

# INDEPENDENT CSR IMPACT ASSESSMENT REPORT

HDFC Life Insurance CSR projects: FY 2020–22



*Sar utha ke jiyo!*

Submitted By



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## **Section 1: Executive Summary**

This is an Executive Summary of the Independent CSR Impact Assessment Report of HDFC Life supported CSR Projects.

This CSR Impact Assessment report builds on the guidance available in:

- The Companies Act 2013 Schd. VII, Sec 135 and its amendments thereof
- Bureau of Indian Standards (BIS) IS/ISO 26000:2010 Guidance on Social Responsibility
- UN Sustainable Development Goals

CSR Impact Assessment is a process which is individual to the company and depends on factors such as the size of the company and its maturity in addressing the expectations of the community it operates in.

The purpose of the CSR Impact Assessment Report is for HDFC Life to assess the impact of the activities of their CSR efforts, strive to maximize the impact of their CSR efforts and to identify areas for improvement and further engagement with the community.

The two HDFC Life CSR Projects assessed in this report are listed below:

1. The Girl Child Education Program (GCEP) by IIMPACT, aims to empower rural girl children from marginalized communities by providing quality primary education. Through the Learning Centre Model, IIMPACT identifies and addresses key challenges faced by girls in accessing education. Sheopur, Madhya Pradesh and Rajsamand, Rajasthan
2. Change for Childhood Cancer is a comprehensive initiative aimed at improving survival outcomes and enhancing the quality of life for children with cancer and their families.



### **Compliance with CSR Categories of the Companies Act-2013**

#### **Schedule VII Section 135**

(Category i) Promoting health care including preventive health care.

(Category ii) Promoting education, including special education and employment enhancing vocation skills especially among children.

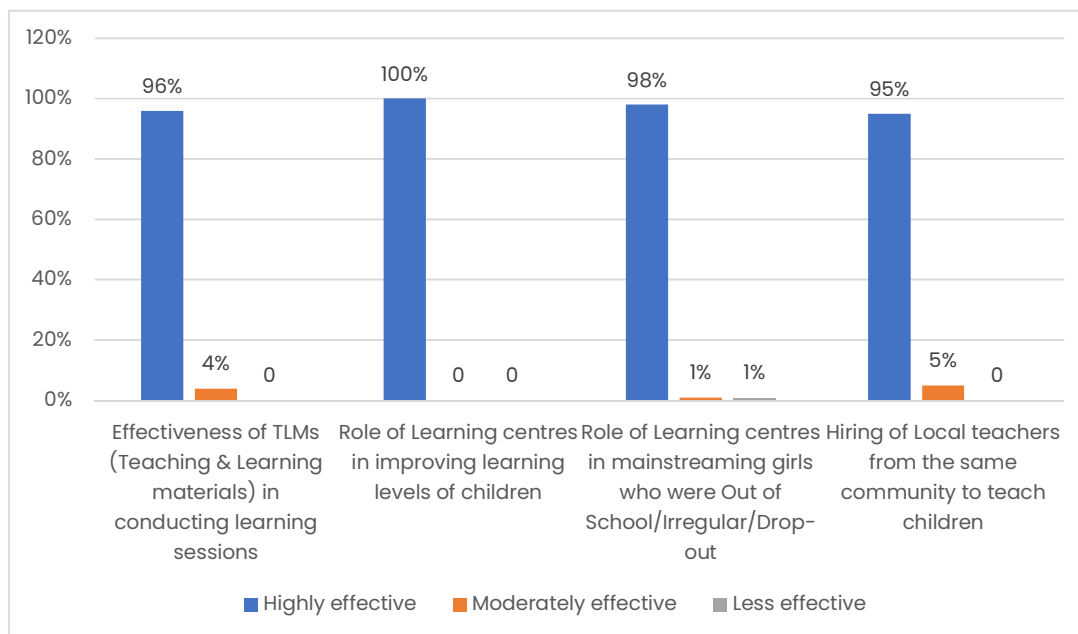
### UN Sustainable Development Goal Alignment –

Name of CSR Project	Alignment with UN SDG
Change for Childhood Cancer	
Girl Child Education	

### Impact and Relevance of HDFC Life CSR Projects

#### Girl Child Education –

The findings on Project Impact are based on the analysis of the primary data collected through stakeholder feedback and triangulating it with the secondary data available in the form of Project Progress Reports, other relevant documents submitted by IIMPACT.



Graph: Impact of Learning Centers in Girl Child Education

### Effectiveness of Teaching and Learning Materials (TLMs):

- **96% community teachers** reported that the quality of teaching & learning material (TLMs) is highly effective for conducting sessions with children in the Community Learning Centres.
- In total, **1220 teaching & learning sessions were conducted with children from FY 2020–22** through the support of TLMs.
- TLMs such as Ganitmala (part of the Jodo Gyan TLM kit for Mathematics) have significantly aided in teaching children numerical knowledge.

***Example: Sangeeta Vaishnav** (Community Teacher, Turkiya ka khera village, Rajsamand, Rajasthan) mentioned the use of Ganitmala, a TLM from the Jodo Gyan kit, which significantly aided in teaching children numerical knowledge.*

***Example: Mamta Sharma** (Community Teacher, Mau village, Rajsamand, Rajasthan) highlighted that teaching from TLMs improved understanding and language development among children, fostering participation even among those who were previously hesitant.*

- TLMs have enhanced children's interest in reading and participation in class activities. It ensured increased curiosity, imagination, and thinking abilities amongst children

### Impact on Learning Levels and School Attendance:

- **100%** community teachers reported that teaching in the learning centres has **improved the learning levels of children**. In total, **1860 children regularly attended learning sessions from FY 2020–22**.
- **73% of the girls showed improved learning levels** subject wise out of the total children regularly attending learning sessions in LCs from 2020–22.
- **Mainstreaming Success: 279 girls** have been mainstreamed/regularized from FY 2020 – 22 in Rajasthan and Madhya Pradesh. **1360 girls** demonstrated improved learning outcomes in Maths, Language and other subjects from 2020–2022. **240 out of school girls** were enrolled back to schools through learning centres.
- The Learning Centres in **Sheopur and Rajsamand**; effectively supports the mainstreaming of girls into government schools. The learning levels of students in Learning Centres have consistently improved, leading to increased activeness and supportiveness among peers. This has resulted in higher school attendance rates alongside enhanced learning levels. Moreover, there has been a significant rise in girls' participation with minimal dropout rates. – **Mr. Girijesh Yadav, School Headmaster Incharge, Government Secondary School, Kudaytha, Sheopur, MP and Mr. Keshar tailor, School Principal, Bamniya kalan, Rajsamand, Rajasthan.**

- Significant transformation in students, exemplified by those who benefited from the IIMPACT program:** A tangible impact of the IIMPACT program is exemplified within the school environment (**Government Secondary School, Kudaytha, Sheopur, MP**) itself, where **out of 80 students, 51 are girls, with 28 of them enrolled in Learning Centres and participating in learning sessions.** For instance, **Radha Jatav** has demonstrated a remarkable improvement in her learning level, coupled with heightened confidence and enhanced reading skills. Similarly, **Kinjal Harijan's** transformation is evident; previously hesitant to speak in class and anxious about homework, she now completes assignments with greater ease and efficiency, reflecting the positive influence of the program.
- Increased school attendance among girls** engaged in household chores suggests the program's success in prioritizing education among vulnerable groups.

**Example: 50% of our children have shown improved school attendance** despite the presence of a nearby Bhil Basti, where girls are typically engaged in activities such as goat grazing, tending to younger siblings, and household chores. This suggests the program's success in prioritizing education among vulnerable groups.  
 – **Community Teachers, Railmagra, Rajsamand**



*Pic 1: Impact Assessment Team's visit and interaction with stakeholders at Kuraj Learning Centre*

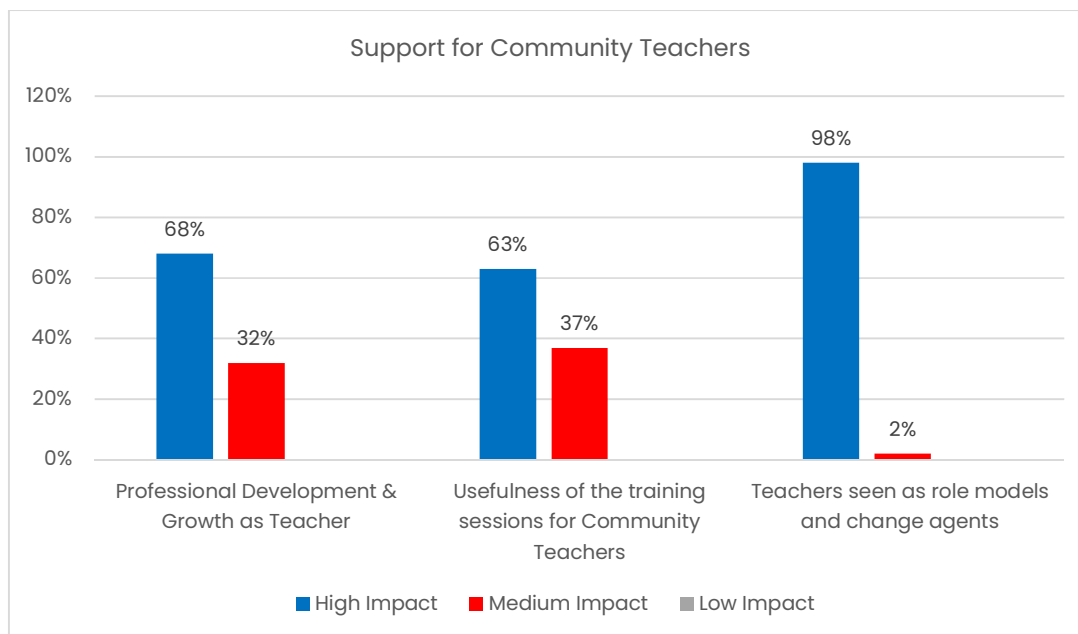


*Pic 2: Impact Assessment Team's KII with Govt School teacher at Bamaniya Kal*



*Pic 3: Impact Assessment Team's KII with Govt School Incharge, Kudaytha*

### Quality of Support for Community Teachers from IIMPACT:



Findings based on the Quantitative Survey conducted with 61 community teachers in Sheopur (Madhya Pradesh) and Rajsamand (Rajasthan) –

- **68% community teachers perceive a high positive impact** on their professional development due to the Girl Child Education Program. Meanwhile, **32% of teachers reported a medium impact**. Notably, there were no responses indicating a low impact.
- **63% community teachers found the training sessions to be extremely useful** in enhancing their skills as teachers. Additionally, **37% of teachers** reported that the training sessions were slightly helpful, while no respondents indicated that the sessions were not helpful.
- **98% community teachers** witnessed that they were perceived as role models and change agents by the community people. This positive imagery has helped them become community mobilizers for improving girl child education.
- **42 community teachers were found to be using trained tools and methodologies for conducting sessions with children from 2020–22.**

This quantitative insight indicates that the majority of community teachers, witnessed a significant positive effect of the program on their professional growth and skills enhancement as teachers. This directly reflects the effectiveness of the program in providing valuable training, resources, and support to facilitate their development as educators.



**During 3 FGDs with 25 community Teachers in Sheopur (2 FGDs) and Railmagra, Rajsamand (1 FGD) following**

- **IIMPACT provides regular training sessions (*five days training once in three months*) and meetup (*every fifteen days there is a study circle* - with 6 to 7 nearby Learning centre teachers) on TLM creation, academic discussions, and monthly meetings to review progress and address challenges. In total, **6 trainings were organized to train community teachers from FY 2020-22.****

*Example: Regular training sessions on TLM creation and academic discussions provided by IIMPACT have empowered teachers like Nirmal Jat to utilize innovative teaching methods and develop new TLMs.*

- **Monthly staff meetings** are conducted to inform about new plans, review data, discuss problems, and evaluate centre progress, with recognition given to centres showing good progress.

*Example: Monthly meetings facilitated by IIMPACT helped Ravina Vaishnav, (Rajsamand, Rajasthan) in reviewing progress and addressing challenges for her learning centres.*



*Pic 4: Impact Assessment Team's interaction with Community Teachers, Sheopur, MP*



## Other Positive Impacts:

- **98%** community teachers witnessed Learning centres were highly effective in mainstreaming girls who were out of school/irregular/and drop-outs. **279 girls have been mainstreamed/regularized** from FY 2020 – 22 in Rajasthan and Madhya Pradesh.

**Example: Antima's Remarkable Transformation** Antima, from Mundla village; previously struggling with irregular attendance and disruptive behavior at school, faced concerns from both teachers and family. With limited resources due to familial farming activities, her education seemed at risk. However, **after enrollment in the Learning Centre in Mundla community, Antima's progress was evident.** She now diligently completes homework, maintains regular school attendance, and demonstrates improved personal hygiene and social skills. **Notably, her grandmother proudly remarks that Antima has become her "letter reader," showcasing her newfound literacy skills.**

- **Improved Hygiene and Personal Development:** Girls attending the IIMPACT program have shown significant improvements in personal hygiene and overall cleanliness. Previously neglected hygiene habits, such as irregular hair washing and untidy clothing, have been replaced with regular grooming routines and neatly kept attire. This change reflects a positive shift in personal development and self-care practices among the girls.
- **Enhanced Confidence and Communication:** Participation in the Girl Child Education program has led to a reduction in fear and increased confidence among girls. They now exhibit greater willingness to share their thoughts and personal experiences without hesitation, including discussing sensitive topics like menstruation and family issues. This newfound confidence signifies an improvement in communication skills and emotional well-being among the girls.

**Example: Juli Prajapat - Empowering Communication Through TLM**

Juli Prajapat, a young girl with hearing and speech impairments, faced significant challenges when she initially enrolled in school. Due to her inability to communicate verbally, she encountered a lack of response from her peers and teachers, leading to feelings of isolation and disinterest in academics.

Upon joining the Learning centre, Juli's journey took a transformative turn. **Through the use of Teaching Learning Materials (TLM), she was introduced to the joy of reading. With tactile methods, Juli began to grasp the concept of alphabets and numbers, expressing them confidently through hand gestures. As Juli's confidence grew, she embraced the opportunity to attend school regularly, where she now actively engages with her classmates by guiding them in calling out alphabets and numbers using her unique form of communication.**

- **Increased Access to Education Opportunities:** The IIMPACT program has facilitated greater access to education for marginalized girls, particularly those from ST/SC communities. Previously restricted from pursuing education beyond the eighth standard, these girls are now enrolled in ninth and tenth grades, indicating a

significant advancement in educational opportunities and academic achievement. Additionally, the program has successfully reintegrated dropout girls back into the education system, with some progressing to higher grades, thereby fostering a culture of continuous learning and academic success within the community.

- **Development of other Social Skills** –“There has been significant improvement in the behavior of the girls. School teachers report that girls who were previously quiet now hold leadership positions in their classes as Class Monitors, leading school prayers and even conducting classes for lower grades when teachers are absent.

#### **Improved Community Ownership:**

**Parental Awareness on the Program:** Parents highlight the Learning Centre's focus on both academic progress and personal development of their children. The inclusion of activities like games, songs, and interactive tools for teaching like TLMs and charts fosters a joy of learning, addressing the limitations of traditional school settings. Parents also shared that all Learning centre students are taught based on their needs which reflects parents' awareness of multi-level multigrade teaching. **In total, 6 community meetings were organized from FY 2020-22** where in total **1320 people participated** to discuss different topics pertaining to girl child education.

***Example:** During 2 FGDs with 7 Male and 8 Female parents in Mundla, it was found that the community in Mundla demonstrates a strong awareness of the Girls' Education Program (GEP) Learning Centre's objectives, evident in the consistent waitlist after reaching 30 students. The enrollment process in the Learning centre involves a comprehensive survey and testing conducted by teachers and supervisors, reflecting the community's commitment to prioritizing education for their daughters.*

**One of the key highlights of the Parental awareness was found when during an FGD with 12 parents in Kuraj, Rajsamand, parents shared** that in the learning centres children are taught through playful learning techniques like games unlike school where teachers follow only books. Parents felt, that it leads to fast learning by children in LCs unlike school where they feel children learn slow.

Overall, the findings underscore the positive impact of the IIMPACT program on girl child education in Raimagra, Rajasthan, and Sheopur, Madhya Pradesh highlighting improvements in Learning Levels, School attendance, Student social emotional learning Teacher's capacity, and community engagement.



Pic 5: Impact Assessment Team's FGD with parents, Mundla, Sheopur, MP.



Pic 6: Impact Assessment Team's FGD with parents, Kuraj, Rajsamand, Rajasthan

### Best Practises of Girl Child Education Project –

- **Identification of beneficiaries:** Door-to-door surveys are conducted to identify girls aged 6 to 14 years. The systematic identification process ensures that girls most in need of educational support are enrolled in the Learning Centres, leading to increased participation and academic improvement.
- **Standardized establishment and recruitment procedures** for Community Teachers ensure uniformity and efficiency in centre operations, contributing to the scalability and sustainability of the program. Each teacher is hired from the same community where the LC is established.
- **Quality assurance measures:** Consistency in facility quality across all Learning Centres is ensured through various methods. **During an FGD with 6 Learning centre supervisors in Railmagra, Rajasamand, Rajasthan, following quality assurance measures were identified –** *These include creating lesson plans for teachers, daily monitoring via WhatsApp groups, physical observation of sessions during visits, training reviews, quarterly girl assessments, and direct interaction with children.*
- **Parent-Teacher Engagement and Support Mechanisms:** The Learning Centre's proactive approach includes teachers visiting absent students and interacting with parents, fostering a warm and supportive relationship. Teachers' appreciation and recognition, through small rewards, not only motivate students but also create a positive feedback loop encouraging continued parental support.
- **Community Motivation and Role Modeling:** Enrolled students become sources of motivation for the community as their holistic growth and achievements inspire other parents to enroll their daughters. The positive impact of Learning Centres extends beyond academic development, with enrolled girls becoming role models within the community, encouraging further enrollment.

- **Regular Attendance and Reduced School Dropout:** The Learning Centre emerges as a beacon of hope for girls, promoting regular attendance and reducing the school dropout ratio. The engaging learning environment and the motivation derived from Learning Centre sessions create a positive ripple effect, making formal education more appealing and sustainable for girls in Rajasthan and Madhya Pradesh.
- **Learning Centres (LCs) are strategically situated within community spaces,** fostering community ownership and ensuring convenient access for girls. All the Learning centres have full support from the community and all the centres are available free of cost.
- **The robust monitoring mechanism employed by IIMPACT plays a crucial role in the success of the Girl Child Education project:**
  - Comprehensive oversight across various levels, including the Senior Leadership Team, Program Manager, Project Officer, Training Officer, Project Advisor Partner NGO, Project Coordinator, and Supervisor. This ensures systematic evaluation of academic progress, operational efficiency, and community engagement.
  - Key responsibilities include regular visits, observation of learning improvement, assessment of training needs, financial oversight, daily monitoring of academic plans and attendance, evaluation of program health, and support for community involvement, fostering sustained impact and empowerment in targeted communities.



*Pic 7: Impact assessment Team's FGD with Community Teachers*



*Pic 8: Impact Assessment team's site visit to check records & registers of Kuraj Learning Centre*



## Change for Childhood Cancer –

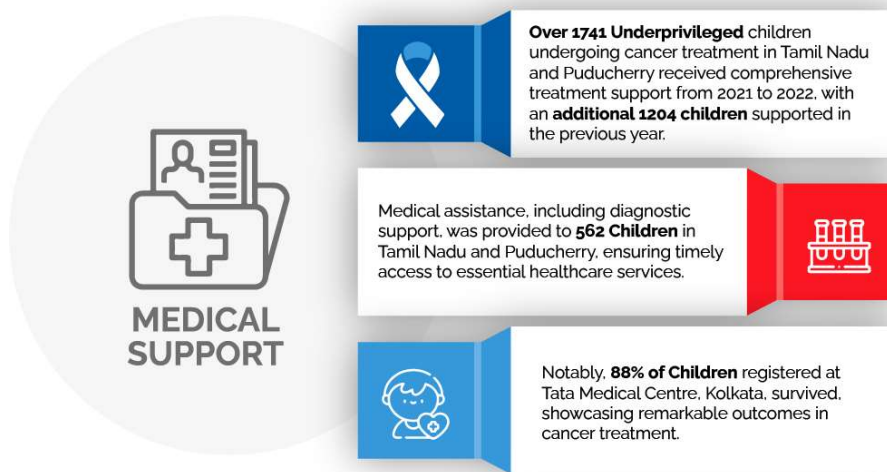
The findings on Project Impact are based on the analysis of the primary data collected through stakeholder feedback and triangulating it with the secondary data available in the form of Project Progress reports, other relevant documents submitted by the implementing partner.

The **“Change for Childhood Cancer Project”** is a comprehensive initiative dedicated to improving survival outcomes and enhancing the quality of life for children battling cancer and their families. Spanning the states of Tamil Nadu, Puducherry, and West Bengal, the project operates through four Cankids Hospital Support Units (CHSUs) and aims to address various facets of the cancer journey.



*Pic 9: Assessment team’s Interaction with Latha Mani, Southern Regional Head, Cankids KidsCan and other team members*

## Key Outcomes and Impacts (2020-22) –





## PSYCHOLOGICAL & EMOTIONAL SUPPORT



The Paediatric Psycho-Oncology Program (PPOP) benefited **343 children** in Tamil Nadu and Puducherry, offering specialized intervention care to address emotional challenges.

A team of dedicated psychologists conducted **977 sessions and 27 group therapies**, providing crucial emotional support to children and families navigating the complexities of cancer treatment.



## ACCOMODATION AND SOCIAL SUPPORT



In the period spanning from 2020 to 2021, **28 families** were accommodated at Snehalaya (Home Away Home) in Chennai. Subsequently, during the timeframe of 2021 to 2022, the facility accommodated 43 families.

The capacity of Home Away from Home (HAH), Chennai, was expanded to accommodate **24 individuals**, ensuring temporary accommodation for children and their families during treatment.



The reintegration program organized during the COVID-19 lockdown provided essential support to parents, including hygiene kits and take-home ration bags, benefiting 70 families.



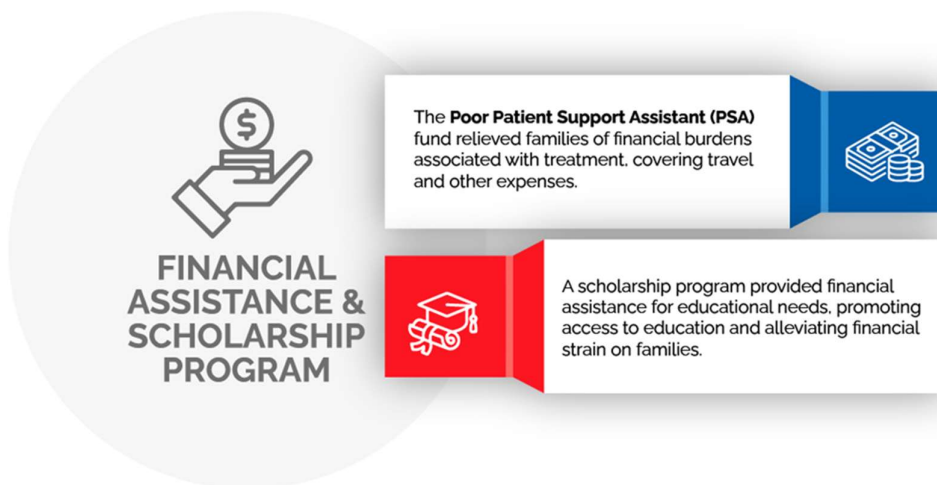
## AWARENESS & EDUCATION



The launch of the state helpline number facilitated access to comprehensive information about childhood cancer, treatment centers, and support services, with 62 calls received to date.

Awareness programs conducted across all Cankids Hospital Support Units (CHSUs) and competitions like **"I Dream and I Deserve"** engaged children, empowering them to express their aspirations and raising awareness about childhood cancer.





These initiatives collectively contribute to the overarching goal of the Change for Childhood Cancer Project, which aims to improve survival outcomes, enhance the quality of life for children with cancer and their families, and secure their rights to essential services and a childhood free from the burden of disease.

**High Impact Areas –**

-  **Comprehensive Support:** The project offers holistic assistance, covering medical, emotional, educational, and financial needs, ensuring families receive comprehensive care.
-  **Community Empowerment:** Implementing Partner conducts awareness campaigns and education programs, empowering communities with knowledge for early detection and intervention.
-  **Partnerships and Advocacy:** Through collaborations with government agencies, Implementing Partner advocates for policies to enhance support services and promote systemic changes in cancer care.
-  **Quality of Life Programs:** Events and outings organized by the project improve the quality of life for children undergoing cancer treatment, fostering a supportive community.

**Conclusion:** Change for Childhood Cancer Project stands as a beacon of hope for children battling cancer and their families. Through its multifaceted approach and impactful interventions, the project not only addresses the immediate needs of patients but also advocates for systemic changes to ensure a brighter future for all affected by childhood cancer.





Pic 10: Observation and site visit to Snehalaya (Home Away Home), Chennai



Pic 11: Impact Assessment Team FGD with Snehalaya Parents Beneficiaries

**Recommendations for the HDFC Life CSR projects Girl Child Education Program –**

- **Considerate Training and Supportive Teacher Engagement:** Training schedules could be adjusted to better fit the routines of learning centres, potentially easing the impact on regular student attendance caused by lengthy quarterly sessions. It might be beneficial to explore financial incentives and recognition for teachers who could commit for longer terms, especially aiming to support women who face societal challenges, to foster a more stable and nurturing educational environment.
- **Encouraging Holistic Development and Flexible Learning Approaches:** It might be helpful to provide sports materials and enhance library collections to aid in the holistic development and literacy improvement of students, particularly focusing on engaging girls and overcoming the obstacles posed by limited winter daylight and inadequate infrastructure. Adapting learning spaces to meet seasonal and infrastructural challenges could ensure continuous educational access.

- **Community Engagement and Gentle Sensitization:** Initiating gentle community sensitization efforts to address caste-based discrimination and entrenched gender norms could help in making education more inclusive. Employing street plays and involving local success stories might encourage a more accepting and supportive community environment, potentially reducing educational barriers.
- **Facilitating Skills Empowerment and Infrastructure Improvement:** Implementing life skills sessions for Learning Centre graduates and introducing digital literacy programs could equip students with necessary future capabilities, considering the observed hesitancy and skill gaps. Advocating for better infrastructure and learning conditions in underprivileged areas could contribute to creating a more conducive and uninterrupted educational journey.

### Change For Childhood Cancer

- **Supportive Resource Expansion and Inclusive Care:** It could be beneficial to explore ways to increase resources at Snehalaya, such as enhancing bed capacity and facilities, to meet the growing demand for childhood cancer treatment. This might involve seeking additional funding or partnerships with governmental and philanthropic entities to address the limitations and improve service delivery to affected children.
- **Continuity in Education During Treatment:** Establishing a supportive educational program within Snehalaya might provide essential academic continuity for children undergoing cancer treatment. Such a program could offer onsite schooling options, access to tutors, or scholarships, helping children maintain their educational trajectory despite health-related interruptions.
- **Accessible Transportation and Community Involvement:** Implementing transportation solutions like dedicated shuttle services could alleviate the travel burdens faced by families, ensuring safe and reliable access to necessary treatments. Additionally, fostering community ties through educational sessions and partnerships with local figures could cultivate a nurturing and informed environment, aiding in the destigmatization and support of affected families and children.

## Rating of CSR project

Based on the proprietary scoring algorithm, Bluesky has assessed the HDFC Life Insurance program with a **Platinum category** of performance of CSR Projects.

The Platinum Category of the CSR Project performance demonstrates -

- Sustainability Commitment,
- Leadership Visionary on Social Responsibility,
- Stakeholder Partnership and Multi – organizational Alliances

In conclusion, HDFC Life's CSR interventions and projects have a significant impact on society and the environment, and their contribution aligns with the Companies Act 2013, Schedule VII, Sec 135, and the UN Sustainable Development Goals. The overall purpose of the CSR Impact Assessment is for HDFC Life to assess the benefits of its CSR efforts, strive to maximize the impact of its CSR programs, and identify areas for further engagement with the community.

Signed by Bluesky



**Jyotsna Belliappa**

Head- Impact Assessment  
Bluesky Sustainable Business LLP

## **Section 2: Background**

### **About HDFC Life**

Established in 2000, HDFC Life Insurance Company Limited ('HDFC Life' / 'Company') is a leading, listed, long-term life insurance solutions provider in India, offering a range of individual and group insurance solutions that meet various customer needs such as Protection, Pension, Savings, Investment, Annuity, and Health. The Company has more than 60 products (including individual and group products) and optional riders in its portfolio, catering to a diverse range of customer needs.

In FY 2023, HDFC Life, known for its innovative products and customer-centric approach, has secured more than 68 million lives with an overall claim settlement ratio of 99.7%.

HDFC Life was promoted by erstwhile Housing Development Finance Corporation Limited (HDFC Ltd.), and Abrdn (Mauritius Holdings) 2006 Limited (Abrdn) (formerly Standard Life (Mauritius Holdings) 2006 Limited), a global investment company. Consequent to implementation of the Scheme of Amalgamation of HDFC Ltd. with HDFC Bank, India's leading private sector bank ("Bank"), the Bank has become promoter of the Company, in place of HDFC Ltd, effective from July 1, 2023. Further, consequent to reclassification of Abrdn from "Promoter" category to "Public" category in accordance with Regulation 31A of the SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015, HDFC Bank has become sole promoter of the Company, effective December 12, 2023. The name/letter 'HDFC' in the name/logo of HDFC Life Insurance Company Limited (HDFC Life) belongs to HDFC Bank Limited.

HDFC Life has a nation-wide presence with its own branches and additional distribution touch-points through several tie-ups and partnerships. The count of distribution partnerships is over 300, comprising banks, NBFCs, MFIs, SFBs, brokers, and new ecosystem partners amongst others. The Company has a strong base of financial consultants.

### **HDFC Life CSR Policy**

HDFC Life vision for CSR interventions is to contribute towards easing of distress and aiding in the advancement of society, while engaging with stakeholders; thereby becoming a socially responsible corporate citizen.

HDFC Life has a well-defined and robust governance structure to oversee the implementation of the CSR Policy and monitoring of CSR projects as per the requirements of Section 135 of The Companies Act-2013

<https://www.hdfclife.com/content/dam/hdfclifeinsurancecompany/about-us/csr/HDFC-Life-Swabhimaan-CSR-Policy.pdf>

### Scope of CSR Impact Assessment

#### CSR Projects Supported by HDFC Life in FY 2020-21 and 2021-22 –

Name of the Implementing Partner	Name of the CSR Project	Project Duration
CanKids KidsCan	Change For Childhood Cancer	Oct 2020 – Oct 2021 Nov 2021 – March 2022
IIMPACT	Girl Child Education	March 2020 – May 2021 May 2021 – April 2022

### Sample Inspected

Inspection Method	No. of total Samples inspected (IIMPACT)	No. of total Samples inspected (CANKIDS)	Total Samples inspected
KIIs (Key Informant Interviews)	4	14	18 KII
FGDs (Focus Group Discussions)	8	2	10 FGD
Quantitative Surveys	61	0	61 Survey

## Section 3: Impact Assessment Methodology

### Objective of the CSR Impact Assessment

Impact Assessment to be done in compliance to The Companies Act- 2013:

- To assess the CSR Projects performance as per the MoU signed with Implementing Agency
- Identify the best practices which can be standardized and / or scaled up

### BlueSky Accredited Quality Process



The analysis and findings of this report is based on the following process:

- **Desk review of the existing data of the project being implemented:** Planning & Implementation of the program, its monitoring processes of recognizing social responsibility (why the project), identifying key stakeholders and beneficiaries (who of the project)

- **Stakeholder feedback from key stakeholders of the project:** Project Beneficiaries, Representatives of Implementing partners, CSR Team etc. Qualitative feedback and Quantitative metrics have been collected through interactions and feedback from the key stakeholders and beneficiaries of the program.
- Documentary evidence on the activities, outputs and outcomes is as provided by the client and implementing partners. The data so collected has been triangulated to arrive at the impact of the CSR program



## Section 4: Impact Assessment- Analysis of Key Findings

### Project 1- Girl Child Education

#### Implementing Partner: IIMPACT

#### About the Project –



The Girl Child Education Program (GCEP) by IIMPACT, initiated in 2003 aims to empower rural girl children from marginalized communities by providing quality primary education. Through the Learning Centre Model, IIMPACT identifies and addresses key challenges faced by girls in accessing education. These single-teacher primary learning centres are established in villages with a high concentration of out-of-school, irregular-to-school, and at-risk-of-dropout girls aged 6 to 14. By bringing education to their doorsteps, IIMPACT creates safe spaces where girls receive high-quality education and community members are inspired to support girls' education. Teachers recruited from the local community employ a multigrade, multi-level learning approach, fostering academic growth and breaking down barriers to girls' education.



#### Project Objective –

Activities	Objective
Establishment of Learning centres (with requisite list of resources)	Improved access to quality education for rural out of school/irregular school girls through IIMPACT learning centres, Mainstreaming of girls (Out of school, irregular) into formal schooling
Conducting Learning sessions with children in LCs	Improved learning levels and outcomes for girls enrolled with IIMPACT Learning centres and ensure their transition to formal schooling and continued education
Teachers Training & Capacity Building	Improved Teaching skills, Professional growth as teachers, Use of trained tools and methodologies by teachers in LCs
Community Meetings (CMC)	Improved awareness on Girl child education, Capacity building and the ownership of the community members

**Project Location** – Sheopur, Madhya Pradesh and Rajsamand, Rajasthan.

**Project Duration** – 2020-2022

Key Activities	Outputs	Outcomes
 <p>Establishment of Learning centres (with requisite list of resources)</p>	<ul style="list-style-type: none"> <li>- <b>Established 95 Learning centres in 2020-21</b> (65 LCs in Rajasthan and 30 LCs in MP) with an average of 30 girl children in each centre. From <b>2021-2022, 74 LCs were operational</b> in both states (57 LCs in Rajasthan and 17 LCs in MP)</li> <li>- Each LC has been equipped with TLM kits, Science and Maths kits, Desks, Dharis, Board, Trunk, Textbooks, and other stationery</li> <li>- <b>All the Learning Centres (LCs) are strategically situated within community spaces</b>, fostering community ownership and ensuring convenient access for girls.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>98%</b> community teachers witnessed Learning centres were highly effective in mainstreaming girls who were out of school/irregular/and drop-outs.</li> <li>- <b>279 girls</b> have been mainstreamed/regularized from FY 2020 – 22 in Rajasthan and Madhya Pradesh.</li> <li>- <b>240 out of school girls</b> were enrolled back to schools through Learning centres.</li> <li>- These learning centres ensure that girl children are integrated into the formal education system as a result of attending Learning centres</li> </ul>
 <p>Conducting Learning sessions with children in LCs</p>	<ul style="list-style-type: none"> <li>- In total, <b>1220 Teaching &amp; Learning sessions were conducted with girls</b> from FY 2020-22 through the support of TLMs.</li> <li>- <b>Approx 1860 children attended regular learning sessions in LCs</b> from FY 2020-22.</li> <li>- <b>During Covid, IIMPACT devised ALA (Alternative Learning Arrangement)</b> as one of the key strategies to repair the damage in student's learning trajectories caused by the COVID pandemic.</li> <li>- <b>The Key Aspects of ALA Involved</b> Reductions of class size to a maximum of 8-10 children. • Alternate day class schedules/children attending classes in alternate shifts. • Learning sessions conducted in open spaces. • Requirement of face masks for both children and teachers, hand washing practices and increased physical distancing.</li> <li>- A range of <b>online technology enabled initiatives were started to facilitate continuance of learning</b>. One of the key achievements, in this phase of COVID lockdown was the engagement of parents and larger community members as 'volunteers' to support their children in completion of assigned projects</li> </ul>	<ul style="list-style-type: none"> <li>- <b>73% of the girls showed improved learning levels</b> subject wise out of the total children regularly attending learning sessions in LCs.</li> <li>- <b>100%</b> community teachers reported that teaching in the learning centres has <b>improved the learning levels of children</b></li> <li>- <b>96% community teachers reported that the quality of teaching &amp; learning materials (TLMs) is highly effective</b> for conducting sessions with children in the Community Learning Centres</li> <li>- <b>About 80% of the teachers; and more than 72% of the children</b> were engaged through technology during Covid phase.</li> </ul>
	<ul style="list-style-type: none"> <li>- In 2020-21, <b>95 Teachers from local villages</b> who were part of beneficiary communities were <b>hired and trained</b> to teach in 95 Learning Centres (LCs) established in Rajasthan and MP.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>68% community teachers perceive a high impact</b> on their professional development due to the Girl Child Education Program. Meanwhile, 32% of teachers reported a medium impact</li> </ul>

 <p>Teachers Training</p>	<ul style="list-style-type: none"> <li>- From 2021-22, <b>74 Teachers were teaching</b> in the 74 LCs in Rajasthan and MP.</li> <li>- <b>6 teachers training</b> were organized from 2020-2022.</li> <li>- <b>95 teachers trained on</b> Multilevel Multigrade teaching techniques, use of TLMs, alternative methods of teaching through games.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>63% community teachers found the training sessions to be extremely useful</b> in enhancing their skills as teachers.</li> <li>- <b>42 community teachers were found to be using trained tools and methodologies</b> for conducting sessions with children from 2020-22.</li> </ul>
 <p>Community Meetings (CMC)</p>	<ul style="list-style-type: none"> <li>- In total, <b>6 community meetings</b> were organized from FY 2020-22.</li> <li>- <b>1320 community people (including beneficiary parents)</b> participated in community meetings organized from FY 2020-22.</li> <li>- To respond to the learning needs of children of classes 1 &amp; 2 during Covid lockdown, a '<b>Volunteer Support Programme</b>' was introduced. To work on simple activities around exploration and discovery, a volunteer who would be either a parent, older sibling or one person from the community, was selected and trained to spend time with children, read, tell stories about the surroundings, and do simple activities encouraging knowledge development.</li> </ul>	<p><b>100% of the sample parents demonstrated</b> improved awareness of the Girl Child education program – sharing details that children are taught based on their needs through games and playful methods using teaching learning materials.</p>

### Other Key Initiatives by IIMPACT –

#### 1. “Suno Kahani Guno Kahani”

Stories wield significant influence in shaping children’s growth and development, transcending mere language and literacy acquisition to impart values, beliefs, and societal norms. Recognizing this, **IIMPACT embarked on a groundbreaking initiative with the launch of its inaugural storytelling YouTube channel, “Suno Kahani Guno Kahani,” on May 27, 2021.** This innovative platform serves as a conduit for children across various IIMPACT centres nationwide to craft and exchange stories, fostering mutual learning and enrichment. The launch witnessed an impressive turnout of nearly 800 participants, indicative of the widespread enthusiasm and engagement. **Presently, the YouTube channel boasts a staggering 3100K subscribers, with an extensive library comprising over 300 stories,** attesting to its far-reaching impact and resonance within the community.



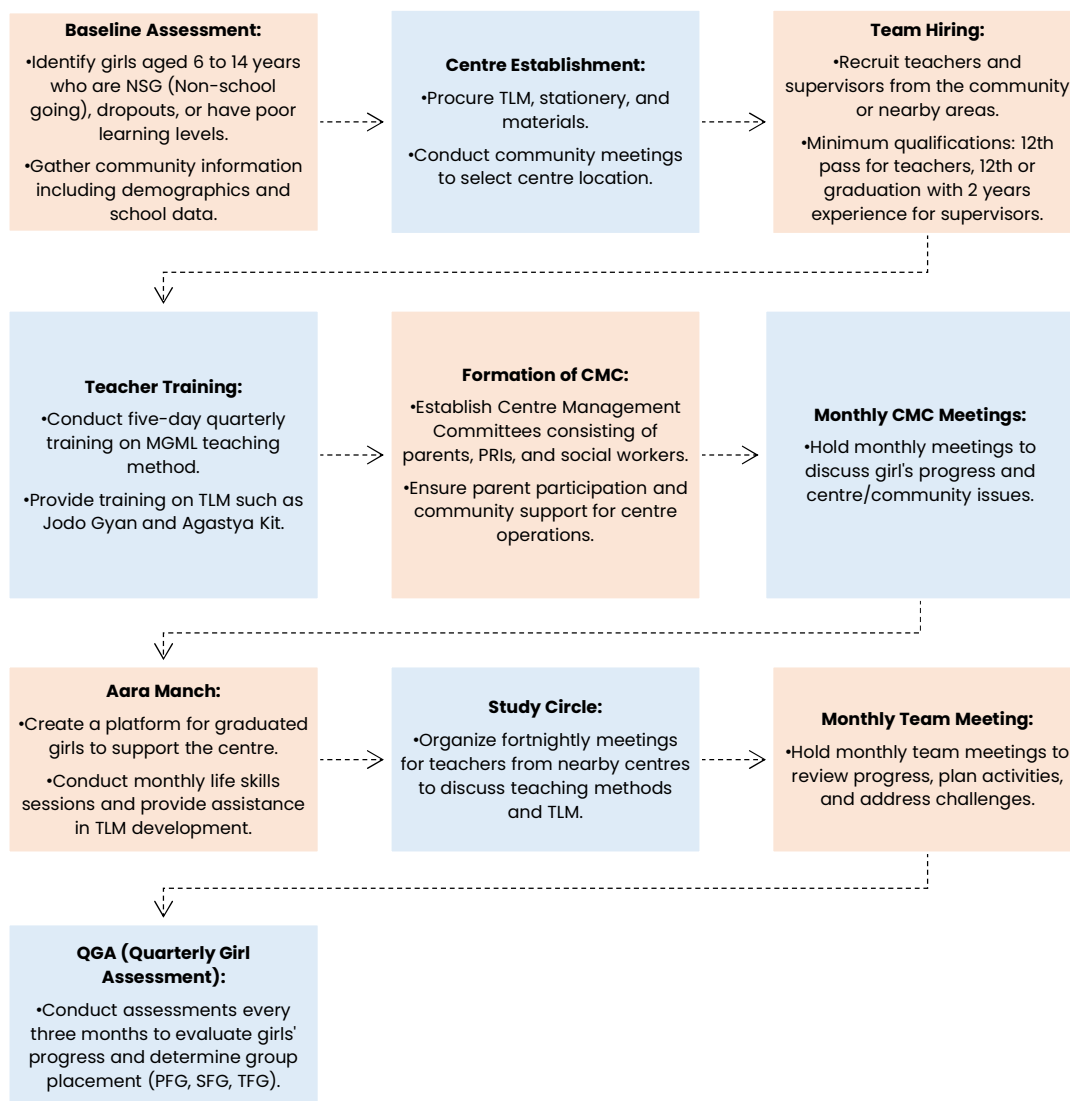
## 2. Reading Initiative:

Inspired by the **Padhe Bharat initiative by the Government of India**, IIMPACT launched its own **100 Days Reading Campaign in January 2022** across all Learning Centres. This initiative aimed not only to cultivate reading habits but also to stimulate students' creativity and imagination.



The campaign encouraged students to create their own stories and establish personal libraries, fostering a sense of confidence and ownership. Implemented comprehensively across all centres, the initiative played a pivotal role in promoting the culture of reading within communities.

### Program Implementation Process: 10 steps -



## Impact Statements – Voices from the field

“TLM has become incredibly influential for children, shaping our teaching methods significantly. Without TLM, our teaching approach would be incomplete. We utilize various TLM resources for each subject area, such as Jodo Gyan for Math, Pratham Library Kit and Barkha series for Language, and Agastya Kit for EVS. Additionally, we have developed numerous TLM during training sessions, which we employ to effectively teach children at the centre” – **Nirmal Jat, Ladpacha community Learning Centre, Rajsamand, Rajasthan**

“TLMs have effectively facilitated hands-on learning experiences for the girls, enabling them to grasp concepts such as colors, numerical order, and fundamental mathematical operations like addition, subtraction, multiplication, and division” – **Yaqoob Khan, Subakara Learning Centre, Sheopur, MP**

“Providing Teachers training tailored to the students' learning levels, along with training on teacher behavior, verbal and nonverbal communication, and various types of communication meetings, supported by IIMPACT field visits, technically equips teachers to address the diverse learning levels of children through the development of an engaging curriculum” – **Rasbihari Meena and Brijesh Meena, Narayanpura & Barkheda, Sheopur, MP**

“At the centre, children learn through games, painting, singing, and dancing, which accelerates their learning process compared to schools where they only learn from books.” – **Munna Devi & Kanta Devi, Panotiya Village, Rajsamand, Rajasthan**

“To ensure sustainability, we conduct activities such as forming CMCs, holding monthly meetings, and establishing Aara Manch. We involve community members and girls who have graduated from the centre and are capable of running it. Additionally, we strive to garner government support to sustain these efforts.” – **Shailendra Kumar, Representative, Gayatri Seva Sansthan, Rajsamand, Rajasthan**

“Parents have noticed positive changes in girls' behavior, including their increased support for family members in reading and writing tasks. Girls are progressively learning more, and the age of marriage for girls is increasing, signaling a positive shift away from the cultural norm of child marriage. This indicates that girls' education is influencing others to treat girls in a more humane manner. While these examples are few, they inspire hope for girls' education and challenge local gender norms” – **Mr. Jaisingh Jadon, Representative of Mahatma Gandhi Seva Ashram, Sheopur, MP**

“In schools, there's limited individual attention and interaction, insufficient multi-level learning, and neglect of social skills development. This results in boredom and pressure for students, leading to waning interest in learning. Conversely, learning centres offer more engaging sessions, promoting regular attendance and fostering gradual interest in formal education” – **Mithilesh Meena & Seema Bairwa, Mundla Village, Sheopur, MP**

## Case Studies –

### Case Study 1: Riya Kumawat

**Community Name – Bamaniya Kalan**  
**IIMPACT Centre code – 01259**

Riya Kumawat (Age - 14 years), hailing from the community of Bamaniya Kalan, faced significant educational challenges when her family relocated from Baroda city, Gujarat due to her father's sudden illness. With her father's occupation as a labourer and her mother primarily engaged in household and farming duties, Riya's educational journey seemed uncertain.



*Pic 12: Riya Kumawat*

However, through the intervention of an IIMPACT teacher during a community visit, Riya was enrolled in the Learning centre, despite her initial reluctance and shyness. As an irregular attendee, Riya initially struggled to engage in centre activities and exhibited reserved behaviour.

Through persistent encouragement and support from the centre's staff, including discussions with her parents about the importance of education, Riya gradually began to display greater interest and participation in centre activities. Over time, her confidence blossomed, and she emerged as an active participant, particularly excelling in Kabaddi, a sport organized at the centre.

**With newfound self-assurance, Riya not only became a key player in her school's Kabaddi team but also progressed to district and regional levels, ultimately securing a spot in the national Kabaddi team.** Presently, Riya confidently shares her experiences and perspectives without hesitation, a testament to her remarkable transformation facilitated by the Learning centre.

### Case study 2: Transformation of Bhil Basti

**Location – Karoliya, Rajsamand, Rajasthan**

Bhil Basti, nestled 3 km away from Karoliya village, was once a secluded settlement inhabited solely by members of the Bhil community (a Scheduled Tribe). With 30 to 40 households, this enclave lacked even the most basic amenities such as roads, running water, and educational facilities. The absence of proper infrastructure posed significant challenges, particularly for girls' access to education, as they had to navigate through a forest path to reach school, resulting in poor educational outcomes.

Recognizing the dire need for change, the field team intervened by establishing a centre and appointing a local girl as a teacher. Concurrently, efforts were made to mobilize community support and advocate for essential facilities from the Panchayat and local



administration. Despite initial reluctance and resistance, persistent advocacy efforts, including rallies and community engagement, gradually garnered momentum.

As awareness about the Girl Child Education program spread, families of girls attending the centre actively advocated for basic amenities. Their collective efforts bore fruit, leading to the establishment of a Kindergarten/Anganwadi in Karoliya Bhil Basti, providing early education opportunities for young children. Furthermore, a paved road connecting Karoliya to Bhil Basti was constructed, easing transportation woes.

The community's interest in education surged, underscoring their belief in its transformative power. Notably, the girls' enthusiasm for learning soared, accompanied by tangible lifestyle changes. This transformation exemplifies the profound impact of education and collective advocacy in uplifting marginalized communities.

### Case Study 3: Vandana's Educational Journey

**Community Name – Mundla**  
**IIMPACT Centre Code – 02199**

Dilkhush Meena, father of Vandana Meena and owner of a kiosk centre in Mundla village, faced a dilemma when enrolling Vandana in school. While considering a private school for Vandana's education, doubts arose about her learning levels, prompting the management committee to subject her to an entrance test. However, Dilkhush had unwavering confidence in Vandana's abilities.



*Pic 13: Vandana*

The intervention of Girl Child Education Program transformed Vandana's educational trajectory. Through the learning centre in Mundla village, Vandana not only improved her learning levels but also developed essential social skills.

Initially hesitant about formal education, Vandana's reluctance shifted when her father learned about the learning centre's tailored approach to education during a parent-teacher meeting.

Observing Vandana's progress and growing interest, Dilkhush enrolled her in the learning centre. With dedicated support and focused sessions, Vandana's proficiency, particularly in English, flourished. Upon completing 20 levels, Vandana transitioned to a private English school, where she now serves as the head girl.

Vandana's story underscores the transformative impact of learning centres in rural communities. Beyond providing access to education, these centres instil a sense of personal growth and progress, empowering girls like Vandana to embrace education as a pathway to success.



## Case Study 4: Antima's Educational Transformation

**Community Name – Mundla**

**IIMPACT Centre Code – 02199**

Antima's academic journey took a remarkable turn, transitioning from a struggling student to a top performer in her class. Initially, Antima's attendance at school was irregular, and her disruptive behaviour posed challenges for both teachers and classmates. Concerned about her education, Antima's parents faced additional pressure due to their farming responsibilities, which demanded much of their time and resources.

A turning point came when Mansingh, Antima's father, was approached by a supervisor from the Girl Child Education Program along with a teacher from the Learning Centre in Mundla community. With little hope remaining, Mansingh enrolled Antima in the Learning Centre, hoping for a positive change. Remarkably, Antima's progress was swift and evident. She began completing her homework diligently and attending school regularly, demonstrating newfound self-motivation and improved social skills. Antima's transformation extended beyond academic achievements; she now actively supports her peers in understanding curriculum concepts and maintains personal hygiene with diligence.



*Pic 14: Antima*

Antima's grandmother proudly acknowledges her granddaughter's newfound role as a reader, symbolizing the profound impact of education on their family. The Learning Centre proved to be a lifeline for Antima, offering tailored learning sessions and expert guidance that nurtured her into a dedicated learner. This case exemplifies how Learning Centres serve as catalysts for educational empowerment, transcending societal norms and fostering a culture of learning and support for all children, regardless of gender or background.

## Project 2 – Change For Childhood Cancer

**Implementing Partner: CanKids KidsCan**

### About the Project –

Change for Childhood Cancer is a comprehensive initiative aimed at improving survival outcomes and enhancing the quality of life for children with cancer and their families. Through holistic support provided at **four Cankids Hospital Support Units (CHSUs) located in Chennai, Puducherry and Kolkata**, the project addresses various aspects of the cancer journey.

### The project focuses on three main pillars:

- **Medical support**

- **Ensuring quality of life and care, and**
- **Securing the rights of health-impaired children and their families**

Medical support encompasses diagnosis, treatment, and facilitation for government funding, while psychological and emotional support, parent empowerment, and livelihood initiatives aim to enhance the well-being of both patients and families.

In addition to providing support within hospital settings, the project extends its reach to include education support during and after treatment, palliative care services, and holistic accommodation through initiatives such as Snehalaya, Home Away from Home (HAH), in Chennai. State-based interventions further reinforce the project's impact, including support for outstation medical emergency cases, awareness campaigns, and capacity building for healthcare professionals and social support teams.

Change for Childhood Cancer endeavours to create a supportive ecosystem that addresses the multifaceted needs of children battling cancer and their families, advocating for their rights to health, education, and a childhood free from the burden of disease.


**Project Objective –**



1. To improve Survival Outcomes
2. To ensure quality of life and care for children with cancer and their families
3. To secure the rights of the health impaired child and family to Health, Education, Pain and Palliative care, his/her childhood and right to be heard, in the state of Tamil Nadu, Puducherry, and West Bengal.

**Project Location –** Tamil Nadu (Chennai), Puducherry, West Bengal (Kolkata).

**Project Duration –** 2020-2022

**Key Activities/Outputs/Outcomes–**

Activities	Outputs	Outcomes
 <p>Providing Treatment support to underprivileged children undergoing cancer treatment</p>	<p><b>1741 patients were registered and supported in total from 2021-2022 and 1204 patients were supported in 2020-21</b>, under the Change for Childhood Cancer Tamil Nadu &amp; Puducherry project.</p> <p><b>Medical assistance: 562 Children</b> got medical support and <b>344 children</b> got diagnostic support in Tamil Nadu and Puducherry.</p> <p><b>4 CHSUs (Cankids Hospital Support Units) were used to support underprivileged children with cancer and their families –</b></p> <p>i. Institute of Child Health (ICH), Department of Hematology, Chennai</p>	<p><b>30% increase in holistic support seen as compared to April 2020-March 2021</b> in Tamil Nadu and Puducherry.</p> <p><b>88% children registered children from</b> Tata Medical Centre survived which is an incredible outcome for the cancer treatment in Kolkata.</p> <p><b>Medicine assistance</b> providing to patients registered under Change for Childhood Cancer has helped patients to continue their treatment in TMC, Kolkata.</p>

	<p>ii. Institute of Child Health (ICH), Department of Surgery, Chennai</p> <p>iii. JIPMER (Jawaharlal Institute of Postgraduate Medical Education &amp; Research), Puducherry</p> <p>iv. Tata Medical Centre, Kolkata</p> <p><b>In 2021-22, there was a notable increase in new registrations under the You Are Not Alone (YANA) initiative</b>, with 1105 children newly enrolled in Tamil Nadu and Puducherry compared to 802 children during the period of April 2020 to March 2021.</p> <p>Similarly, <b>142 children were registered under YANA</b> from Kolkata region.</p> <p><b>Chemotherapy Cost</b> is completely provided by the Implementing Partner.</p> <p><b>Continued support by a team of 25 social workers</b> throughout the Covid-19 lockdown.</p>	<p><b>TMC Kolkata has provided Rs 1 lakh each to 2 patients</b> for transplant in 2021-22.</p> <p><b>Tamil Nadu and Puducherry (2021-22) –</b></p> <p><b>343 Children benefitted</b> under special intervention care under PPOP (Pediatric Psycho-Oncology Program)</p> <p><b>977 sessions</b> were taken by Implementing Partner's psychologist during the reporting period. <b>27 group therapies</b> were conducted during this year. <b>27 families</b> received bereavement support worth Rs.47000</p>
 <p>Provide temporary accommodation to children with cancer (accompanied by their parents) receiving treatment.</p>	<p><b>The capacity of Home Away from Home (HAH), Chennai has been expanded from 16 to 24 individuals in the new facility.</b> Additionally, services at HAH have been extended to function as a Pediatric Oncology Social Support Centre cum Home Away from Home, alongside serving as a Regional Care Coordination Centre (RCCC/SCCC).</p> <p>During the COVID-19 lockdown, the TSP department organized a reintegration program for parents at HAH (Home Away Home), Chennai. The program included activities such as making cloth masks, assembling hygiene kits, COVID kits, and take-home ration bags. <b>A total of 70 parents participated in the program, earning a total of Rs. 18,250.</b></p>	<p><b>1. From 2020 to 2021, 28 families were accommodated at Snehalaya</b> (Home Away Home) in Chennai. Subsequently, during the timeframe of <b>2021 to 2022, the facility accommodated 43 families.</b></p> <p><b>2. 54%</b> increase in in the number of accommodated families from 2020 to 2021 to 2021 to 2022</p>
 <p>To ensure awareness through State based interventions</p>	<p>The <b>state helpline number (94440 96660) was launched for the CCC State project in Tamil Nadu</b>, aiming to provide comprehensive information about childhood cancer, treating centres, Implementing partner's support services, government schemes, and more. This initiative facilitates families in reaching the correct cancer centre for early diagnosis and appropriate treatment.</p> <p><b>Awareness programs were conducted across all CHSUs in the state.</b> Banners were displayed in the wards to promote awareness. Competitions titled "I Dream and I Deserve" were held in the wards, allowing children to express their aspirations through drawings. <b>A total of 182 children participated, with 33 children receiving prizes for their contributions in Tamil Nadu.</b></p>	<p>Till date, <b>62 calls have been received on the helpline number</b>, with patients guided with the required information.</p> <p>Additionally, permission was sought from NHM (National Health Ministry) to utilize the 104 Helpline Number for Childhood Cancer assistance. NHM agreed to this request and issued the approval letter. Plans are underway to launch <b>the 104-helpline number</b> and conduct training for 104 staff members in Tamil Nadu.</p>

**Children supported from April 2021 to March 2022 at 4 CHSUs –**

Children supported from April 2021 to March 2022													
Sn	CHSU Name	New Cases				Old Cases				Total			
		Unique		Episode		Unique		Episode		Unique		Episode	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
1	ICH Hematology, Chennai	216	246	1743	2760	216	340	666	2686	432	586	2409	5446
2	ICH Surgery, Chennai	64	62	552	744	61	75	419	661	125	137	971	1405
3	JIPMER, Puducherry	203	209	637	2087	57	207	133	1425	260	416	770	3512
4	Tata Medical Centre, Kolkata	123	NA	470	NA	20	NA	29	NA	142	NA	499	NA

\*Unique – refers to the total number of beneficiary counts who received support.

\*Episode – refers to the total number of services received by the total unique beneficiaries

**CanKids Hospital Support Unit (CHSU) @ ICH Hematology, ICH Surgery, Home Away from Home Chennai and JIPMER –**

April 2021 to March 2022											
S. No	Particular	ICH Hematology		ICH Surgery		HAH Snehalaya		JIPMER		Total	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
1	New Cases Registered	216	246	64	62	31	39	203	209	514	556
2	New Cases Supported (Holistic Support)	216	246	64	62	31	39	203	209	514	556
3	New - Episodes of Support	1743	2760	552	744	158	161	637	2087	3090	5752
4	Old Cases Supported (Holistic Support)	216	340	61	75	0	0	57	207	334	622
5	Old - Episodes of Support	666	2686	419	661	0	0	133	1425	1218	4772
6	Medical Support (old +new) - Beneficiaries	260	357	72	74	0	0	44	145	376	576
7	Treatment Support Beneficiaries - hygiene kits poor patient assistance- food, accommodation, travel in hospitals	275	454	103	117	0	0	144	337	522	908
8	Nutrition Supplementation	41	113	67	74	31	39	30	49	169	275
9	Diet Counselling – New	240	427	65	87	20	34	90	147	415	695

10	Diet Counselling – Follow-up	396	1693	106	235	45	100	97	355	<b>644</b>	<b>2383</b>
11	RUTF Beneficiaries	0	50	0	20	57	76	0	15	<b>57</b>	<b>161</b>
12	Multigrain powder / Mid-day Meal	0	0			0	0	24	238	<b>24</b>	<b>238</b>
13	Hygiene Kits	74	0	24	0	0	0	71	17	<b>169</b>	<b>17</b>
14	CanSurvive New Project	0	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
14.1	CanCovid Kit	29	87	7	44	0	0	29	94	<b>65</b>	<b>225</b>
14.2	CanNourish Kids	34	122	13	49	0	0	33	152	<b>80</b>	<b>323</b>
14.3	CanNourish Family	31	159	10	66	0	0	41	148	<b>82</b>	<b>373</b>
15	Psychological counselling in hospitals - beneficiaries - patients	292	294	93	81	69	68	0	0	<b>454</b>	<b>443</b>
16	Bereavement Support in hospitals	7	13	4	11	0	0	0	0	<b>11</b>	<b>24</b>
17	Beneficiaries Scholarships in hospitals	0	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
18	Birthdays/ Celebrations in hospitals	0	4	0	4	6	6	0	2	<b>6</b>	<b>16</b>
19	Awareness ICCD Event and Sep Awareness Month	2	2	2	2	2	2	2	2	<b>8</b>	<b>8</b>

## Covid-19 Interventions – Medical Supplies in Tamil Nadu and Puducherry

### 1. Provision of Essential Supplies:

- 2020 N95 masks
- 568 PPE kits
- 240 litres of sanitizers
- 1900 shoe covers
- 2600 surgical caps
- 3800 hand gloves
- 4 infrared thermometers
- 5 litres of floor cleaning liquid

**2. COVID-19 Testing and Support:** 28 patients and parents received COVID-19 RT-PCR tests, all from Adyar.

**3. Food and Travel Support:** 77 patients received food and travel support through PPSA, amounting to approximately Rs. 97,100.

### 4. COVID-19 Awareness Sessions:

- Conducted 1195 COVID sessions during the reporting period.
- Benefitted 4263 individuals from these sessions.

**5. Total Episodes of Support:** Provided 13,815 episodes of support to children during the reporting period, marking a significant increase from 5565 episodes provided the previous year.

Bulk medicines and support provision to hospitals	
ICH Hematology – Chennai	JIPMER – Puducherry
<p>Mtx 6000 6MP 6000</p> <p>Mtx 1500 6MP 2000</p>	<p>Sandimmum 50mg x 80</p> <p>Bucelone 60mg x 20</p> <p>Caspofungin 50mg x 10 Actinomycin x 24 IT</p> <p>Mtx 500mg x 200</p> <p>Soda bicarb - 1200</p>
<p><b>1. Nutritional Support:</b></p> <ul style="list-style-type: none"> <li>• A dedicated dietitian stationed at ICH-H, ICH-S, &amp; JIPMER Hospitals provided personalized nutritional support to children through diet counselling and tailored diet charts.</li> <li>• Nutritional Assessment and Nutrition sessions with 212 children and Follow-up of 819 children from Tata Medical Centre, Kolkata (2020-21).</li> <li>• 247 children were given Nutrition supplements.</li> <li>• 646 new children were given nutrition counselling.</li> </ul> <p><b>2. Covid Awareness Session and Follow-Up –</b> Tata Medical Centre, Kolkata</p> <ul style="list-style-type: none"> <li>• Covid Awareness Session - 1367 (2020-2021)</li> <li>• Follow Up - 2475 (2020-2021)</li> </ul> <p><b>3. COVID-19 and Hygiene Kit Distribution:</b></p> <ul style="list-style-type: none"> <li>• Distributed COVID-19 kits to 221 children in Tamil Nadu and Puducherry.</li> <li>• 36 Hygiene kits distributed in Kolkata.</li> <li>• Provided hygiene kits to 76 children to ensure proper hygiene practices and infection prevention.</li> </ul> <p><b>4. Can Nourish:</b></p> <ul style="list-style-type: none"> <li>• Provided Canourish kits to 310 children, enhancing their nutritional intake and overall health.</li> <li>• Extended support to 401 families by supplying Canourish family kits, promoting holistic well-being within households.</li> <li>• 1609 Food pockets were given to 223 children in JIPMER OPD worth Rs.64360.</li> </ul> <p><b>5. Cooked Food Assistance:</b></p> <ul style="list-style-type: none"> <li>• Delivered 1609 cooked food packets to 223 families at JIPMER Puducherry, addressing immediate nutritional needs and ensuring food security during challenging times.</li> </ul>	

## Key Impacts of the Change for Childhood Cancer Project –



**1. Essential Medical Transportation:** The project facilitated access to ambulances and private transport for children from remote villages, ensuring timely and safe travel to treatment centres during the COVID-19 lockdown. **Avirupa Sinha (Senior Manager, CanKids KidsCan)** highlighted the critical role of private transport in protecting vulnerable children from potential exposure to the virus.



**2. Emergency Assistance:** Change for Childhood Cancer program provided immediate support during medical emergencies, arranging ambulances or cabs promptly. **Soma Samanta (resident of Kharagpur, West Bengal)** expressed deep gratitude for the consistent assistance, which proved instrumental in saving his child's life.



**3. Emotional Support:** The organization offered counseling sessions and support groups, aiding families in coping with the emotional challenges of cancer. **Jasimuddin SK (resident of Nagadi in the Nadia district, West Bengal)** shared his experience of finding hope and support through Change for Childhood Cancer, emphasizing the vital role of emotional assistance.



**4. Financial Aid:** Change for Childhood Cancer program alleviated the financial burden on families by covering medical expenses and organizing transport services. **Swapan Kumar Samantha (a daily wage worker from Shyampur, Howrah)** expressed gratitude for the financial assistance that enabled his child's treatment at Tata Medical Centre, Kolkata.



**5. Education and Awareness:** Awareness campaigns were conducted to educate communities about childhood cancer, emphasizing early detection and continuous support for affected families. This initiative empowered parents with knowledge to navigate their child's medical journey effectively.



**6. Quality of Life Programs:** The project organized events and outings to improve the quality of life for children undergoing cancer treatment. **Deboshmita Saha's (a professional chef working in the US)** initiative of making cancer hats for fellow survivors exemplifies the supportive community fostered by Change for Childhood Cancer program.



**7. Nutritional Support:** The Implementing partner organization prioritized nutrition in the treatment process, providing individualized diet plans and supplements. Sarbani Chaudhary's **(Senior dietitian of CanKids placed at Tata Medical Centre, Kolkata)** role as a senior dietitian underscores the organization's commitment to holistic health.

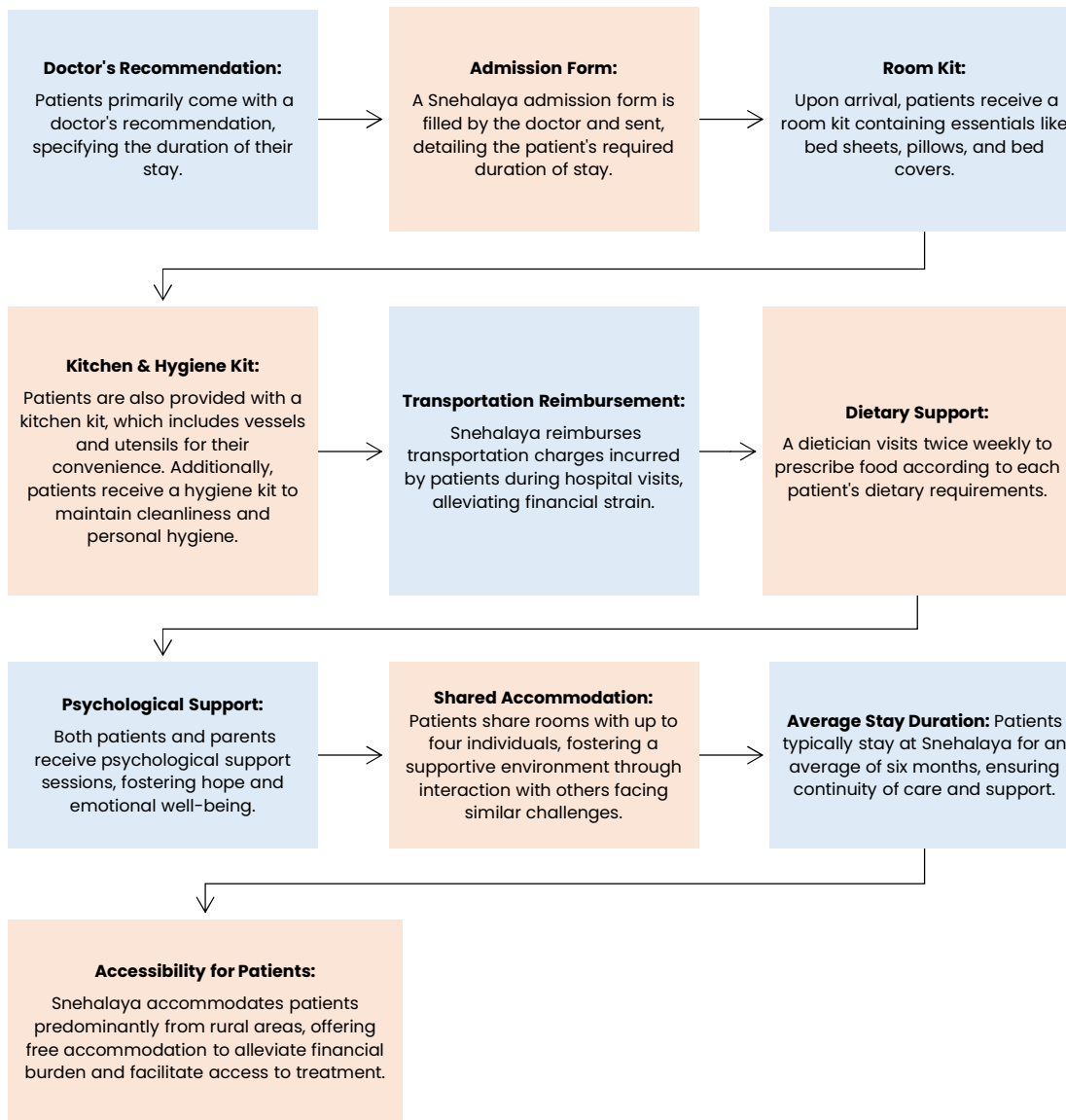




**8. Advocacy:** Implementing partner actively advocated for policies to enhance the well-being of children affected by cancer. **Dr. Subhrangshu Shekhar Datta (Medical Officer, Govt. of West Bengal)** highlighted the organization's pivotal role in bridging gaps between patients and government resources, ensuring effective utilization of available support.

### Key Impacts of the Snehalaya (Home Away Home Initiative) –

#### Intervention process at Snehalaya, Chennai – Nature of support provided



## During an FGD with the parents' beneficiaries staying in Snehalaya, Chennai, following findings and outcomes were derived –

### 1. Financial Support and Accommodation:

- Many families, especially those from low-income backgrounds, highlighted the significant financial burden associated with their child's cancer treatment. Snehalaya provided crucial support by covering expenses such as accommodation, transportation, and hospital fees, alleviating financial stress and allowing parents to focus on their child's health.

**Example - Rajeswari, a farmer from Thirumalai district**, sought help from Snehalaya when her six-year-old child was diagnosed with cancer during the COVID-19 pandemic. With assistance under the program and support from the community, they received accommodation, food, and transportation to the hospital. **They have been staying at Snehalaya for 1.5 years.**

### 2. Emotional and Psychological Support:

- Parents expressed immense gratitude for the emotional and psychological support received from Snehalaya. During a challenging period marked by their child's illness and the COVID-19 pandemic, the supportive environment and compassionate care provided a sense of comfort and reassurance, fostering resilience among families.

### 3. Education Support and Challenges:

- Several parents expressed concerns about their child's education during and after the treatment period. Financial constraints often led families to switch their children from private to government schools, impacting their academic performance. There was a strong desire among parents for educational support, including assistance with school fees, to ensure their children's continued access to quality education.

**The case study of Jeevanandam from Salem highlights the significant impact of access to medical treatment and support on academic achievement and career aspirations**, particularly in the face of health challenges. Despite facing relapse and undergoing treatment for tumours at Adyar Cancer Institute in Chennai, Jeevanandam's determination to continue his education remained strong. The support he received from his school and teachers during his stay in Chennai played a crucial role in his academic success. **Despite facing health setbacks, Jeevanandam managed to clear his 10th-grade public exam with a commendable score of 357 out of 600**, showcasing resilience and perseverance. This research finding underscores the importance of holistic support systems and access

to quality healthcare in enabling individuals to overcome health challenges and pursue their educational and career goals.

#### 4. **Treatment Duration and Follow-up Care:**

- The duration of cancer treatment varied among families, with some treatments lasting longer than initially anticipated. Despite this, Snehalaya continued to support families throughout the treatment process and during follow-up care, emphasizing the importance of comprehensive, long-term assistance to ensure the well-being of children and families affected by cancer.

#### 5. **Gratitude and Hope:**

- Across all accounts, there was a prevailing sense of gratitude towards Snehalaya for its unwavering support and compassion. Parents expressed hope for the future and a desire for Snehalaya to continue its invaluable services, emphasizing the transformative impact of the organization's efforts on their lives and the lives of their children.



*Pic 15: Impact Assessment Team's visit to Snehalaya Educational Facilities*

## Impact Statements – Voices from the field

“Program team not only reignited my hope but also provided me with various forms of financial support, ranging from financial assistance to emotional support. They routinely organize parent support sessions as part of their Parent Empowerment initiative. These sessions bring together survivors to share their stories and provide hope to current parents facing similar challenges” – **Jasimuddin SK, a resident of Nagadi in the Nadia district, West Bengal**

“The government can provide infrastructure, doctors, technicians, and medicine, but this organization played a pivotal role in bridging the gap between patients and doctors. They guide individuals in a proper manner to the appropriate place at the right time.” Without such assistance, many government schemes and infrastructural initiatives, which could potentially be life-saving, would remain underutilized – **Dr. Subhrangshu Shekhar Datta, Medical officer, Govt. of West Bengal**

“Living in Sundarbans, I had to stay vigilant as my child’s condition could deteriorate at any moment. Thanks to Change for Childhood Cancer Program, I found the courage to seek treatment at Tata Medical Centre, Kolkata. During emergencies, I relied on this program for support and was never let down. They also arranged accommodation for us at St. Jude’s, a centre for childhood cancer patients” – **Partha Sarathi Niyogi, a beneficiary parent from Sundarbans, West Bengal**

“I’m Shiva Kumar, residing in Snehalaya, Chennai for the past 8 months. My 12-year-old daughter, Dhanu Shri, and I are from Kisne district. Snehalaya covers all our expenses for auto travel, hospital fees, etc., which has been immensely helpful. I could focus on work without worry. Initially, we stayed here full-time during treatment, but now we only visit for check-ups monthly. I’m content with the assistance and service provided – **Shiva Kumar, Snehalaya Beneficiary, Chennai**

“My daughter, aged 10, was diagnosed with blood cancer, and we hail from Thiruvarur district. Treatment was provided for us, including food, accommodation, and transport, as taking a room in Chennai was financially challenging. It has been two years since the treatment concluded, and we continue to come monthly for regular check-ups. We received excellent hospitality during our stay here – **Veerama, Snehalaya Beneficiary, Thiruvarur district**

## High Impact Areas –

1. **Comprehensive Support Services:** The project provides holistic support, including essential medical transportation, emergency assistance, emotional counseling, temporary accommodation and financial aid, ensuring families receive comprehensive assistance.
2. **Community Awareness and Education:** Implementing partner conducts campaigns to educate communities about childhood cancer, empowering parents with knowledge for early detection and timely intervention.

3. **Partnerships and Advocacy:** Through partnerships with government agencies, the implementing partner advocates for policies to enhance support services, optimizing healthcare resources and promoting systemic changes in cancer care.
4. **Quality of Life Programs:** Events are organized to improve the quality of life for children undergoing cancer treatment, fostering a supportive community through recreational activities.

## Case studies –

### Case Study 1: Enhancing Healthcare Access and Support for Rupam

**Introduction:** The Sundarbans, situated approximately 140 kilometres away from Kolkata, is a region marked by its remote location and limited access to essential healthcare services. Families residing in this area often face formidable challenges when confronted with serious illnesses, particularly childhood cancer.

**Beneficiary Profile:** Partha Sarathi Niyogi, a parent from Sundarbans, found himself grappling with the daunting reality of his son Rupam's cancer diagnosis at the tender age of ten. The Niyogi family's journey through this ordeal exemplifies the profound impact of the collaborative efforts of HDFC Life and Implementing partner, aimed at improving healthcare accessibility and providing comprehensive support to families facing childhood cancer.



*Pic 16: Partha Sarathi Yogi*

**Challenges Faced:** Rupam's diagnosis not only posed significant health concerns but also placed immense emotional and financial strain on the Niyogi family. Living in a remote area, they encountered hurdles in accessing specialized medical care and transportation services essential for Rupam's treatment. Moreover, the unpredictability of Rupam's illness compounded their anxiety, underscoring the need for consistent support and vigilance.

**Project Intervention:** HDFC Life's initiative, in partnership with the implementing partner, emerged as a beacon of hope for families like the Niyogis, navigating the complexities of childhood cancer care in rural India. Through this collaboration, essential medical transportation services were facilitated, ensuring timely access to treatment facilities for Rupam and other children in similar circumstances. Furthermore, the provision of accommodation at St. Jude's, a dedicated centre for childhood cancer patients, offered a safe haven for families during moments of crisis and emergency.

**Impact and Outcome:** The impact of Change for Childhood Cancer; concerted efforts transcended from mere transportation and accommodation support, extending to the realms of emotional resilience and community solidarity. Partha Sarathi Niyogi expressed profound gratitude for the unwavering support received, which not only alleviated logistical burdens but also instilled courage and hope in the face of adversity. **Today, Rupam, having undergone successful kidney removal surgery, enjoys a renewed sense of normalcy, relishing moments of play with friends and resuming his education with newfound vigour.**



**Conclusion:** The collaborative endeavors under the program have significantly transformed the landscape of childhood cancer care in rural India, exemplified by the Niyogi family's journey from distress to resilience. By addressing the multifaceted challenges encountered by families like the Niyogis, this project underscores the transformative power of community-driven interventions in fostering holistic healthcare access and support for vulnerable populations. The enduring trust and gratitude of beneficiaries like Partha Sarathi Niyogi serve as a testament to the profound impact of such initiatives in shaping brighter futures for children battling cancer in resource-constrained settings.

### Case Study 2: Change for Childhood Cancer' Financial Assistance Programme: A Lifeline for Swapan Kumar Samantha

Swapan Kumar Samantha found himself grappling with the harsh reality of his five-year-old child's diagnosis of leukaemia. As a daily wage worker from a humble background, the financial burden associated with the estimated medical expenses at Thakurpukur Cancer Hospital in Kolkata was beyond his means, ranging between five to six lakhs. His attempts to secure a bed at government hospitals proved futile, exacerbating his child's health condition, already compromised by a low haemoglobin count (6.8 mg/ dl).



Pic 17: Swapan Kumar Samantha

Fortunately, the Program team, learned about Swapan's distressing situation. They swiftly directed him to Tata Medical Centre in Kolkata, assisting with necessary paperwork and the treatment process. Importantly, the team provided critical financial support covering medical expenses, food, and a portion of chemotherapy, offering a lifeline to a family in desperate need. In Swapan Kumar Samantha's own words, **"I felt hopeless and didn't know what to do. Even after selling a plot of my land, I didn't have enough money to afford quality treatment for my son. Program team then came as my saviour, overseeing my son's treatment at Tata Medical Centre, Kolkata."** He also said that the financial assistance not only enabled access to quality treatment but also ensured that essential needs were met during the challenging journey of childhood cancer treatment.

**Today, Swapan Kumar Samantha's child is not only receiving treatment at Tata Medical Centre but has also regained the ability to swim and play.** Swapan reflects on the pivotal role played by the NGO, expressing gratitude for their timely and crucial support. This case study serves as a testament to the transformative impact of Change for Childhood Cancer' Financial Assistance Programme, offering hope and relief to families navigating the financial challenges associated with childhood cancer.

### Case Study 3: Change for Childhood Cancer' Holistic Support: Reigniting Hope in Families like of Jasimuddin SK

Jasimuddin SK, a resident of Nagadi in Nadia district, shared his poignant journey, highlighting Change for Childhood Cancer programme's pivotal role in providing emotional and financial assistance. He expressed profound gratitude towards Tithi Aich, a dedicated social worker stationed at Tata Medical Centre, Kolkata, who not only offered emotional support but also diligently monitored the patient's progress.



Pic 18: Jasimuddin SK

Jasimuddin, who had undergone the removal of his left eye due to retinoblastoma, experienced profound devastation when his elder child fell victim to the same ailment. However, his hope for the future was completely shattered when his younger son Rashid also faced a diagnosis of retinoblastoma. However, implementing partner's intervention brought renewed hope. With their guidance, Jasimuddin's six-month-old son, Rashid, successfully overcame the challenges, now enjoying healthy eyesight, bringing immense happiness and relief to the family.

Tithi's continuous assistance, including follow-up calls and personalized care, exemplifies the dedication. Through initiatives like the Parent Empowerment and Livelihood program, implementing partner organizes parent support sessions, fostering a supportive community of survivors. Jasimuddin attests to the transformative impact of these sessions, stating, ***"Meeting other parents helped me process the emotional toll."***

Implementing partner emotional support initiatives demonstrate their commitment to holistic care. By addressing the emotional challenges associated with childhood cancer, the program not only provides a lifeline for families but also creates a supportive community that fosters resilience and hope.

### Case Study 4: Empowering Sharanya through Snehalaya's Support

**Sharanya, a resilient young girl from Dharmapuri**, faced a daunting challenge when she was diagnosed with leukemia at the age of 10. Her father, Sukumaren, stood by her side throughout their journey, determined to find the best possible care for his beloved daughter.

Upon diagnosis, they sought treatment at Apollo Hospital in Chennai, under the expert care of Dr. Revathi Raj. However, the financial strain of prolonged treatment loomed large over the family. Recognizing their struggles, Dr. Revathi Raj recommended the implementing partner, as a supportive organization dedicated to assisting families battling childhood cancer.

Sharanya was swiftly registered under the 'Change For Childhood Cancer' support programme, and they were welcomed into Snehalaya, a haven offering comprehensive support to families like theirs. For one year, Sharanya and her father found solace and support at Snehalaya. Every aspect of their needs, from medical to educational and psychosocial support, was diligently addressed by the caring team at Snehalaya.

After a year of rigorous treatment, Sharanya emerged victorious against cancer. With the expert care and nurturing environment provided by Snehalaya, she made a remarkable recovery. **Despite facing this challenging ordeal during her 5th standard, Sharanya's education remained uninterrupted, thanks to Snehalaya's holistic support.**

With cancer behind her, Sharanya returned to her hometown, ready to embrace life anew. **She seamlessly reintegrated into school, now in the 7th standard,** thanks to the educational support provided by Snehalaya. Her transition back to normalcy was smooth, facilitated by the unwavering assistance she received from Snehalaya throughout her cancer journey.

Sharanya's story exemplifies the transformative impact of initiatives like Snehalaya, which provide crucial support to children and families battling cancer.