



AIS INTERVENTIONS IN BAWAL

A Grameen Foundation India outreach and insights report

ABSTRACT

A SPECIAL REPORT COMMEMORATING 10 YEARS OF AIS AND YOUTHREACH IN BAWAL

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ACKNOWLEDGEMENTS

The insights presented in the report has been possible because of the cooperation extended by Youthreach field staff and the AIS factory staff at Bawal. We would further like to acknowledge the hard work put in by the frontline staff at Youthreach- teachers at the Unnati centers who took that extra initiative to go through trainings and pilot exercises to ensure that the data collection process is executed smoothly and accurately.

This report would not have been possible without the warm welcome extended to the Grameen team by the different members of the community in Bawal.



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INTRODUCTION:

The AIS Integrated Community Development Program has been implemented in Bawal, Haryana since 10 years. The glass manufacturers have partnered with Youthreach to implement education related programs such as providing bus service for school girls looking to access High Schools, remedial classes for students requiring additional coaching especially for class 10th students and drop out classes for students who dropped out of school and are aspiring to complete high school either through formal school system or through the Haryana Open government school. Youthreach, the program implementers for AIS funded interventions in Bawal also organizes health camps for community members and helps them network with mainstream commercial hospitals such as Max Healthcare and Icare.

As Grameen Foundation's team visited the field and spoke with different stakeholders, the goodwill towards AIS initiatives is hard to escape. There is definitely a very good relationship that AIS has been able to develop in the surrounding communities through Youthreach's able program implementation.

With the completion of 10 years of activities in Bawal both AIS and Youthreach are desirous to understand the impact of their outreach programs. Grameen Foundation India was commissioned to undertake a study of AIS programs in the community and collect feedback from the beneficiaries about their perception of the program.

Grameen Foundation India has attempted to not only collect insights about AIS beneficiaries but also establish a baseline for Youthreach to measure the progress of their interventions going forward. This has been an exciting project for GFI as the team ventured to understand the different indicators that are pertinent to a project such as the AIS Integrated Community Development Program and can be quantitatively measured. GFI has also attempted to look at the poverty profiles of AIS beneficiaries to help put their interventions in context. For example, over 84% of AIS beneficiaries fall below the \$2.5 poverty line¹. This shows overall a focus to serve the poor and direct resources towards those who genuinely need those services.

The report that follows looks at each of the programs that AIS has supported Youthreach to implement in Bawal. We have also mapped the objectives, inputs and outputs/outcomes for each program to give a better sense of poverty measurement to AIS and Youthreach. Due to resource and fund constraints, individual beneficiary level data was collected only for programs: AIS Bus Service, AIS Unnati drop out center, AIS Unnati remedial center and AIS tailoring unit. For the computer center, a focused group discussion was held with students at the center and the insights have been presented thus.

The sample for the data collection has been drawn through a clustered sampling process and the findings can be extrapolated to the entire beneficiary portfolio.

¹ Per person, per day at 2005 PPP rates



About AIS:

Asahi India Glass Ltd (AIS) is the largest glass company in India, manufacturing a wide range of international quality automotive safety glass, float glass and architectural processed glass. In the year 2004, Youthreach collaborated with AIS India Glass Ltd. (AIS), to develop an Integrated Community Development Programme (ICDP), designed, administered, and monitored by Youthreach. The activities designed and implemented under its mandate for corporate social responsibility aim at connecting its business activities to wider social objectives.

The enunciated goal of the Integrated Community Development Programme is to enhance the quality of life in the community, by providing services and enabling community participation and leadership to mobilize government, community and all other resources that are critical to achieving this.



About Youthreach:

Founded in 1997, Youthreach is a national non-profit organisation based in New Delhi Youthreach currently partners with 104 non-profit organisations across 8 states in India working with target groups of children, youth, women and the disabled through interventions such as education, health care, skill training and livelihood support. Youthreach has also worked closely with over a hundred Corporate and business partners such as AIS through programmes centered on employee volunteering, capacity building, training & employment, sponsorship, and funding large scale community and environmental projects. Youthreach has also placed over 5000 volunteers ranging from photographers, film makers, sportsmen, dancers, musicians and professionals from diverse backgrounds creating very successful and high impact volunteer projects.



About GFI:

Grameen Foundation India (GFI) is a social business and a wholly owned subsidiary of Grameen Foundation that catalyses double bottom line approaches to serving the poor and the poorest. Its mission is to enable the poor, especially the poorest, to move out of poverty by strengthening institutions and businesses that serve them. Grameen Foundation India aims to achieve this by enabling the growth of truly double bottom line entities that use quantitative and verifiable measures of social results and by demonstrating new and replicable models that can assist and organization in understanding their clients, their needs and quantify their poverty outreach at a given point in time, as well as measure change in poverty levels of their clients/beneficiaries between different periods of time.



Executive Summary:

Inequality and lack of access to basic rights such as education is unfortunately a part of the social fabric of many societies. India figures prominently as an example and plugging such gaps has been the prerogative of many successive governments and civil societies. These initiatives have varied from pan national policies and guidelines such as Sarv Shiksha Abhiyaan to more closed and locally relevant initiatives taken up by non-profits or social businesses such as Youthreach, Magicbus, Hippocampus etc. What is important to note is the way the consciousness of working towards sustainable societies is shifting from purely a welfare driven government/non-profit model to more collaborative ones where civil societies, corporates and governments are coming together to bank on each other's strengths and deliver programs/interventions that are meaningful, relevant and at the same time sustainable.

The AIS and Youthreach partnership is one such successful model that has ensured a very holistic and integrated program for the communities around Bawal tehsil in Rewari district of Haryana where AIS first set up its factory almost two decades ago. The promoter's drive to give back to the community and Youthreach's systematic program design has ensured that the final program delivery has the best forces combined. It has been interesting to look at the work Youthreach has been doing in Bawal over the past decade and some of the direct and indirect changes that have taken place not only in results such as examination outcomes but also latent changes in behaviors and attitudes of community members.

Grameen Foundation's core mandate to help organizations direct their resources to those who need them the most reflects in the report as we try and intersect our program related findings with the levels of poverty existing in the outreach of the program. This added layer of analysis will give AIS and Youthreach a fair idea about how their services are reaching out to different segments within a community and who is benefitting the most. For instance, the analysis shows that overall the **poverty levels** of the people reached through the program is more or less the same (ranging between 22% to 29% for \$1.25 poverty line). However, when it comes to **SCALE**, programs like bus service and tailoring reach out to more of upper class segments with lower poverty levels. Incidentally, it is beneficiaries from SC, ST and OBC segments who are more aspirational about their family members participating in the Youthreach programs. For example, of the number of beneficiaries who will withdraw their children from school in the absence of bus service/in case fees are hiked, 47% belong to the general category who are much better off and definitely less poor.

The report further analyses each program through the lens of how beneficiaries have perceived the interventions and how it affects their larger life goals and aspirations. The results, though quantitative, have a big impact on our understanding of the change in the perceived quality of life that the community has expressed through the carefully customized surveys for each program.

Analysis of the data gathered also shows that there is a significant service gap that Youthreach programs are serving. If not for the bus service, school going girls would have to travel anywhere between 1 to 12 kilometers to access high school and 68% of children in Unnati centers would have to struggle with their school subjects on their own, unable to access more expensive coaching institutions. Similarly, women in the community, especially married women, would have no means to socialize or learn a new skill in the absence of a neighbourhood oriented program that is reachable, affordable and endorsed by their family members.



Similarly, while analysing data collected for households' aspirations- especially with respect to their daughters there is an increased emphasis on education and gainful employment. While we do not have access to baseline data that can help us quantify this change over a period of time, conversations with Youthreach workers and community members show that there is a significant change in the thought process of beneficiary households. While there was a high incidence of child marriage (sending off the girl to her betrothed at the tender age of 12-14), increased access to school through the bus service and support infrastructure such as Unnati centers has resulted in parents pushing the boundaries of their expectations from their girl wards. The increased urbanization around Bawal has also helped the cause. Data for remedial centers for instance shows that 64% of girl students' parents wish them to pursue not only higher education but also employment opportunities. This is definitely a positive change from what is generally perceived of conservative communities based in Haryana.

The report has also made recommendations for each of the programs with the emphasis majorly on sustainability of the interventions. AIS may have resources to spare but there should be a thrust on deploying those resources to more needy geographies or areas that intervention. There needs to be greater stress for example on increased community ownership for each program. Operational models for the Unnati centers and bus service should transition into revenue models that are driven by community members. Willingness of most beneficiaries to pay a larger sum as fees goes to show not only the success of these programs but also the path towards greater sustainability.

AIS, because of the goodwill that it has been able to generate by providing employment to many of the community members and by sponsoring Youthreach programs, has enabled a strong ecosystem driven by trust. Youthreach's strong understanding of community needs and efficient program management has further augmented the AIS Integrated Program in Bawal.

For any feedback on the report, please feel free to get in touch with Grameen Foundation at info@grameenfoundation.in



Program wise outreach and insights:

Bus Service:

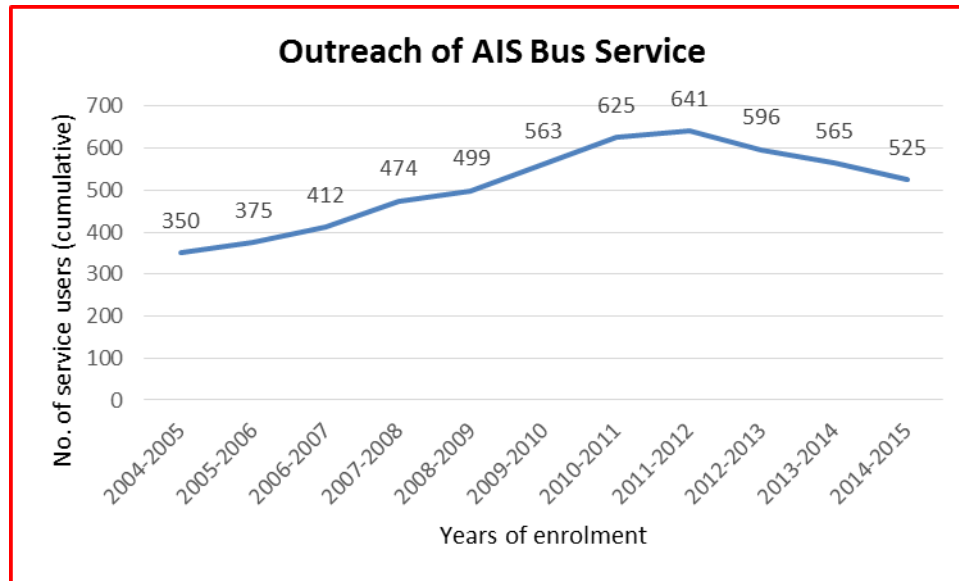
The AIS bus service for girls started in the year 2005. The objective was primarily to provide access to formal school for girls in the community after they graduate from middle school. In the entire tehsil of Bawal, there is just one government high school for girls and therefore AIS bus services has high acceptance levels among the community members and is extremely cost effective. The service charges a nominal fee of INR 60 per month per student and shuttles students over vast distances to enable access to school. Over the past 10 years, the service has ferried nearly 5700 girl students from their resident villages to school and back.

Following the mission deconstruction exercise with Youthreach, following is the framework that was arrived upon:

OBJECTIVES	ACTIVITIES/INPUTS	DESIRED OUTPUTS/OUTCOMES
<ul style="list-style-type: none"> • Promoting girl child education • To bring about changes in the attitude of rural population towards girl child education • To reduce the attrition rate of girl child at senior secondary level 	<ul style="list-style-type: none"> • Provision of bus service at subsidized costs • Door to door campaigning about bus service • Safe mode of transport by deploying female superintendents • Access to local government schools • Coordination/relationship management with school authorities 	<ul style="list-style-type: none"> • High outreach to girls availing bus service • Families willing to pay a subsidized fee for availing bus service • Increase in number of girl students in high school • Increase in number of girls traveling outside their villages for school • Changes in socio-cultural patterns such as child marriage

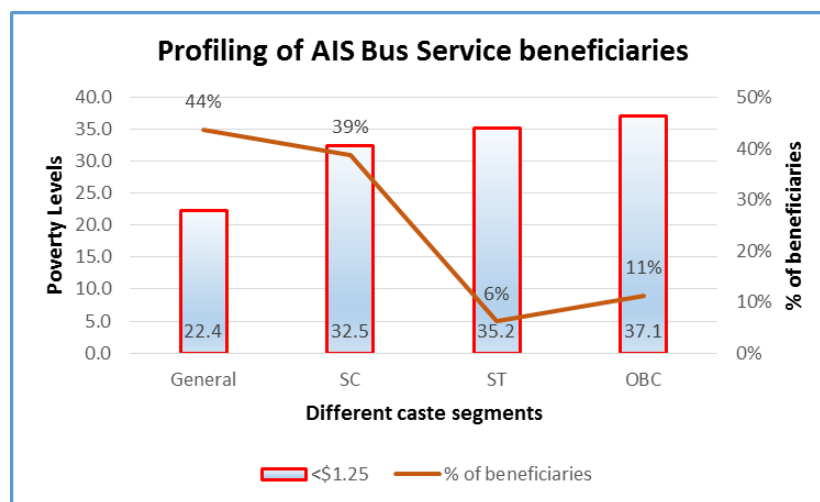


QUICK SNAPSHOT- OUTREACH:



Number of buses in circulation:	6
Number of villages covered:	35
Number of high schools reached:	1

BENEFICIARY CASTE AND RELIGION SEGMENTED BY POVERTY:



As seen in the above graph, one can see the poverty levels of Bus Service beneficiaries for \$1.25² poverty line for different caste groups. The line chart represents the number of beneficiaries for the different caste groups that the program serves while the bar chart gives the poverty levels of these beneficiaries for the \$1.25 poverty line. The graph clearly shows that the 'general' caste segment has

² The \$1.25 poverty line is calibrated using NSSO data for per person per day values at PPP rates. However, the reported data is at household level.



the lowest poverty levels. The program interventions show a greater focus on SC caste segment which are relatively much poorer.

We also did an analysis by religion. For Bus Service, all the beneficiaries are Hindus of which 28% are below \$1.25 line.

SAMPLE BACKGROUND:

For the purposes of our survey, we looked at a universe of 549 girl students who are or have been associated with the bus service over the period of 2008-2014. The survey was conducted for 15% of the universe and all the insights reported are drawn from the data collected for 80 beneficiaries.

Total Bus Service beneficiaries (cumulative)	549
Sample	80
Villages represented	10 of 31

The sample is also fairly distributed with regards to association with the program. Details are as follows:

Years of association with Bus Service (sample) in years	No. of beneficiaries
0- 1	15
1-2	39
3-4	12
5-6	10
7-8	4

BENEFICIARY INSIGHTS:

For the sample studied, following are some of the key observations:

Why are beneficiaries using the bus service?

64% of the beneficiaries surveyed mentioned that they are using the bus service because of the **SAFETY** it affords. 26% of the beneficiaries use the bus service because it is the **ONLY MODE OF TRANSPORT** available to access high schools for girls. There is also a small percentage of beneficiary households- 4% - that uses the service to access an all-girl high school since the only schools in their vicinity are co-ed and therefore not an option.

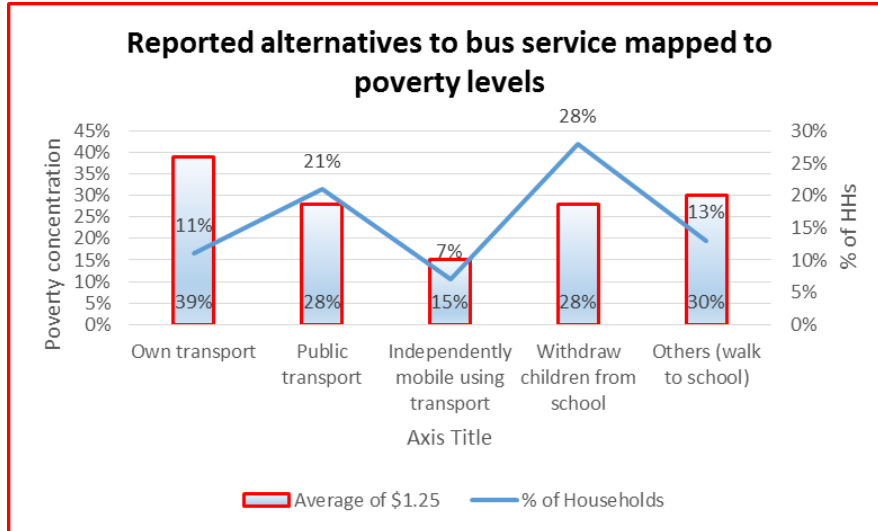
What is the service gap that the bus service addresses?

32% of the households see only walking to school as an alternative to the bus service. This can be a difficult proposition since the service covers a perimeter of nearly 30 kilometers before dropping the girls off at the only all-girl government high school in the tehsil which is located in the town of Bawal. As a matter of fact, even to reach the bus pick up point, girls have to either walk or use transport to cover a distance that can range anywhere between 1 to 12 kilometers.

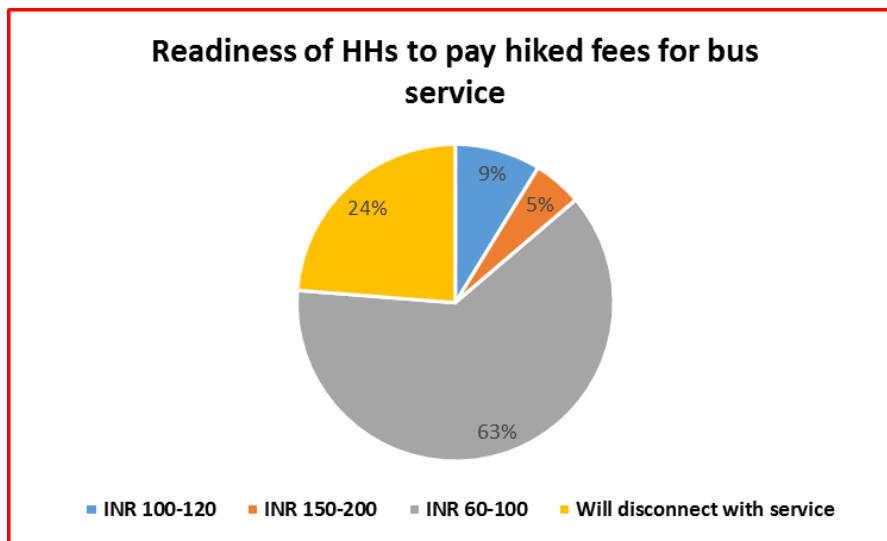
Of the total number of households surveyed 35% said that they would withdraw their girl wards from school if there is no bus service available. Interestingly, the poverty levels of households that will look for alternative means such as assigning a family member to send their children to school or encourage their wards to walk to school are poorer (39% below \$1.25 poverty line at PPP³) than those households

³ All poverty lines are at 2005 PPP (Purchasing Power Parity) values per person per day.

that will withdraw their daughters from school entirely (28% below \$1.25 poverty line). Around 9% of the households who agreed to provide their wards with an independent mode of transport have 15% probability below \$1.25 poverty line - clearly with a stronger economic background as is shown through the PPI measurement. The table below illustrates the inference stated above:



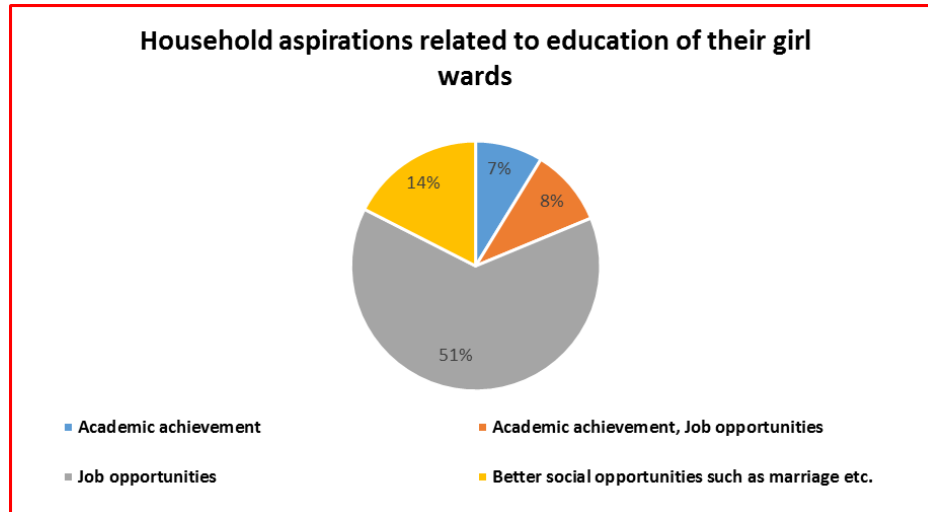
Dependence on the service: How much is the community ready to contribute?



As shown in the above figure, 63% of households agreed to continue engaging with the service if the fee ranged between INR 60 to INR 100. At the same time, 14% of households will feel comfortable paying anywhere between INR 100 to INR 200 for the service. On the other hand, 23% of households surveyed mentioned that they would disconnect from the service if the fee is hiked. Incidentally, 28% of the households that will withdraw their wards from school in the absence of a bus service are the same as those that will disconnect from the service if the fee is to be hiked. This finding can further be extended to reflect upon the poverty levels of these households that are much lower at 25% below \$2.5 poverty line when compared to those willing to pay a hiked fee and are at 39% below \$2.5 poverty line. The findings from above are cross tabulated with poverty rates in the table given below. The following table illustrates our findings:

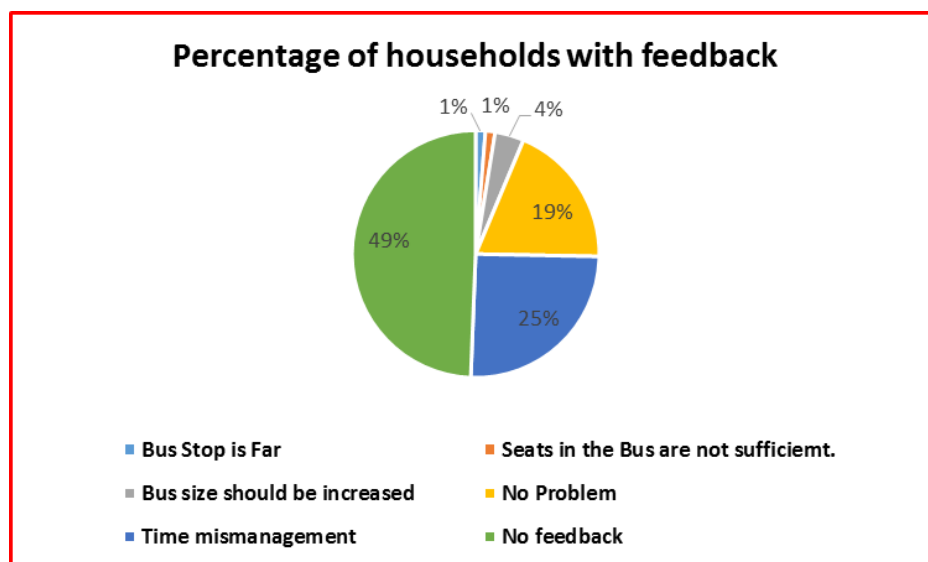
Bus service's contribution to the aspirational needs of the beneficiaries:

When asked about the academic/education related aspirations of the beneficiaries, 64% of the households mentioned that they want their wards to excel in academics in order to ensure they access relevant job opportunities. 18% of households see high school education as a means for their female wards to have better marital prospects; a subset of this group also believes that their wards will be allowed higher education only after marriage depending on the will of their new families.



Overall client feedback on the service:

86% of the households surveyed were strongly cognizant of AIS's role in providing the bus service. Some of the service related feedback that the field team could collate can be seen in the following pie chart:





- 20% of households said that they are happy with the service and are not experiencing any challenges whatsoever
- 24% of the households surveyed mentioned that there is mismanagement related to the bus timings and often their wards are not picked from the bus stop on time.
- 5% of the households surveyed communicated the need for a bigger bus as the current vehicle does not have enough capacity to accommodate the number of girls who use the service everyday
- Around 3% of the households requested for re-mapping the bus routes as their wards had to walk long distances on foot to reach the bus stop

49% of the households surveyed had no feedback to offer.

Grameen's perspective:

While traveling to the AIS and Youthreach supported communities in Rewari, it is hard not to meet someone who is in some way associated with the bus service. Even for students who are attending the remedial centers or are associated with other Youthreach programs have either been direct beneficiaries of the program or know someone who is.

The bus service is undoubtedly one of the most well received projects by the community. It has managed to bridge a big gap in access to secondary/high school by helping school going girls in the community cover large distances to attend the only such school in Rewari tehsil. What is important to note is that the service responds to two biggest concerns that the households in the community face: Affordability and safety. Access to education in itself is a latter choice but having addressed the first two concerns the bus service is slowly bringing education to the fore. There is also a latent effect on the way the girls and their families perceive the girls' future. Possibilities of a college education and gainful employment are soon taking over the urgency to get the girls married. Many of the girls we spoke with are doing very well at their studies and talk about supporting their parents to help them uplift their economic status.

With the above in mind, this is definitely a service that AIS and Youthreach should consider continuing albeit with a more sustainable model in place. There is ample evidence shown in the data that parents are willing to pay a higher amount of fees for this service. Even increasing the fees to INR 80 per month the revenue will increase by 35%. The added fund can definitely relieve some of the subsidy burden that the service currently has to bear.

Apart from the fee hike, Grameen was able to perceive a hesitation among school staff to recognize the service as a partner. This can often hamper the execution of the program and affects the quality of service. There should be some effort made to ease out these differences with the school.

Unnati Drop out center:

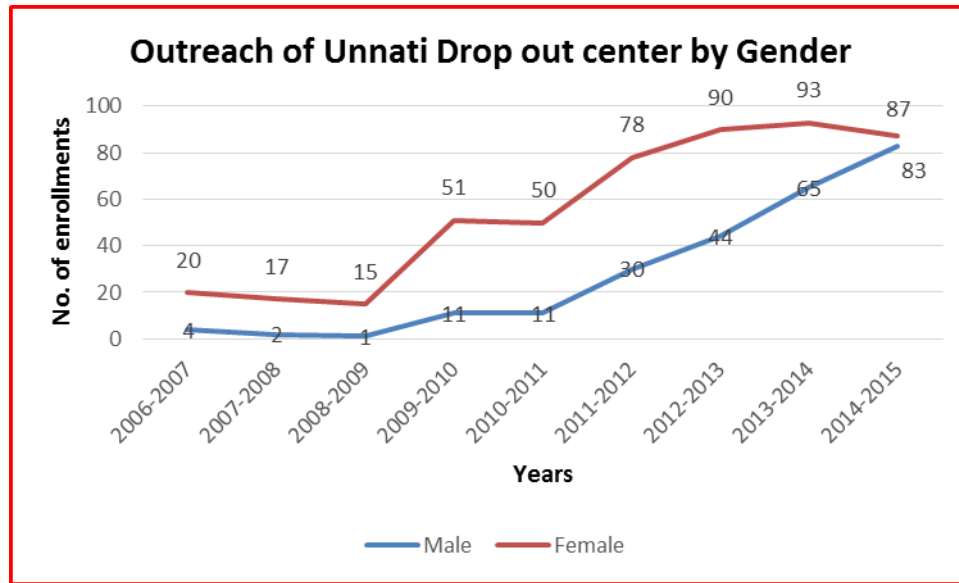
The main purpose of the drop-out centre is to provide an opportunity to children who have dropped out of the regular school, by helping them completing their education through Haryana Open School. The program has been running since 2006 and has been instrumental in providing support to students in the community who for some reason had to drop out of school and are aspiring to complete their education.

Following the mission deconstruction exercise with Youthreach, following is the framework that was arrived upon:

OBJECTIVES	ACTIVITIES/INPUTS	DESIRED OUTPUTS/OUTCOMES
Provide an opportunity to children who have dropped out of regular school by helping them complete their education through Haryana Open School	<ul style="list-style-type: none"> Provision of tutorial services by setting up physical classes Establish links with school authorities Track number of students completing their grades through open school Provide quality teaching inputs to ensure desired results 	<ul style="list-style-type: none"> Positive response by school authorities on the performance of children using the remedial education center services Increased enrolment for remedial classes Spread of remedial classes in Bawal over the years Impact on job seeking abilities of youth

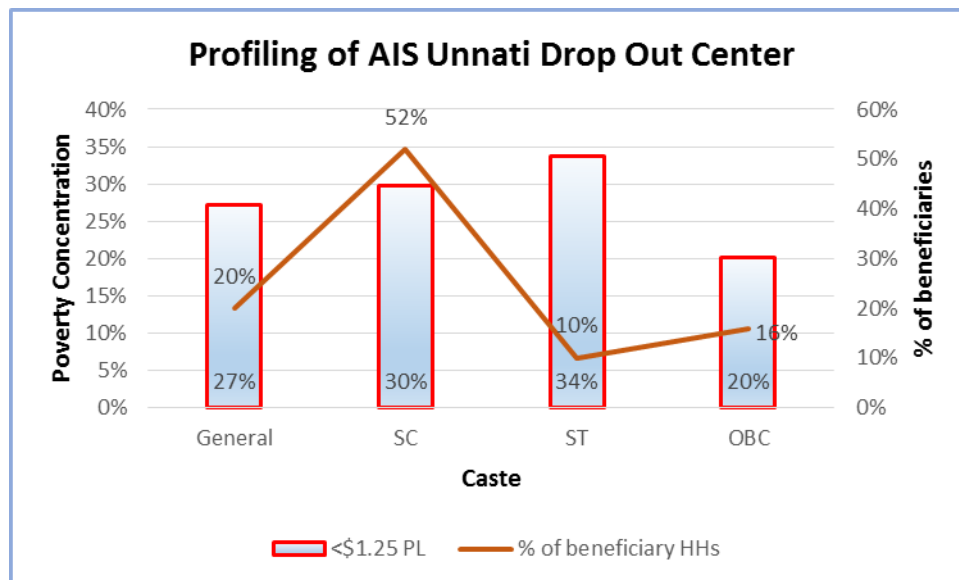


QUICK SNAPSHOT- OUTREACH:



Total number of children enrolled:	752
Number of female students:	501
Types of cases enrolled:	Credit Transfer Policy, Reappear and Fresh
Number of centers in Bawal Tehsil:	11
Number of villages covered:	11

BENEFICIARY CASTE AND RELIGION SEGMENTED BY POVERTY:



The above figure shows the break-up of Unnati Drop out centers by caste as well as their poverty levels. Scheduled castes, scheduled tribes and Other Backward castes make up more than 80% of the total beneficiary portfolio. They are evidently also poorer than the general caste as can be seen in the above graph.



SAMPLE BACKGROUND:

For the purposes of our survey, we looked at a universe of 338 students who are or have been associated with the Unnati Dropout centers over a period of 2012-2014. The survey was conducted for 15% of the universe and all the insights reported are drawn from the data collected for 50 beneficiary households.

Total Drop out center (cumulative)	338
Sample	50
Villages represented	15 of 31
Gender of sampled beneficiaries	30 Female and 20 Male students

The sample is strongly distributed for the enrolment years 2013 and 2014. These were also years that saw a spike in the number of enrolments as shown in the graph above. Details are as follows:

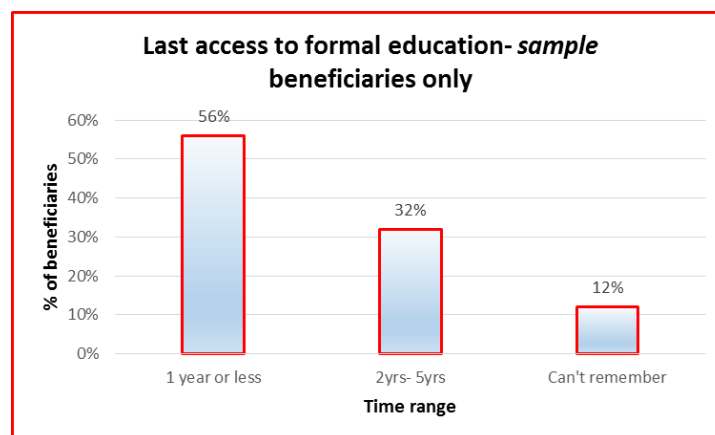
Years of association with Drop out center (sample)	No. of beneficiaries
2011	2
2012	4
2013	18
2014	26

BENEFICIARY INSIGHTS:

For the sample studied, following are some of the key observations:

What characterizes the beneficiaries of the drop out center?

From the table below we can see that 56% of beneficiaries sampled for the study had last accessed formal schooling within a period of 1 year or less. 32% of the sample last accessed formal school 2-5 years ago. Most of the students are class 10th drop outs with such cases at 78%. However, there are also cases of class 5th/8th pass-outs who have been enrolled to take class 10th examinations. Most of the drop out centers are very conveniently located within the communities and therefore are easily accessible by students in the 31 villages that the program works in.



While it is very obvious that most of the beneficiaries enrol into the drop out center to complete their education, 18% of those surveyed link education with better employment opportunities and therefore



want the required support. Though the percentage of such beneficiaries is not very significant, their foresightedness with respect to education is definitely worthy to note.

94% of the households surveyed reported that they noticed a significant change in the subject scores of their wards.

Feedback on teaching methods:

All the respondents unanimously ranked the teachers and their teaching methods as either 'excellent' or 'good'. 94% of the respondents saw a remarkable change in the academic performance of their wards.

What is the service gap that the drop out center addresses?

62% of the respondents stated that apart from the drop out center they have absolutely no alternative for the tuition needs of their children. There is also a significant 32% that believes it can afford private coaching and tuition classes that are priced very highly when compared to the nominal INR 30 per month for the Unnati drop out center.

When asked about the alternatives available to the households if the drop out centers were not present, 38% households stated that they would have to depend on their ward's initiative to complete their education through the Haryana Open School. However, 18% of the households professed their inability to complete their education without the support of drop out centers.

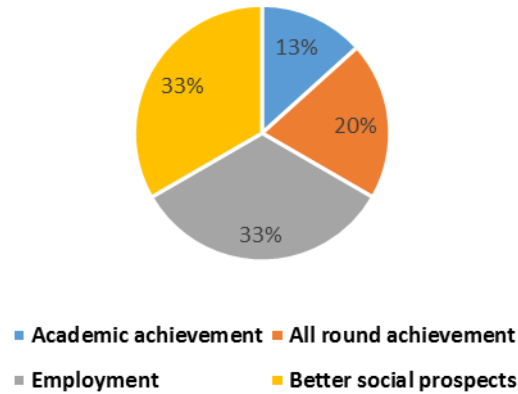
The beneficiary households are also acutely aware that private tuitions are extremely expensive. 56% of the households reported that in the absence of the drop out center, they will have to spend up to INR 100 per month on private coaching classes. On the other hand, 38% of the households believe that their spend will be anywhere between INR 100 to INR 500 per month on private coaching classes for their wards.

Servicing a gender gap in education: What role does the Unnati drop out center play?

One of the interesting trends across households that the field team visited was the 'convenience' the Unnati centers (both drop out and remedial) offer to households that have both male and female wards. Being the least expensive option available, these centers are preferred for the girl child while the family is more willing to send their male wards to expensive schools as well as coaching institutions. One of the qualitative feedback from both the community members as well as the teachers was that it was only in the poorer families where there was least gender bias. Due to the serious economic repercussions attached to higher spend on education, these families depend very highly on the Unnati centers for additional tuition support for both their female and male wards.

33% of households with female wards attending the drop out centers reported improved social prospects of their daughters (especially) with respect to marriage as being the most critical outcome of their education. However, an equally significant 33% of households see the completion of education as critical to their daughter's employability and access to quality job opportunities. This is further reinforced by data that shows 70% of the households as willing to encourage their daughters to pursue college degrees. There is also a small but significant group represented by 23% of the respondents who would encourage their daughters to pursue higher education under the wings of their new family after marriage.

Education related aspirations of Unnati drop out beneficiaries



Overall client feedback on the service:

96% of the households surveyed were strongly cognizant of AIS's and Youthreach's role in providing different services in the community.

There is no significant feedback for the drop out center except for a couple of suggestions to allow students to issue books and for the center to be more equipped with reading material and reference books.



CASE STUDY: AIS Unnati Drop out center:

Beneficiary background: Poonam lives with her parents and 3 brothers in the village of Harchandpur- Bawal tehsil. Her eldest brother is a civil engineer and the second eldest manages a shop in their village along with her father. Her youngest brother is still in school and has just enrolled himself for class 10th exams. She also has an elder sister who has been married for five years now. Her father has only finished primary education and mother has not had any formal schooling.

Her story: Poonam's was a strange case- notes her teacher at the AIS drop out center at Harchandpur. "While all her classmates received their admit cards for class 10th exams, she did not. That is why she approached us."

Poonam firmly recollects that time in 2006 when the AIS Unnati Drop out center staff along with Youthreach's Mr Alam approached her village and held a meeting with all the schoolgirls going to government schools along with their family members. They assessed the situation in the village and heard complaints around the lack of teachers at the local government schools and high number of school drop outs. The drop out center was soon set up. Poonam only joined the center in 2007 after the center staff assured her of help with class 10th examinations- including paperwork. However, the bigger challenge was to convince her parents which was made possible due to continuous follow up from the Youthreach staff. Poonam passed her exams with flying colours and is full of appreciation for the quality of coaching received at the center. She feels that these classes added value to her understanding of different subjects at school and she could aspire to complete her higher education and maybe even get a job.

However, Poonam did not study beyond class 10th. Due to some family feud she feels unsafe traveling alone. She remembers her 8 batch mates some of who continued their studies and even picked up jobs while some others are now married and have families. Her mother- Rajwati says that the family was not ready to support Poonam's enrolment in the drop out center. It was only due to repeated assurances from the Youthreach staff which convinced Poonam's father to approve. Poonam's performance encouraged the parents to send her enrol for higher studies but due to some untoward incidents they decided it is too risky for their daughter to travel on her own. Due to their own engagements it was not possible for the brothers also to accompany her every day to school and back. However, Rajwati added with some emphasis that if Poonam, who is now 24 will soon get married. If her new husband and his family agree, she may then pursue her studies.

Poonam has in the meanwhile honed her tailoring skills and has been taking up odd bits of jobs that comes her way. However, work is confined to home and not very consistent. For instance, these days she is busy readying the family house for her brother's wedding

Future plans: Poonam would really like to complete her education and even be gainfully employed. The drop out center made her discover her potential and interest in academics. However, due to the unique problem in her household she is not able to take up higher studies. She says that safety is an issue in her village especially when there are family feuds. While girls are increasingly taking up jobs, she can only hope and pray that her future husband appreciates and participates in her ambition.

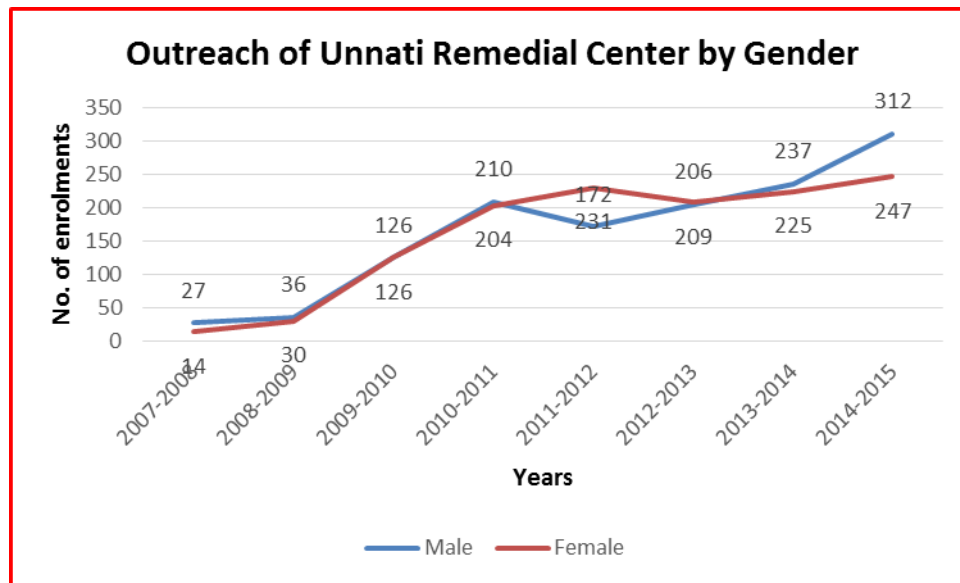
Unnati Remedial center:

The main objective of our remedial education programme is, to provide tutorial support to the students enrolled in government schools in Mathematics, English and Science. This service not only offers support to students but also to local schools in improving the pass percentage of students. As gathered from the feedback received from teachers, when the first drop out and remedial centers were set up, there was a lot of backlash from local government schools that felt threatened. However, assurance was given and displayed as the centers went on to improve the pass percentage at the local schools. Following the mission deconstruction exercise with Youthreach, given below is the framework that was arrived upon:

OBJECTIVES	ACTIVITIES/INPUTS	DESIRED OUTPUTS/OUTCOMES
<ul style="list-style-type: none"> • Positive response by school authorities on the performance of children using the remedial education center services • Increased enrolment for remedial classes • Spread of remedial classes in Bawal over the years • Impact on job seeking abilities of youth?? 	<ul style="list-style-type: none"> • Provision of tutorial services by setting up physical classes • Establish links with school authorities • Track number of students passing on to higher grades • Provide quality teaching inputs to ensure desired results 	<ul style="list-style-type: none"> • Positive response by school authorities on the performance of children using the remedial education center services • Increased enrolment for remedial classes • Spread of remedial classes in Bawal over the years • Impact on job seeking abilities of youth

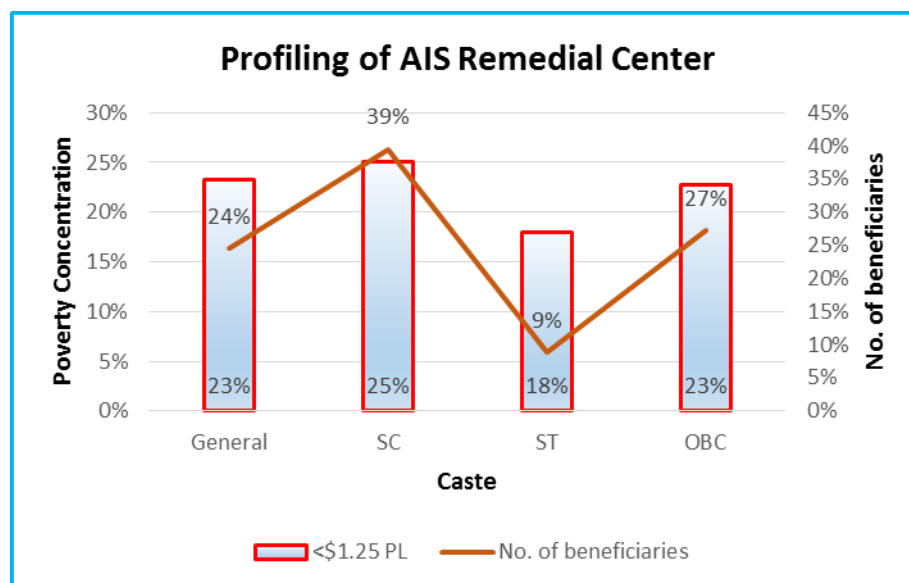


QUICK SNAPSHOT- OUTREACH:



Total number of children enrolled	2612
Number of female students:	1286
Subjects taught:	English, Maths, Science and Social Studies
Number of center in Bawal Tehsil:	18
Number of villages covered:	31

BENEFICIARY CASTE AND RELIGION SEGMENTED BY POVERTY:



Seen above is the beneficiary profile of AIS Remedial center by caste. 76% of beneficiaries are from SC, ST or OBC communities.

SAMPLE BACKGROUND:

For the purposes of our survey, we looked at a universe of 996 students who are or have been associated with the Unnati Remedial centers over a period of 2012-2014. The survey was conducted for 15% of the universe and all the insights reported are drawn from the data collected for 147 beneficiary households.

Total records accessed for Remedial Center	996
Sample	147
Villages represented	17 of 31
Gender of sampled beneficiaries	59 Female and 88 Male students

The sample is equally distributed for the enrolment years 2013 and 2014 since that is the data that was made available to Grameen for the purposes of evaluation. Details are as follows:

Years of association with Drop out center (sample)	No. of beneficiaries
2013	74
2014	73

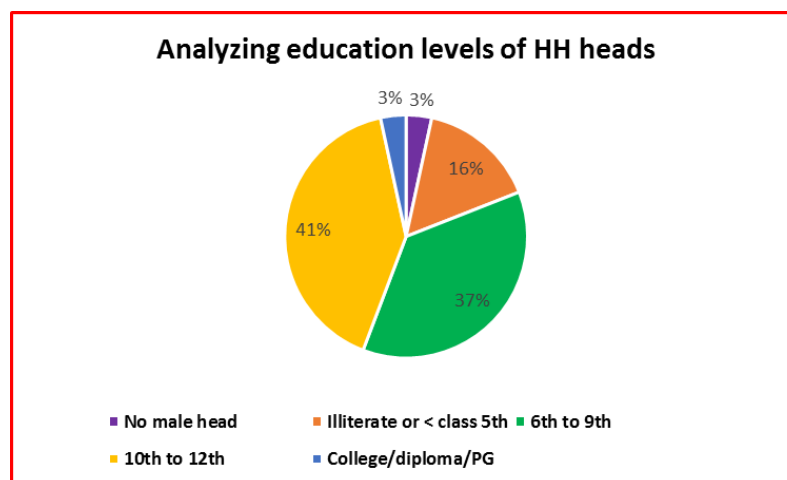
BENEFICIARY INSIGHTS:

For the sample studied, following are some of the key observations:

What characterizes the beneficiaries of the remedial center?

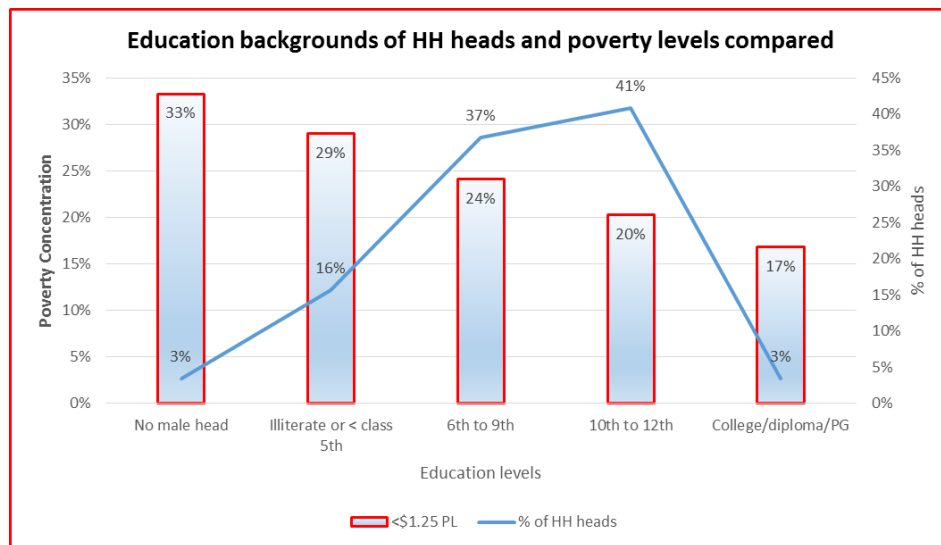
84% of the beneficiaries accessing the remedial centers are from 10th grade. 10% of the students are from 8th or 9th grades. However, this is mostly incidental as both the drop out and remedial centers prefer to cater to class 10th students at their most important juncture of their educational tenure. Most of the remedial students are located very conveniently in the community centers of the villages they serve and are easily accessible by the students who travel anywhere between 10 meters to 2 kilometers to use the services offered by the remedial centers.

It is also interesting to note that for the households covered in the survey, the educational backgrounds of the family head varies.



We tried to draw correlations between the educational levels of the household heads and some of the client related data points captured for their wards attending the Unnati centers as seen in the graph below. Interestingly, poverty and education levels of the HH heads seem to be correlated very strongly. It may be incidental but is an important insight nevertheless.

It is important to note that 16% of the households surveyed are headed by patriarchs who are either illiterate or have had no access to formal education. 40% of the households have heads who have graduated from High School and only 3% are such where the patriarch/head has either a diploma or a college education. In spite of such a variation, **there is a uniform push for education**. The **difference is seen only when the households discuss their education related aspirations** for their wards.



While most of the students (80%) enrol into the remedial centers for subject related coaching, 10% of households believe that the remedial center helps their children gain a competitive edge that will in turn aid their admissions into colleges and relevant higher institutions.

The remedial center offers coaching classes in Mathematics, English, Hindi, Science and Social studies. However, classes in Mathematics, Science and English are the highest in demand with 91% of the beneficiary students having enrolled for the same.

95% of the households surveyed reported that they noticed a significant change in the subject scores of their wards.

Feedback on teaching methods:

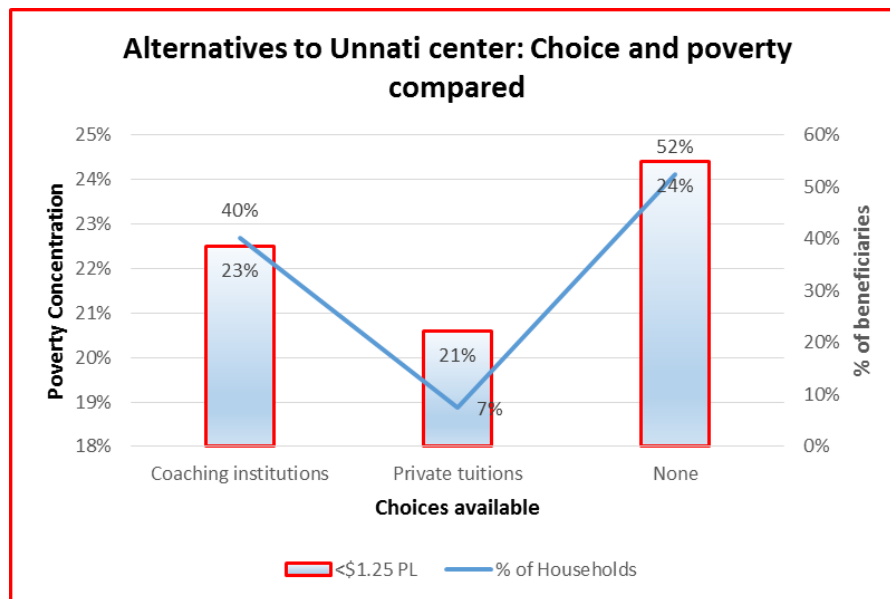
All the respondents unanimously ranked the teachers and their teaching methods as either 'excellent' or 'good'. 95% of the respondents saw a remarkable change in the academic performance of their wards.

What is the service gap that the remedial center addresses?

Youthreach strategically focusses on students in this group because students that fail to pass 10th grade have very bleak chances of continuing their education. Even government schools with their lax rules and general disregard for providing quality education do not allow 10th graders to graduate if they do not pass with the minimum scores required. Across the board, Grameen Foundation found

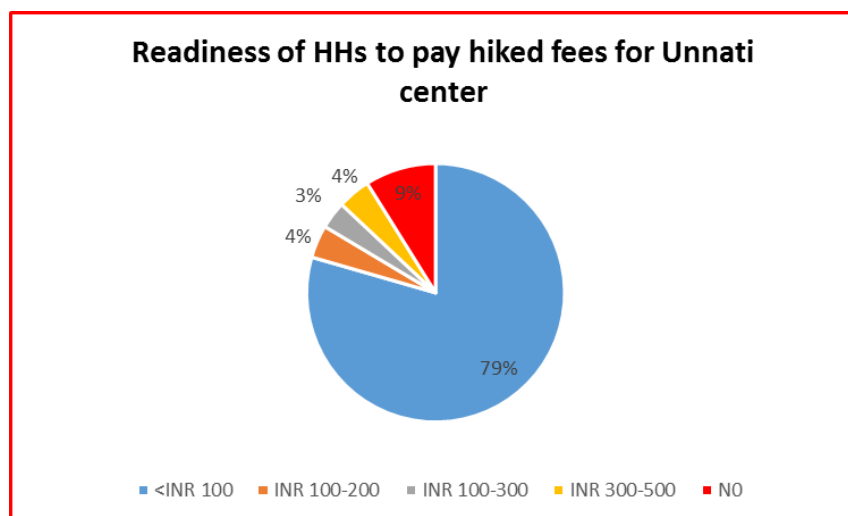
parents and students complaining of understaffed schools and/or absentee teachers. In such a circumstance, both the remedial as well as the drop out education centers play a very important role in providing support to students and schools alike.

52% of the respondents stated that apart from the drop out center they have absolutely no alternative for the tuition needs of their children. There is also a significant 49% that believes it can afford private coaching and tuition classes that are priced very highly when compared to the nominal INR 30-50 per month for the Unnati remedial center.



7% of households also believe that they can afford private home tuitions for their children.

When asked about the economic bandwidth of households to pay a higher amount of fees for the services accorded by the remedial centers, 79% of the households reported to be comfortable spending up to INR 100 per month. At the same time, 49% of the households also reported that in the absence of the remedial center, they will spend anywhere between INR 300 to INR 500 for such services. 8% of households responded negatively to the prospect of hiked fees for the remedial center whereby they may have to withdraw their wards from the center.

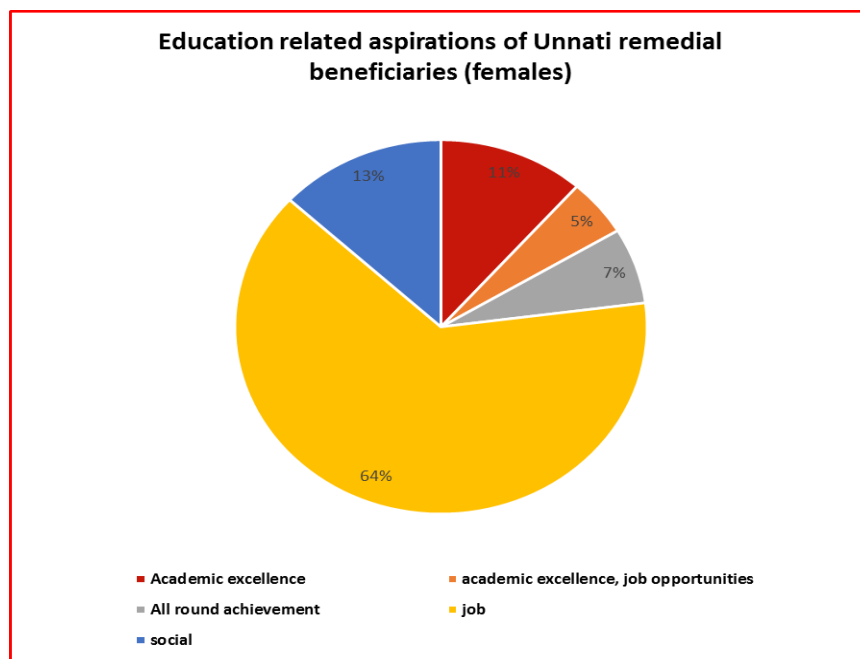


Servicing a gender gap in education: What role does the Unnati remedial center play?

One of the key contributions of the Unnati centers has been towards the aspirational needs of girl students in Bawal tehsil. Households with female wards attending the centers increasingly wish for their academic excellence and access to job opportunities. By creating examples through the 8 years that the centers have been in existence, there is a greater acceptance for girl child education among the community members than before. This cultural shift has been made possible by positive and repeated reinforcement through assisted coaching for students.

One of the interesting insights from the project is to observe the relationship between the education related aspirations that a family has of its female ward and the general education background of the family itself- especially the head of the family. 5% of the surveyed households reported that their emphasis on high school completion for their female wards is only to ensure that they have better marital prospects. Interestingly, these are also the households where the male head of the family has either had no access to formal education or has completed middle school.

Conversely, 5% of households that aim for academic excellence for their female wards are the same where the head of the family has either completed high school or is a college graduate. Following is an analysis of the aspirations stated by households with regards to the education of their girl wards attending the remedial center:



Overall client feedback on the service:

93% of the households surveyed were strongly cognizant of AIS's role in providing different services in the community.

Some of the feedback that the respondents have for the center are as follows:

- Some households feel that remedial and coaching classes should also be started for class 11th and 12th students
- Households also suggested that computer classes should be started at the remedial center as not all the students can visit the AIS computer center in Bawal.



Grameen's perspective (for both the Unnati centers- Drop out and Remedial):

Both the Unnati centers for drop out and remedial coaching classes are again a very popular program in the community. This becomes apparent as one goes around speaking with beneficiaries and students enrolled in the program. Having taught 752 children through Unnati drop out and 2612 children through Unnati remedial classrooms, the program has addressed a big gap in the local formal education infrastructure- that of qualified teachers in schools. Often students find themselves without teachers for more than 3 subjects at a time. In such a scenario, the Unnati centers are a relief in that they provide the much needed support in the form of coaching and often exam completion. ***As quoted by Ramesh, a veteran teacher working with Youthreach since the inception of the program:***

“At first, the local government schools saw us as competition. They were antagonistic to our presence and often dissuaded parents from sending their children to our centers. We tried to maintain a dialogue with them to explain how our work was just to provide support to local schools. It took time, but when finally the local district officials from the education department complimented them for the turnaround in results they made peace with us.”

Data also shows the majority of beneficiaries served by the Unnati centers belong to the poorer SC community. While there has been no focused targeting to achieve this quorum, the program and its affordability complemented with effective communication has ensured that the most needy access these programs.

There is also a strong evidence around the correlation between the general education levels of elders in a household (specifically the male head in this case) and the aspirations regarding girl education. As is true for the bus service, the Unnati centers are also pushing boundaries with respect to girl child education and new roles that are being fomented for her. A region otherwise infamous for child marriages, there has been a significant change in the way the parents view the future of their girl child. There is an energetic push towards higher education and gainful employment.



CASE STUDY: AIS Unnati Remedial center

Beneficiary background: Babita has just completed her class 12th exams and lives with her parents, grandparents, two sisters and a brother in a village called Naichanda in Bawal tehsil. Her father is a permanent employee in the AIS factory in Bawal and works with their production unit. Her elder sister is studying commerce and goes to the local college in Bawal. She has a younger brother and sister who study in Kerala Public School- a privately run institution and is considered one of the most elite schools in Bawal.

Her story: Babita got to know about the center through her friends. She was facing a lot of challenges at school where in spite of trying hard she could not cope with the curriculum and felt highly demoralized. However, the fault wasn't hers. Of the five subjects taught at school, there were no teachers for three. Coaching classes were expensive and really not an option. At the behest of her friends, Babita attended a couple of classes at the center after which she decided to enrol full time. She found that the quality of teaching was very different from school. Her parents also encouraged her to join as the program was supported by AIS. Due to the coaching received at the center, Babita not only aced her exams in class 10th but also received prize money from the government in appreciation of her performance. Babita also participated in various competitions held in the center and won prizes there as well. Her family is also appreciative of some of the other services from AIS supported Youthreach initiatives such as the Bus Service which really made access to school very easy and safe for the daughters of the household.

Future plans: Babita plans to pursue graduation studies in commerce. Her father really wanted her to become a Chartered Accountant and she is more than willing to comply. Most of her batch mates from the center have also completed their class 12th examinations. Some of them are now married while some others are busy filling up college applications. Babita is very thankful for the support that she has received from her parents and wishes to do something for them as well for the community in Naichanda. She is sensitive to the fact that not many children in her village have easy access to education and like AIS and Youthreach, she would also like to provide tuition to children who are unable to access quality classroom teaching.

Currently, Babita is busy planning her academic life and filling up college applications.

AIS Tailoring center:

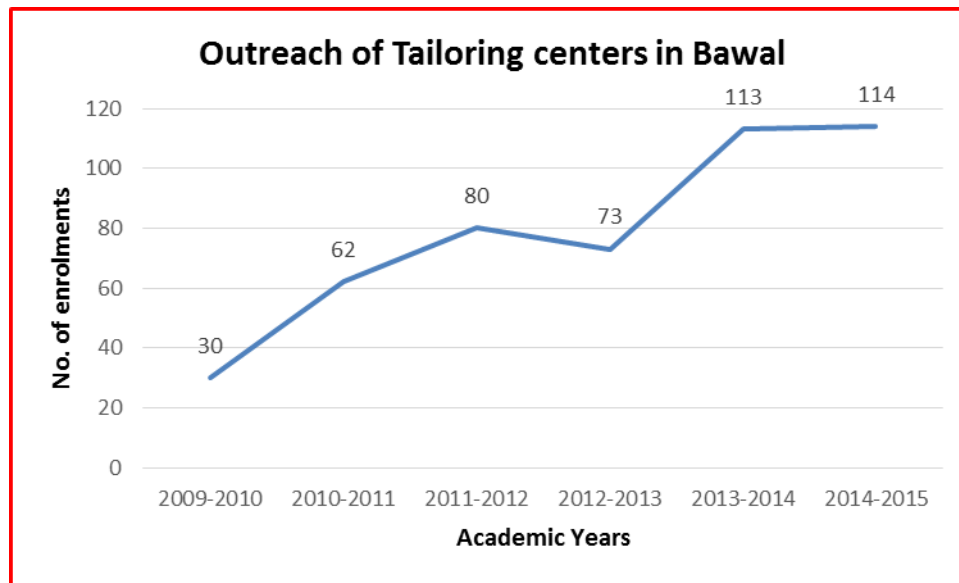
The tailoring centers provide vocational training to women in Bawal. There has been a very positive response for these 6 month courses that are mobile and move from village to village. The course is apt in the sense that it leverages the availability of assets like the sewing machine in the community households and provides women with the opportunity to work within their homes and also search for job opportunities outside. There is a lot of potential in scaling the tailoring center and work out a revenue model that can be beneficial to the community women.

Following the mission deconstruction exercise with Youthreach, following is the framework that was arrived upon:

OBJECTIVES	ACTIVITIES/INPUTS	DESIRED OUTPUTS/OUTCOMES
<ul style="list-style-type: none"> To impact skills that enables community members to pick up a vocation Encourage tailoring students to become self sustainable 	<ul style="list-style-type: none"> Basic training in sewing to interested members of the community Use local resources (trainers) to provide training and inputs. Build capacities of trainers to provide quality training Provide scheduled classroom training and certification 	<ul style="list-style-type: none"> Increased number of enrolments Increased access to income generation opportunities (within home - providing one off services from home/ outside home-working for local garment factories, salaried jobs etc) Increased recognition of women within households

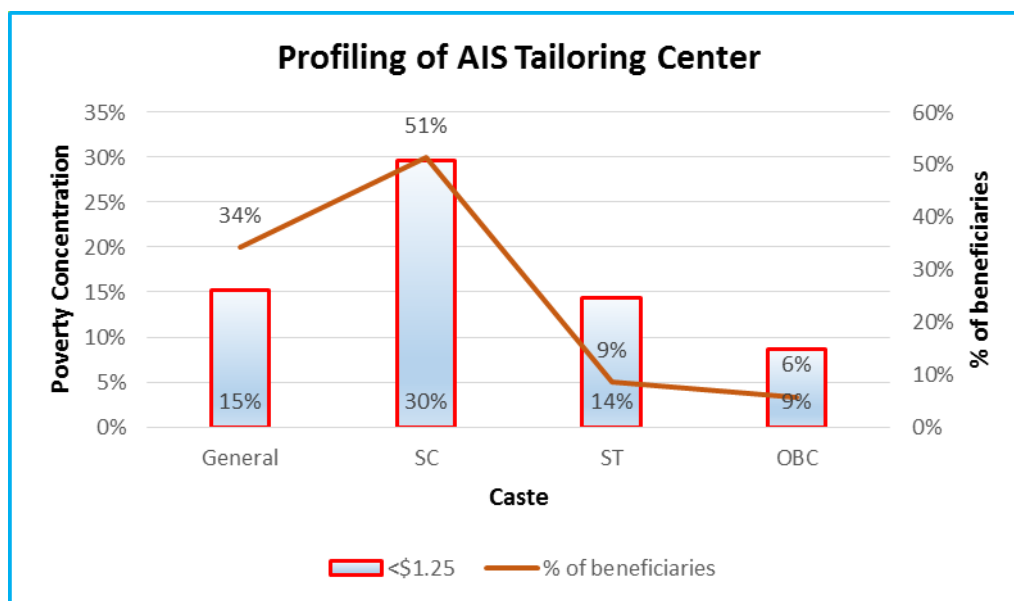


QUICK SNAPSHOT- OUTREACH:



Total number of students enrolled:	472
Number of female students:	472
Number of villages covered:	7 villages through 6 monthly courses

BENEFICIARY CASTE SEGMENTED BY POVERTY:



Tailoring is the only program where there is a higher percentage of general caste representation. But as is for other programs, SC, ST and OBC castes have higher representation as well as higher poverty levels.

SAMPLE BACKGROUND:

For the purposes of our survey, we looked at a universe of 229 students who are or have been associated with the Unnati Remedial centers over a period of 2012-2014. The survey was conducted for 15% of the universe and all the insights reported are drawn from the data collected for 35 beneficiary households.

Total records accessed for Remedial Center	229
Sample	35
Villages represented	7
Gender of sampled beneficiaries	34 Females and 1 transgender student

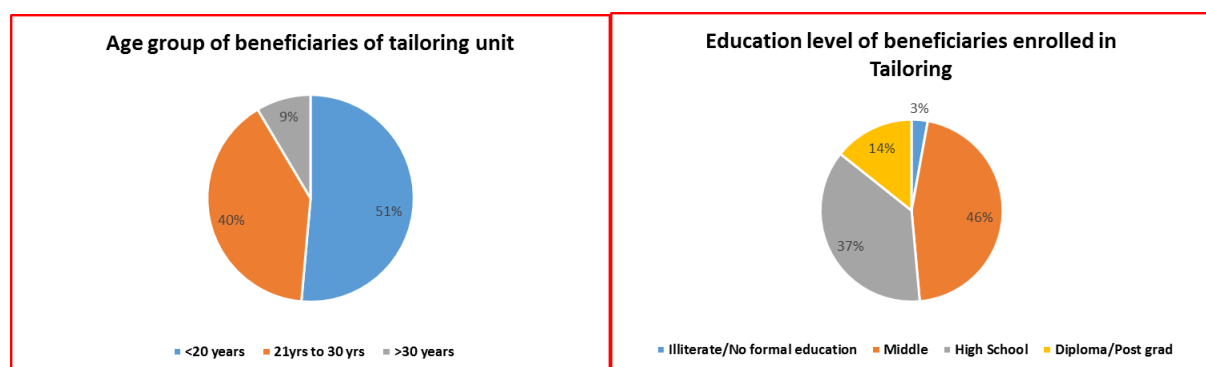
The sample is equally distributed for the enrolment years 2013 and 2014 since that is the data that was made available to Grameen for the purposes of evaluation. Details are as follows:

Years of association with Drop out center (sample)	No. of beneficiaries
2013	20
2014	13

BENEFICIARY INSIGHTS:

What characterizes the students attending the tailoring centers?

Most of the students at the tailoring center who were surveyed are women. 51% of these women are below the age of 20; 40% between the age of 21 and 30 with 9% above the age of 30. In terms of their education levels, 40% have completed middle school and 37% have completed high school. A small but significant 14% of students are also college degree holders. 63% of those surveyed have already completed the 6 month course and the remaining are currently at different stages of course completion.



49% of students self enrolled for the classes and 29% were encouraged by their parents to join.

74% of students have never worked for an income before and 60% of surveyed students joined the course to search for employment opportunities from home whereby they could use the new skill to start an income generating activity. 29% of students are also keen to explore employment opportunities outside of their home.



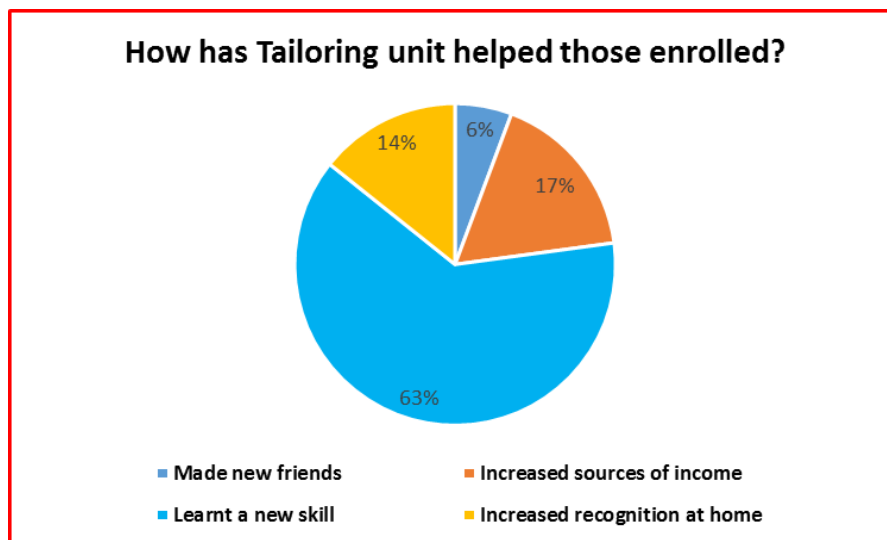
66% of students enrolled own sewing machines most of which have been part of the household as a gift received as part of dowry either by the student herself or some other female member in the family. 11% of the students who have completed the course bought sewing machines with their own savings.

Serving the gender gap: Contributions of the Tailoring program:

Women seeking employment and working for an income is not a social norm- especially in conservative rural and semi-rural communities in and around Bawal; it is at best a departure that is either appreciated or denounced depending upon the community and the family the woman hails from. Even as the field team moved in Bawal to collect data and case studies, women observing the traditional *purdah* was very common. Under such circumstances, the idea of women in a workplace is something that is a result of the changing dynamics of the region- some attributable to work being done by organizations such as Youthreach and some to the unavoidable urbanization as Bawal and surrounding areas are lapped into the folds of the National Capital Region. However, this change is slow and evolving.

In the meanwhile, it is only appropriate for interventions to be suitably designed in a way that is sensitive to the social fabric of the community and also serves to empower women. The tailoring center serves this purpose appropriately. By making use of assets that are easily available to women and by offering to teach a skill that can enable women to start income generating activities from their homes, the tailoring course has seen a lot of success and high levels of acceptance from within the community.

50% of women surveyed have been able to earn an income from the skill learnt of which 59% affirmed that the additional income has helped improve the overall household finances. A small but significant 14% also feel that they are recognized with more respect within their households either because of the additional skill learnt or because of the income earned.





Overall client feedback for Tailoring Centers:

92% of the beneficiaries rated the tailoring center as either 'excellent' or 'good'. Some of the other feedback provided by the respondents are as follows:

- 83% of the surveyed beneficiaries expressed their desire for Youthreach to connect them with possible employers/job opportunities after the completion of the course
- Respondents also suggested that more advanced forms of tailoring such as fine embroidery, knitting should also be introduced
- Respondents also suggested that training for some other vocations such as Beauty Parlour management should also be offered
- Some centers have sewing machines that do not work and it is desired that these be fixed as soon as possible

Grameen perspective:

Tailoring program has a lot of potential to ensure economic empowerment of women within the community. It does not challenge the cultural thresholds of the community but at the same time works latently at helping women recognize their skills, increase their confidence, network and earn some money albeit through inconsistent means.

Incidentally, tailoring unit also attracts students/beneficiaries whose poverty levels are not as high as they are for other programs. The table below compares poverty levels for different programs for \$1.25 poverty line.

Service	Poverty less than \$1.25
Bus Service	29%
Tailoring	22%
Unnati Drop out center	29%
Unnati remedial center	23%

One of the reasons for lower poverty levels for the tailoring program could also be because of the assets required to deploy skills after completing the course. Sewing machines are mostly a dowry item that a bride brings along. It is definitely a considerable investment and poorer families may not be able to afford it. We are told that computers and laptops are fast replacing sewing machines as dowry items.

The potential of the program itself lies in harnessing the skills learnt by students and women of the community to create employment opportunities through a sustainable business model. Youthreach may want to explore village level federations set up by organizations such as Fab India, Rangсутra and Akshay Pratishthan. These models primarily look at creating multi-stakeholder organizational structures where the community members are business owners.



CASE STUDY: AIS Tailoring Unit

Beneficiary background: Chandrakanta had enrolled with the tailoring center that had set up a 6 month course in her village- Ruth in Bawal tehsil. She has been married since 8 years and comes from the village Jharkha that is almost 50 kilometers away. Her family consists of her parents in law, husband, three children and her brother in law who is married to her own sister. All the 3 adult men in her family have college degrees and are employed gainfully at some of the many factories in and around Bawal. The course was attended by both the daughters in law of the household.

Her story: Chandrakanta was married into her husband's family as soon as she finished her secondary education. After making a family she was very keen to utilize her talent as a seamstress to earn some extra money and more importantly use her free time productively. Her parents had gifted a sewing machine to her and she was keen to put it to some good use. While her husband and father in law are not in favour of women of the house stepping out of home to work or study, they found the instructors from AIS training center very persuasive. The fact that the center set up shop in the neighbourhood only helped strengthen Chandrakanta and her sister's case to participate in the class. Her husband sealed the deal by making Chandrakanta promise that any time she devotes to her pursuit would be only after she satisfactorily completes all the household chores.

There was a batch of 35 students. Two years from then, she is in touch with only those batch mates who live in the neighbourhood. Most of them are working on small odd jobs that come their way sitting at home. There is no dearth of work as there are plenty of 'renters' close by who would rather procure tailoring services in Ruth than travel all the way to main Bawal town.

Chandrakanta's mother in law is a very happy woman. Not only did her daughters in law ace the tailoring course they now stitch clothes for the entire household and earn a neat sum of INR 4000 between themselves from the work that they get from neighboring households. At this point of the interview, Chandrakanta was quick to add that the entire money is handed over to the mother in law. The entire neighbourhood knows the quality of their work and there is no dearth of clients. Both she and her sister have been able to save some money and have bought a more expensive machine that will allow them to work on complex stitching techniques and embroidery. When asked whether she would like to set up shop, Chandrakanta says that she would like to but her husband would not allow. However, she will strive to make best of her situation and try and get as much work as she can sitting at home.

Future Plans: Chandrakanta hopes to educate her daughters and aspires for them to take up higher education and 'big' jobs. Incidentally, her husband shares this aspiration with her and will have no problems to send their daughters out of home for education and employment. For herself, Chandrakanta is very keen to continue working on her tailoring skills and gainfully use her free time. She is seeking ideas to maximize her productivity and would like some advice on the same.

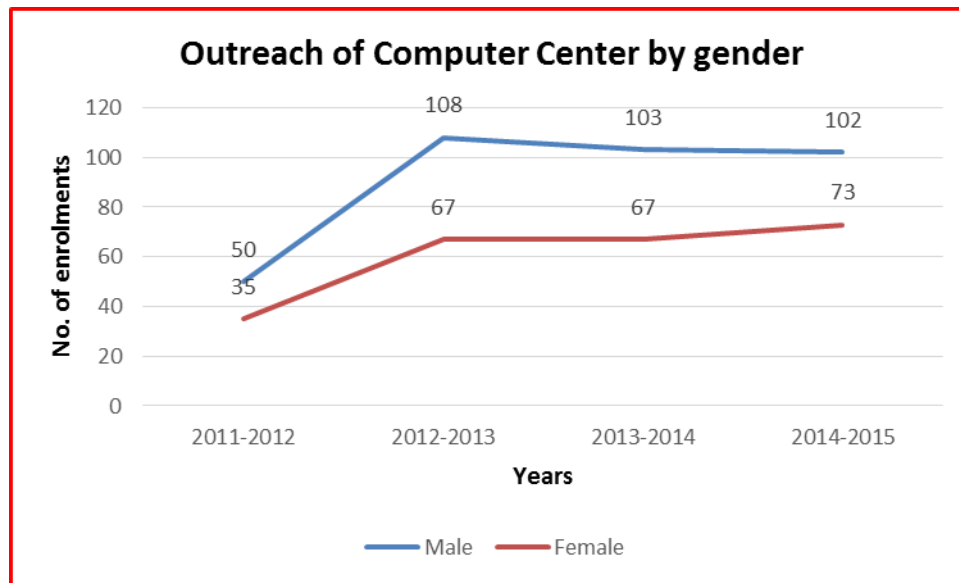
AIS Computer Center:

The computer education programme provides assistance to students/ youth from low economic background. It aims to boost digital literacy and bridge the digital divide through the programme. Following the mission deconstruction exercise with Youthreach, following is the framework that was arrived upon:

OBJECTIVES	ACTIVITIES/INPUTS	DESIRED OUTPUTS/OUTCOMES
<ul style="list-style-type: none"> Promoting digital literacy among rural youth 	<ul style="list-style-type: none"> Provide assistance to youth from low economic background to gain computer skills at subsidized costs Provide basic courses in computer science to help students apply for advanced courses/seek jobs Provide scheduled classroom training and certification Access to jobs/higher education opportunities? 	<ul style="list-style-type: none"> Increased number of enrolments over the years Increase in number of youths opting for higher education opportunities (polytechnic college etc.) Number of youths accessing job opportunities due to digital literacy



QUICK SNAPSHOT: OUTREACH



SAMPLE BACKGROUND:

Prior to conducting the FGD session with students from community center, we collected forms with basic background data about the participants. Some of the highlights are:

1. The group was a mixed one with participants from current, recently passed out and old batches of the center
2. The average age of the participants is 16.5 years
3. All the students are pursuing education- either in school or in college
4. All the students participating in the FGD live within a radius of 3 kilometers from the center
5. Students have applied the knowledge gathered from the training center for personal and professional purposes

Following is a description of the FGD conducted for the computer center:

What were the most appealing components about the course?

The course offered all the basic modules such as MS office and internet surfing. Of particular use is the Power Point as it helped students to prepare their assignments and make presentations at school that were highly appreciated by their teachers and peers alike. One of the most appealing features of the course for both the students and their households is the appealing fee structure for the course.

Even after completing the course the students have easy and friendly access to the computer center and can bank on instructors to respond to any queries they raise. This relationship has been one of the highlights for the students.

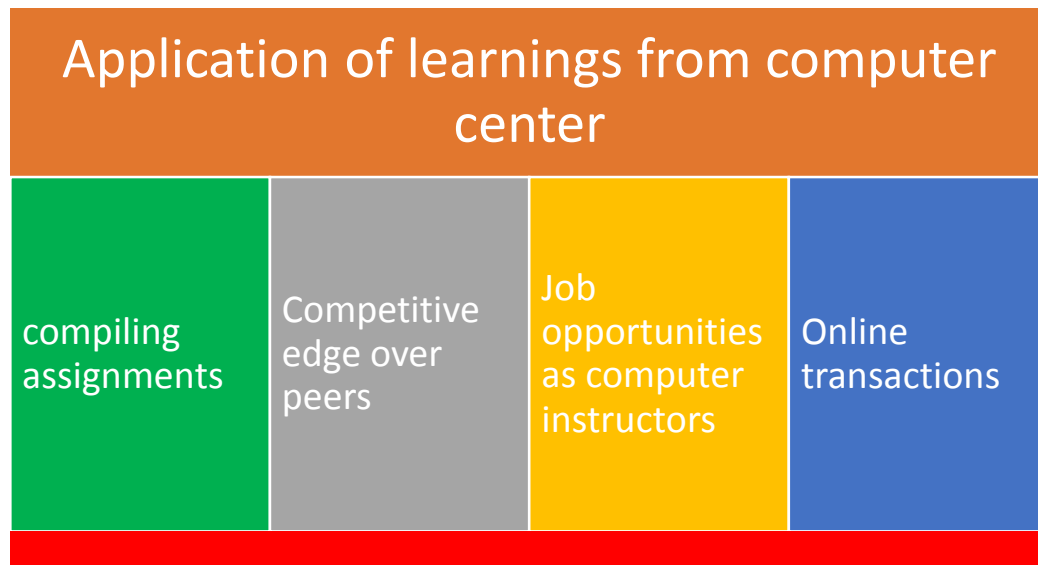
What was the motivation behind joining the course?

For the students the course gave them an upper edge over their peers in school. Most of the schools have just one computer to three/four students. However, at the center the instructor ensures that each student gets access to his/her own computer and learns through practical knowledge as much as possible.

Older students aspiring to join banks and other jobs that require technical know-how around application of computers find the course very useful and much more accessible than some of the more expensive courses. A lot of students were encouraged by their parents to join.

Students also gave feedback around the need to be closer to technology in this day and age and how the instructors at the AIS computer center provide the required inputs to enable a conducive atmosphere for learning.

How and where did the students apply the knowledge learned?



Students have used the course and applied its learnings in school for compiling assignments and reports. The students have found themselves to have an edge over other students in their class with respect to their knowledge etc. The course has also enabled some of the older students to apply for jobs as computer instructors in private coaching centers and schools.

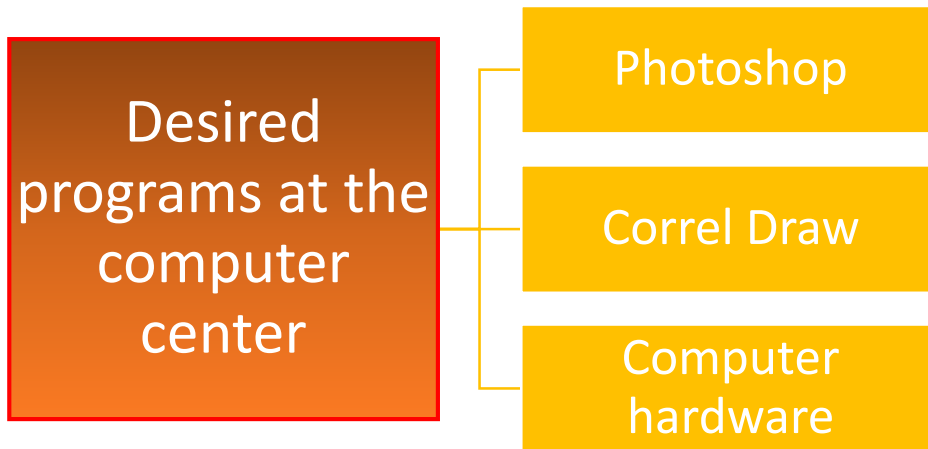
Internet shopping and browsing the internet for notifications around competitive exams, job applications and forms is a very popular application of leanings from the computer center. Students have also used the internet for school competitions to gather appropriate and relevant content.

However, not everyone has access to internet at home. Some access it through their mobile phones, some through cyber cafes. The application can therefore depend a lot on the access students have to technology and hardware at home.

Students feel strongly about the praise received from peers and family members when they apply their knowledge to daily lives or at school/job.

What else can the course offer?

Students were mostly positive about the course and did not have much feedback to offer. However, there was general consensus during the session that adding technical courses around Photoshop and correl draw would be desirable. One of the older students also mentioned that it would be useful to have a course around computer hardware.





RECOMMENDATIONS FOR AIS INITIATIVES:

Overall there has been a very positive feedback for the AIS Integrated Community Development programs running in Bawal. There has been a sincere attempt to reach out to the community through a professional intervention designed by Youthreach. In spite of not making a focused attempt to reach out to the most vulnerable sections of the community (especially the economically vulnerable who can take advantage of the subsidized offerings around education and vocational training for their children/families, the different programs display a diverse beneficiary portfolio. However, there are a few recommendations that Grameen would like to make that Youthreach may choose to adopt.

Bus Service:

Service offering: There have been feedbacks around punctuality of the school bus in picking up and dropping back the students on time. Youthreach should look into streamlining the service to ensure that the purpose for which it is set up for is achieved.

New additions: Youthreach should contemplate putting another bus in circulation. It is a popular service and has really been able to bridge distances and helping girls access schools. With only one high school in Bawal, the bus service is often the ONLY access that girls from distant villages can possibly have to high school. Together with the Unnati drop out and remedial centers the overall approach is very holistic to ensure a well-rounded offering around education to the community.

Sustainability: There has been a clear indication that there is an inclination on part of the parents to pay for services such as school bus. Youthreach can look at the data that Grameen has collected and arrive at an amount that can take the program towards financial sustainability. Greater ownership from the community will also ensure smoother service delivery.

Unnati Drop Out and Remedial center:

Service offering: The general feedback about these support functions have been great and beneficiary students and their households have spoken very highly about them.

New additions: The next step for these centers would be to also help students access books and study materials for completing their high school as well as towards preparation for competitive exams. Youthreach may consider organizing book collection drives that can help mobilize textbooks and other relevant materials for children with reduced means to afford them.

Sustainability: As with the bus service, there is a willingness among the beneficiary households to pay more for such services. Youthreach can also use the data collected by Grameen to cross subsidize their offerings- meaning track different segments being reached and offer subsidies to poorer families. The beneficiary portfolio is a mix of households that can even afford the expensive private tuitions and those that cannot sustain their children's education in the absence of the Unnati centers. This can be achieved by adding a process of targeting that can be administered before children join the centers.



Tailoring:

Service offering: Students have requested for additional courses around embroidery and advanced tailoring. These can also act as value add courses for older students some of who have started small home units offering tailoring services to the neighbourhood.

New additions and sustainability: Historically vocational trainings attain success only if they are linked to some employment opportunities. For the AIS- ICDP driven tailoring centers, most of the women taking up the course are from relatively well-off families that have their own machines either received as dowry gifts or as part of someone else's. Additionally, Youthreach should strongly consider linking up their students with job opportunities (for those willing to work outside of their homes) and for those working from home. Youthreach can spearhead a social business model that is co-owned/wholly owned by the tailoring students passing out of the center. This can ensure a sustainable revenue model for the program as well as strengthen the tailoring centers.



ANNEX I

WHAT IS THE PPI?

The Progress Out of Poverty Index® (PPI®) is a poverty measurement tool for organizations and businesses with a mission to serve the poor. With the PPI, organizations can identify the clients, customers, or employees who are most likely to be poor or vulnerable to poverty and integrate objective poverty data into their assessments and strategic decision-making.

HOW DOES PPI WORK?

Unlike other poverty measurement methods, the PPI was designed with the cost constraints and operations of real organizations in mind; its simplicity means that it requires fewer resources to use. The PPI is a set of 10 easy-to-answer questions that a household member can answer in 5 to 10 minutes. A scoring system provides the likelihood that the survey respondent's household is living below the national poverty line and internationally-recognized poverty lines.

The PPI is country-specific. There are PPIs for 45 countries, and a similar poverty scorecard with a different creation methodology exists for use in China. All together, Grameen Foundation has developed poverty measurement tools for the countries that are home to 90 percent of the people in the world who fall under \$1.25/day 2005 PPP.

What is the PPI's relevance to organizations such as Youthreach?

PPI helps organizations segment their understanding of its beneficiaries. It can help organizations understand the economic vulnerability of its beneficiaries and how coupled with other deprivations and inequalities it can offer insights around beneficiary needs. For Youthreach, this report has tried to use PPI to lend perspective and context around their initiatives in Bawal, Haryana to offer a closer look at their beneficiaries and correlate data with poverty levels.