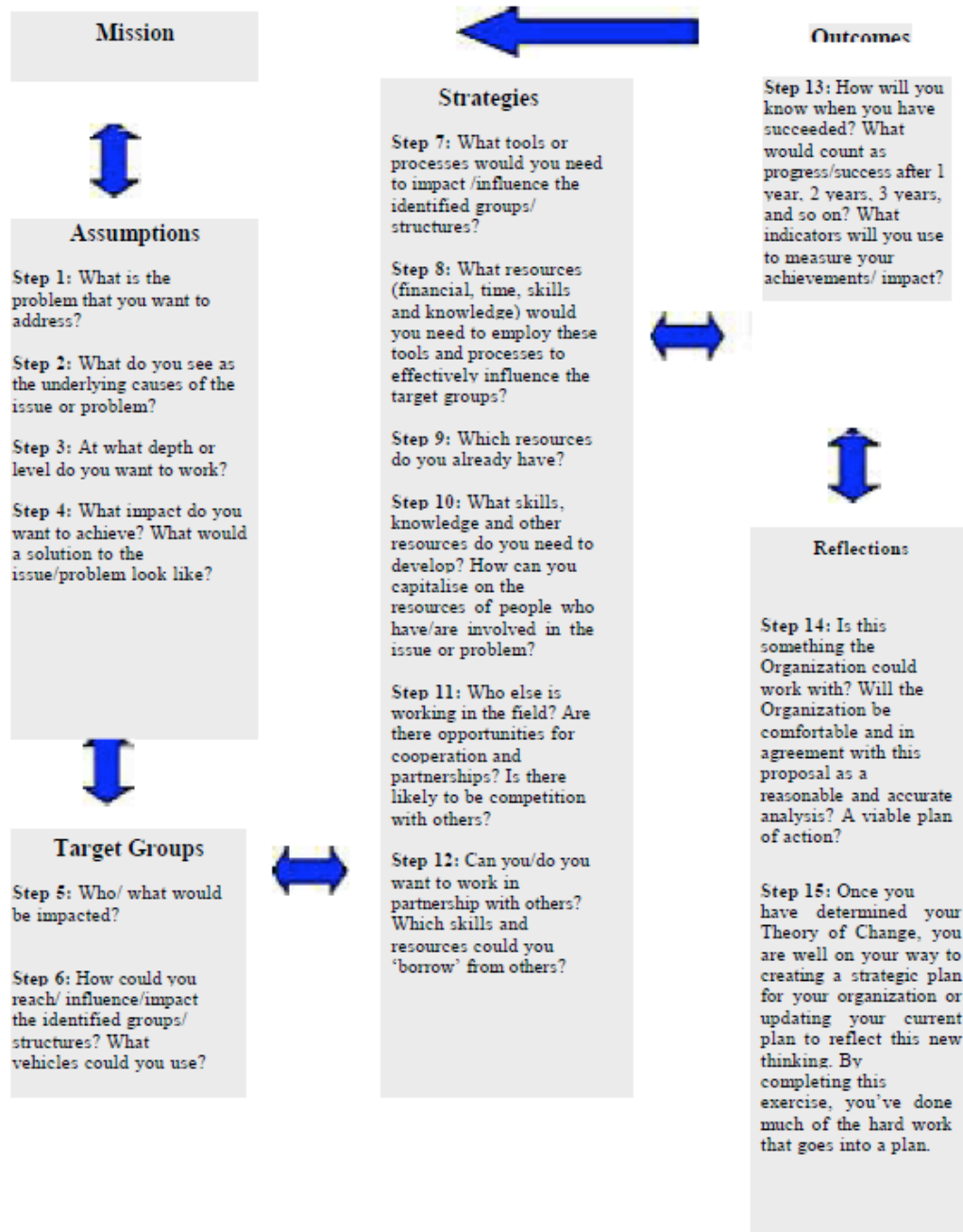
Source: International Network on Strategic Philanthropy “Theory of Change Tool Manual”

### Theory of Change Development Tool Steps:

- 1** What is the problem that you want to address?
- 2** What do you see as the underlying causes of the issue or problem?
- 3** At what depth or level do you want to work?
- 4** What impact do you want to achieve? What would a solution to the issue/problem look like?
- 5** Who/what would be impacted?
- 6** How could you reach/influence/impact the identified groups/structures? What vehicles could you use?
- 7** What tools or processes would you need to impact/influence the identified groups/structures?
- 8** What resources (financial, time, skills and knowledge) would you need to employ these tools and processes to effectively influence the target groups?
- 9** Which resources do you already have?
- 10** What skills, knowledge and other resources do you need to develop? How can you capitalise on the resources of people who have/are involved in the issue or problem?
- 11** Who else is working in the field? Are there opportunities for cooperation and partnerships? Is there likely to be competition with others?
- 12** Can you/do you want to work in partnership with others? Which skills and resources could you ‘borrow’ from others?
- 13** How will you know when you have succeeded? What would count as progress/success after 1 year, 2 years, 3 years, and so on? What indicators will you use to measure your achievements/impact?
- 14** Now, review your answers to each step and consider:
  - Is this something the Organization could work with?
  - Will the Organization be comfortable and in agreement with this proposal as:
    - *A reasonable analysis of the issues?*
    - *An accurate analysis of the environment?*
    - *A viable plan of action for your Organization given its mission, income, knowledge and other constraints?*
- 15** Once you have completed the Tool and developed your Theory of Change, you are well on your way to creating a strategic plan for your Organization or updating your current plan to reflect this new thinking. By completing this Tool, you’ve done much of the hard work that goes into creating a plan.

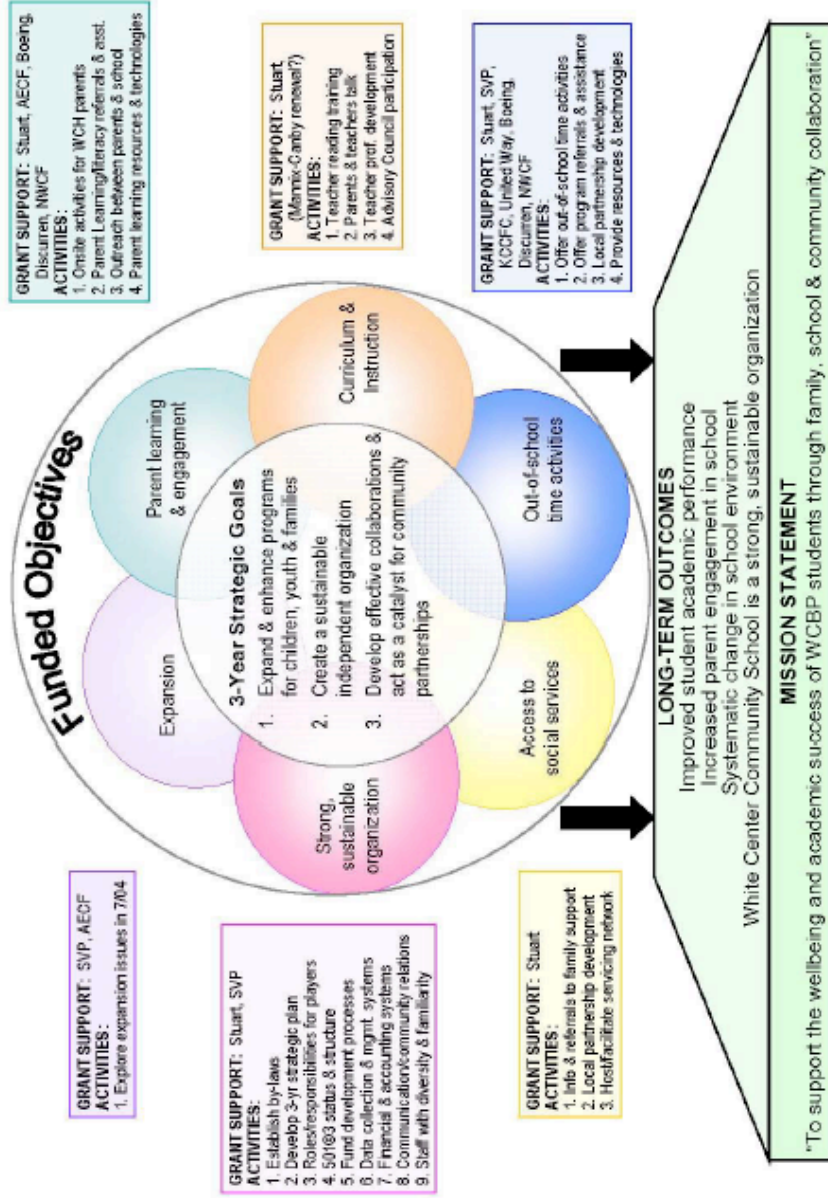
## Theory of Change Development Overview

The following diagram is an overview of the Steps and the relationship of the information.



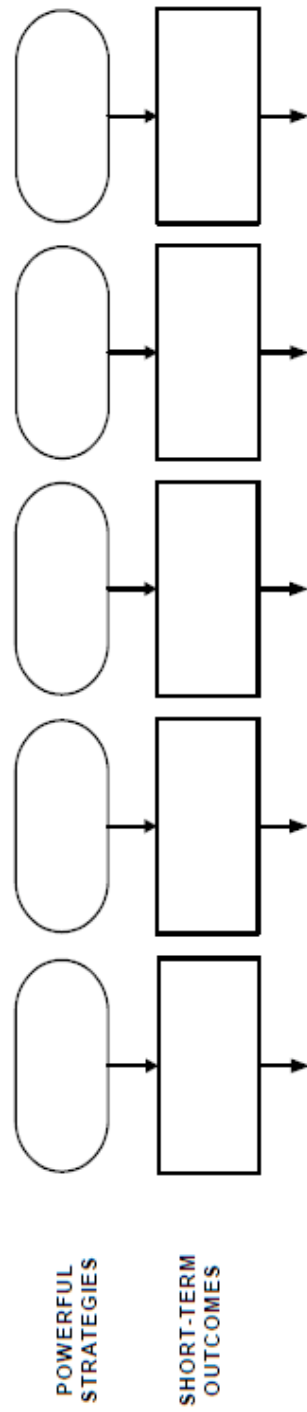
## White Center Community School Coalition Possible Outcome Map (Draft)

### WCCSC Theory of Change (4-14-04)



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## Exercise: Outcome Map



(Complete Chain from Short-term Outcomes to Community Goal)

