wipro foundation

Education Annual Report

2022-23

EMPOWER. ENRICH. EDUCATE.

wipro **foundation**

Wipro Foundation represents the
Corporate Social Responsibility (CSR) initiatives of Wipro Limited.
Going back over two decades, we focus on social initiatives in
Education, Health, Ecology, and Disaster Response.

Table of **Contents**

Introduction

Our notion of good education involves children's holistic development in multiple dimensions, including cognitive, social, emotional, physical and ethical abilities. We build the capacities of important institutions in the school education system to bring about desired reforms.

Civil Society Organizations (CSOs) and public institutions have played a critical role in improving school education through sustained work and a wide range of creative interventions. Their work has had a direct impact on the field and has led to shifts in educational discourse. To a lesser, but not insubstantial degree, it has also registered positive impacts on educational practices.

Our approach is to support such organizations engaged in school education to help elevate the school learning experience. We do this through various means. These include: Providing grants to enable these organizations to execute focused in situ work; Capacity building in educational, operational, and organizational areas; Mentoring support from domain experts and experienced practitioners, and; Facilitating an active community of educational organizations.

Since the inception of our work in education, we have cumulatively supported more than 300 organizations through 250 educational projects and initiatives. Our school education program continues to be the cornerstone of our CSR initiatives.

Currently we work with ~140 partners from 27 states and UTs in the country. These partners work on close to 15 thematic areas. The impact of this wide network of educational organizations has been in curricula, textbooks, teacher capacity, and school leadership.

Through these partnerships, we hope to eventually help build a radical, united organizational effort toward positively transforming school education across the country.
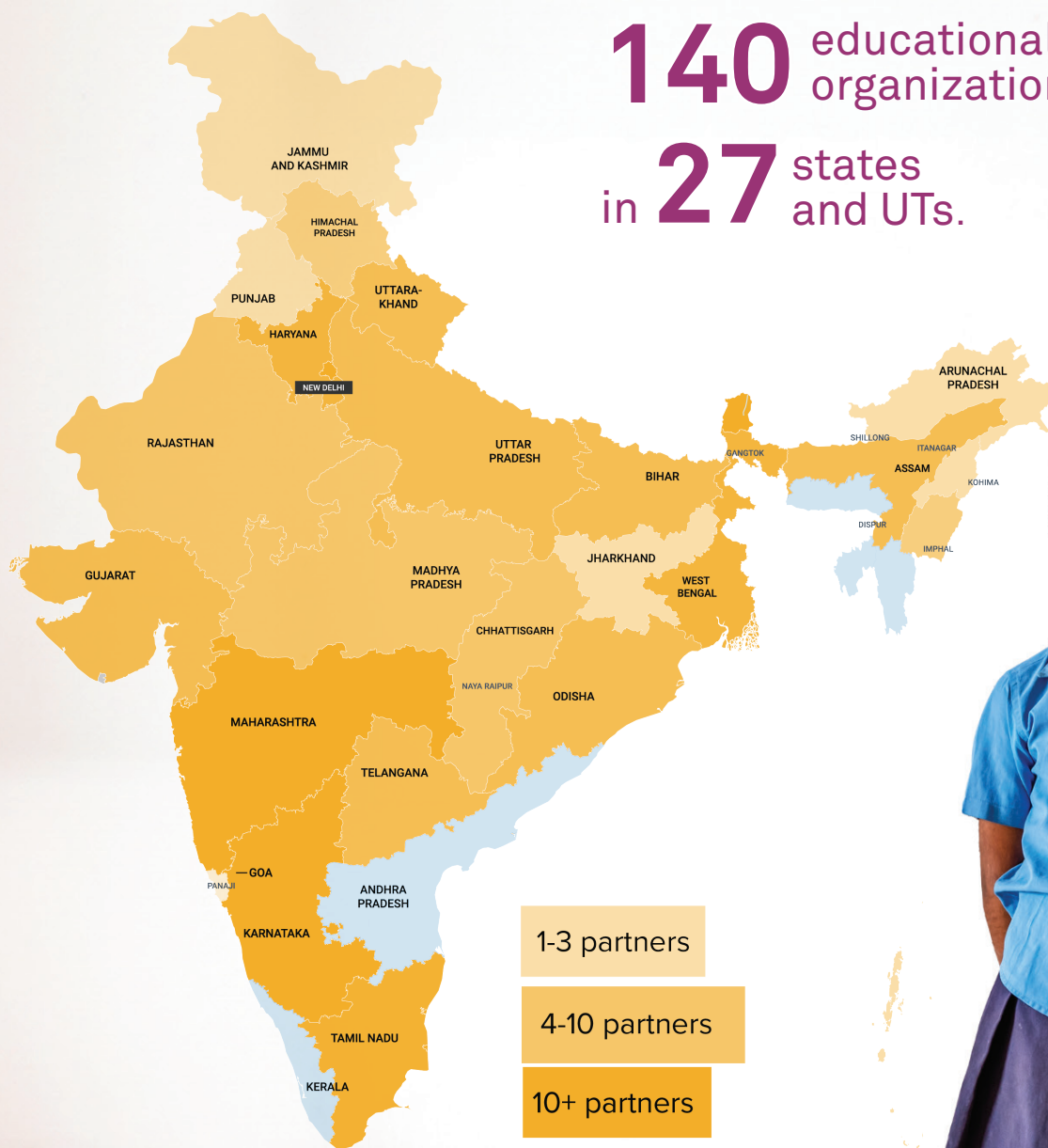
Since inception, we have supported **300+ organizations** through more than **250 educational projects** and initiatives.

wipro foundation

Our reach

2022-23

140 educational organizations

in **27** states and UTs.

JAMMU AND KASHMIR

HIMACHAL PRADESH

PUNJAB

UTTARA-KHAND

HARYANA

NEW DELHI

RAJASTHAN

UTTAR PRADESH

BIHAR

GANGTOK

ARUNACHAL PRADESH

SHILLONG

ITANAGAR

ASSAM

KOHIMA

DISPUR

IMPHAL

GUJARAT

MADHYA PRADESH

JHARKHAND

WEST BENGAL

CHHATTISGARH

NAYA RAIPUR

ODISHA

MAHARASHTRA

TELANGANA

—GOA

PANAJI

ANDHRA PRADESH

KARNATAKA

1-3 partners

4-10 partners

10+ partners

TAMIL NADU

KERALA

Check the list of our partners here

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION

What it takes to reform a system?

Our partners' work spans a wide terrain, across parameters such as access, equity and inclusion. Our partnerships with these organizations aim at enhancing the quality of learning outcomes by focusing on specific thematic areas such as art, science, and holistic learning. A special focus is directed toward reaching out to underserved areas such as the Northeastern states, Ladakh, and Jammu and Kashmir.

- **15** new organizations have been supported in FY 22-23.
- Sixteen capacity-building courses/workshops on educational and organizational aspects were held (both online and offline) this year by our **12** resource partners.

Diversity, access, quality and inclusion

12,000

Children supported from underprivileged communities

45,000

Children supported by our Fellowship and Grant partners

11,000

Children with disabilities supported with educational or rehabilitation needs.

Community Learning Center
Photo: Vanavil, Sellur, Tamil Nadu

The cornerstone of our work

We build the capacities of important institutions in the school education system to bring about desired reforms. We firmly believe that education is an enabler of social change. We envision a democracy where every citizen is empowered and driven by social sensitivity. Our notion of good education ensures the holistic development of the child in multiple dimensions including cognitive, social, emotional, physical, and ethical abilities.

Our school education program continues to be the cornerstone of our CSR initiatives with close to ~140 partners from 27 states and UTs in the country. These partners work on close to 15 thematic areas. This partnership has created a diverse network of educational organizations across the country. The Wipro Education Fellowship program has flourished with 71 'Wipro Education Fellows' working in multiple domains. To foster continual learning during the pandemic, we reinforced our work on capacity building and peer learning on various educational and organizational aspects, with workshops and intensive mentoring.

The impact of this wide network of educational organizations has been in the areas of curricula, textbooks, teacher capacity, and school leadership among others. Since inception, we have supported 300 plus organizations through more than 250 educational projects and initiatives. We identified and supported 15 new partner organizations through grant and fellowship programs to improve public education, education for children with disabilities, and access to school for the most disadvantaged children.

Photo: Gubbachi, Bengaluru

Building sustainability through partnerships: the Gubbacchi Learning Community story

What is common to all these areas in which we support CSOs is an approach that integrates long-term thinking, capacity building, and the focus on people and processes rather than on numbers and projects. Our longstanding relationship with the Gubbacchi Learning Community (GLC) illustrates this process.

Our partnership with GLC began under the education fellowship program. In 2015, the founders began their journey in education work at Government Higher Primary School, Kodathi, Bengaluru, working with children with diverse linguistic backgrounds from migrant communities. The education fellowship offered support to the three founders of the organization with the hope that it would help in building a core, stable education team.

This team would then work in a long-term sustained manner to improve the access and quality of education through the bridge school support and facilitation, the core team grew significantly, developing its capacities both educationally and organizationally. The team has made good progress in developing pedagogical proficiencies concerning language and math. Having completed their cycle of the fellowship program, GLC was onboarded as a grants partner under the Access to Education Program. By continually reviewing and revisiting their model of work to be able to meet learning needs, the educational portfolio has grown to include:

- Bridge program for 6-to-14-year children, who are out of school

- Early childhood education program for 3 -to 6-year children, who are out of school

- After-school learning programs for grades 4 to 8 to augment learning skills and ensure retention at school

- Nali-Kali program to support the education of children in their early years in government schools, for children across grades 1 to 3

Currently, GLC reaches out to 800 plus students across programs. They have also expanded their work in education to include other communities and schools in the area. Their success stories include that of one student who has moved on to pursue higher education at Azim Premji University for a bachelor's (honors) program, while two others have moved on to becoming software developers.

With continued interventions at the government school in Kodathi, over the course of 7 years, the school is now poised to be a functional high school, with the current strength standing at more than 280 from a mere 75 in 2015. Of the 280, or more, students enrolled at the school, 133 of them have been part of Gubbachi's education programs. Besides, Gubbachi has also strived to make certain cultural shifts within the school in that the school now is corporal punishment free, out-of-state children have been able to seamlessly integrate into the mainstream system, and the teachers are more engaged and proactive at school. As the detailed story of our partnership with Gubbachi would have shown, our interventions in education go beyond checkbook philanthropy.

They are grounded in partnerships with CSOs and communities, serve both immediate needs and imperatives of systemic change, and address both underserved social groups and domains of learning. Our approach and interventions have evolved over the last couple of decades, and they continue to change responding to the times and the contexts. However, what has stayed constant is a commitment to social equity and quality of education.

"Parents have started visiting the school, taking more interest in the studies of their children and interacting with them at home. From just 76, enrollment has increased to nearly 300 now. Parents have moved children from private schools to Kodathi Govt. School. Dropouts is no longer a challenge for us. The Gubbachi team follows up and ensures that children are back in school. Teachers can give their full attention to teaching now. "

- The Principal, GHPS, Kodathi

Photo: Gubbachi, Bengaluru

Systemic education reform

Introduction

Universal access to school education is not yet a reality in India. However, since the passing of the Right to Education Act, of 2009, significant progress has been made in enrolling children in schools and in decreasing dropout rates. As many reports highlight, this progress has not translated into corresponding improvements in students' learning attainments. This is true at all levels of school education. Thus, the quality of. education in schools remains an issue of unending concern.

Approach

We started a Teacher Empowerment Program (TEP) with seven partner organizations, which was envisaged as an entry point for reform since the child sees the teacher as a manifestation of the entire educational system. Our core strategy has always been to develop capacities in civil society organizations to work toward education reform systemically. The approach has evolved over the years based on the understanding of our partners and their in-situ work. Since 2015, our focus has been on the accelerated expansion of our partner networks while simultaneously developing effective capacity-building and support ecosystems for our partners.

Wipro Foundation's Quality Education Grants Program supports diverse Civil Society Organizations (CSOs) to develop their capacities to work for systemic reform of school education in the country.

We currently support three categories of organizations across the country through organizational grants: early and mid-stage organizations working in the area of school education; community based organizations having a desire to get into school education; established organizations not from the education vertical but keen on entering the field of education.

Within each category, the support aims to help them build deeper capacities to work in school education. We support organizations through financial grants, opportunities for capacity building, mentoring, and our partner networks.

Teacher teaching circulatory system in classroom
Photo: Caring with Colour

Students learning basic computer skills
Photo: Universe Simplified Foundation, Maharashtra

Rationale

We have adopted multiple approaches through different programs. In some programs, this has taken the form of service provisioning for the beneficiaries directly. The focus of our approach through the Systemic Reforms program though has been on capacitating the system, as we believe that is a long term solution to address complex issues around reforming the education system. We believe that civil society organizations have a significant role to play in bringing about this change.

A country of India's size and diversity needs many capable civil society organizations (CSOs) engaged in the task of school education reform. Our strategy has been to develop and strengthen CSOs that can contribute to this process. Capabilities for education reforms should be distributed, given the nature and extent of the problem. Rather than focus on 10-15 excellent organizations alone, we aspire to give direction to 100-150 good organizations that possess clear focus.

From our experience over the years, we feel that there continues to be a serious dearth of organizations across the country that can engage meaningfully in the improvement of school education. It is through years of focused and sustained work that organizations achieve the deep understanding, expertise, maturity, and credibility required to influence and create impact systemically.

Many of the organizations that have been able to influence and impact public education in the country were founded a few decades ago. To have a large number of organizations impacting education in the next 15-20 years, we need to identify and support more organizations that are today in their early stages of development. We also need to support the building of new organizations.

Diversity and challenges

Education organizations: These are organizations that are already a few years old and have a maximum strength of 4 to 5 team members. They might be working in an identified domain, e.g., science education, social science education, etc., or they could be working with the entire school through whole-school transformation models, but are yet to establish a credible track record.

A good example of this is ISPF, a science based organization that we supported for three years. They were then a young team of 3-4 people who had expertise in science and some experience and expertise in science education, having taught hands-on science in a school when we began our engagement with them. Over our period of support, and even now, they have been working on bringing hands-on science to students and teachers at government schools.

Established organizations shifting into education: Bringing more organizations who have some level of maturity and credibility in their areas of work, into the field of education, can help strengthen the capacity and presence of civil society in education. Such organizations will add their organizational strength and expertise in their areas, to education.

Nature Conservation Foundation (NCF) is perhaps a very good example of this. Our engagement with them has been a long standing one. In the initial years, while we were all developing our understanding of how a conservation organization could work in education, the focus was largely on the development of materials that could be used for educational purposes.

Over the years, the Nature Classrooms program has evolved with a focus on developing curriculum and pedagogy through work with a few government schools and other educational CSOs interested in exploring nature education, etc.

Community-based organizations

In some way, this is a sub-category within the shift organizations. CBOs have formed a large part of our partner network under the SR grants program.

These are usually established organizations steeped in communities, working on multiple domains based on community needs and addressing different issues faced by the community.

We have been engaging with such organizations at a stage where their work in education has been in the early stages and not much work has been done on teaching learning processes.

Challenges in capacity building

To achieve the above, we invest heavily in capacity building. For the first 3 to 6 years, the focus is more on the organization's learning and growth and capacity building in their chosen domains and areas of education.

While these efforts have been well received, they have not been without a set of challenges. Some of the recurring challenges have been:

- Identifying the appropriate person to participate in a capacity-building engagement to ensure the learnings are taken back to the organization and reflect in practice,

- Issues around language, and

- Ensuring the same participant attends all phases of the course/workshop.

We have been learning along the way. We have been evolving our processes based on learnings from the facilitating resource organization, as well as the participating partner organizations on what we should change or retain to enable effective learning processes.

Program highlights - Supporting initiatives in education where quality and equity go hand in hand

- We currently support **40 organizations** across **17 states and UTs** under the Systemic Education Reform program.

- Additionally, we also engage with almost 10 different organizations, which provide mentorship and capacity-building support on organizational and educational aspects for all our partner organizations across programs

- Nearly **15,000 students** from underprivileged communities and **3,000 educators** benefited from the systemic education reform program.

Session in nature education
Photo: Nature Conservation Foundation

Partner highlights

Khamir works to strengthen and promote the rich artisanal traditions of the Kachchh district. Their vision is of a vibrant, sustainable Indian craft sector in which crafts and artisans alike are highly valued by people worldwide. They envision repositioning and revitalizing the crafts of Kachchh so that they become a sustainable practice for the next generation of artisans. They work in various villages in the Kachchh district of Gujarat. Their education activities are in the villages of Bhujodi, Bharasar, Ajrakhpur, and Awadhnagar.

The craft knowledge is in the immediate context of thousands of students across the rural and urban places in the district. However, they remain excluded from the schooling system.

The schools in it have little to no inclusion of this in their pedagogies despite the curriculum having relevant concepts that are associated with the children's lives outside the classroom.

Photo: Khamir

Students learning hand spinning

Khamir's Craft Curriculum Project aims to reposition handicrafts in modern educational systems of Kachchh through a systemic approach that relooks at primary education through the context of craft. The initiative attempts to explore the integration of the craft component in modern pedagogies and to make education meaningful as the learner learns about life through life.

As Khamir began engaging in this program, they faced various challenges including limited teacher participation, engaging artisans meaningfully in the work in schools, and convincing parents about the value of a craft-based pedagogy among others. Khamir is working to gradually introduce the various crafts of Kachchh in the schools, demonstrate how these can be valuable learning experiences for children, and through closely working with teachers enable them to take ownership of integrating craft-based pedagogies in their classrooms.

Founded in 2016, **Caring with Colour** focuses on creating content, training teachers, and creating self-learning modules for children across middle school grades in the government schools in Ramanagara and Tumkur districts of Karnataka. The organization has spent significant time and effort in researching and designing content for teachers in English, Mathematics, and Sciences for grades 4 through 7. The content has been designed to include activity-based and art-integrated teaching-learning material.

Within a short span, their content was approved by the state and was adopted for implementation across the state. Recognizing the need for sustainable systemic intervention, CWC is highly invested in building a strong support structure by collaborating with the DIET,

DSERT, Educational functionaries of the district, school leaders, and teachers toward promoting quality education.

Toward this end, the organization has considered an educational district as a unit for systemic intervention in education. Integral to their model is their deep work with the academic and administrative machinery at the district level beginning with the CEO-ZP, DDPIs, DIETs to the BEOs towards vision building, goal setting, implementation, and review of the program under the District Education Transformation Program. Thus far CWC has worked with 3000+ schools in the districts.

The current project supported by WF, aims at improving the quality of education in government schools in the Madhugiri district under the district education transformation model.

What is exemplary in their work is that they have developed strong strategic partnerships with the different layers of the education system. They have exerted significant efforts towards strengthening the support system.

They are strategically utilizing the cluster-level resources and processes. The goal is to build a community of practitioners that provides for enabling teaching-learning processes, and work toward greater ownership of the stakeholders.

Therefore, we see that their work is reflective of their larger strategy of leveraging systemic partnerships towards creating stronger foundational processes, supportive structures, learning outcomes, and creating a sustainable model of effective systemic work.

Photo: Caring With Colour

Students and teacher engaged in an activity based on Experiential Teaching Learning method

Wipro education fellowship for education CSOs

Introduction

Given the size, diversity, and complexity of our country, we need a large number of educational organizations to make an impact on our school education system. There is a need to support the creation and development of a significant number of new educational organizations that can contribute meaningfully and in a sustained manner to Indian school education.

Approach

Wipro Education Fellows Program is designed to contribute to the systemic improvement of Indian school education by supporting early-stage civil society organizations (CSOs) focused on school education. The seeding program selects and supports committed, capable individuals and teams who share our vision of quality education being available to every Indian child. We provide a 3-year founder's fellowship to set up effective educational NGOs in domains and geographies of their choice.

Selected fellows are supported with a fellowship stipend, workshops, and mentoring from partner resource organizations for capacity building, and access to networking opportunities with other educational CSOs within our partner network.

The program supports individuals or teams who have already demonstrated certain capacities as well as shown serious commitment to the social/education sector through their past engagements.

The program aims to facilitate the development of stable educational CSOs who can create long-term engagements

in school education and thus, have clear 'organization building' expectations from individuals and teams we support.

A maximum of 3 founders per organization are supported through the Seeding Fellowship at a time. Financial support is provided for up to 3 years from the date of signing of the MoU and amounts to approximately INR 3.6 lakhs/year, paid in the form of quarterly stipends.

Rationale

It is important to focus on diversifying the CSO network. We believe it is important to support early-stage organizations and teams, especially in areas, geographies, and domains that are underserved. A lot of individuals who are trying to do meaningful work through their organizations, struggle to support themselves in the initial years.

To be able to support themselves and their organization, many founders/leaders will take on additional jobs, thus, taking time away from stabilizing their intervention/ model/ organization.

The hope is that the Fellowship stipend for 1 to 3 individuals within the organization, will enable them to focus entirely on building their organization and deepen their understanding of the educational perspectives and curricular areas. The organizations selected comprise individuals who initiate work with government schools and/or start a learning center committed to either a geography or school-curricular domain area.

Facilitator accessing the project made by the students
Photo: Universe Simplified Foundation, Maharashtra

Diversity

We are currently supporting organizations that work in specific educational/curricular domains including FLN, early childhood education, Education for Children with Disabilities, and science education as well as organizations working in Whole School Transformation (WST), co-curricular vs. more mainstream curricular domains.

We have a few organizations whose core is around library/arts-based education while the rest are focused on mainstream curricular domains and/or whole school transformation. We will continue to support more Fellows. Like our SR initiatives, we look to support Fellows in under-represented geographies and domains.
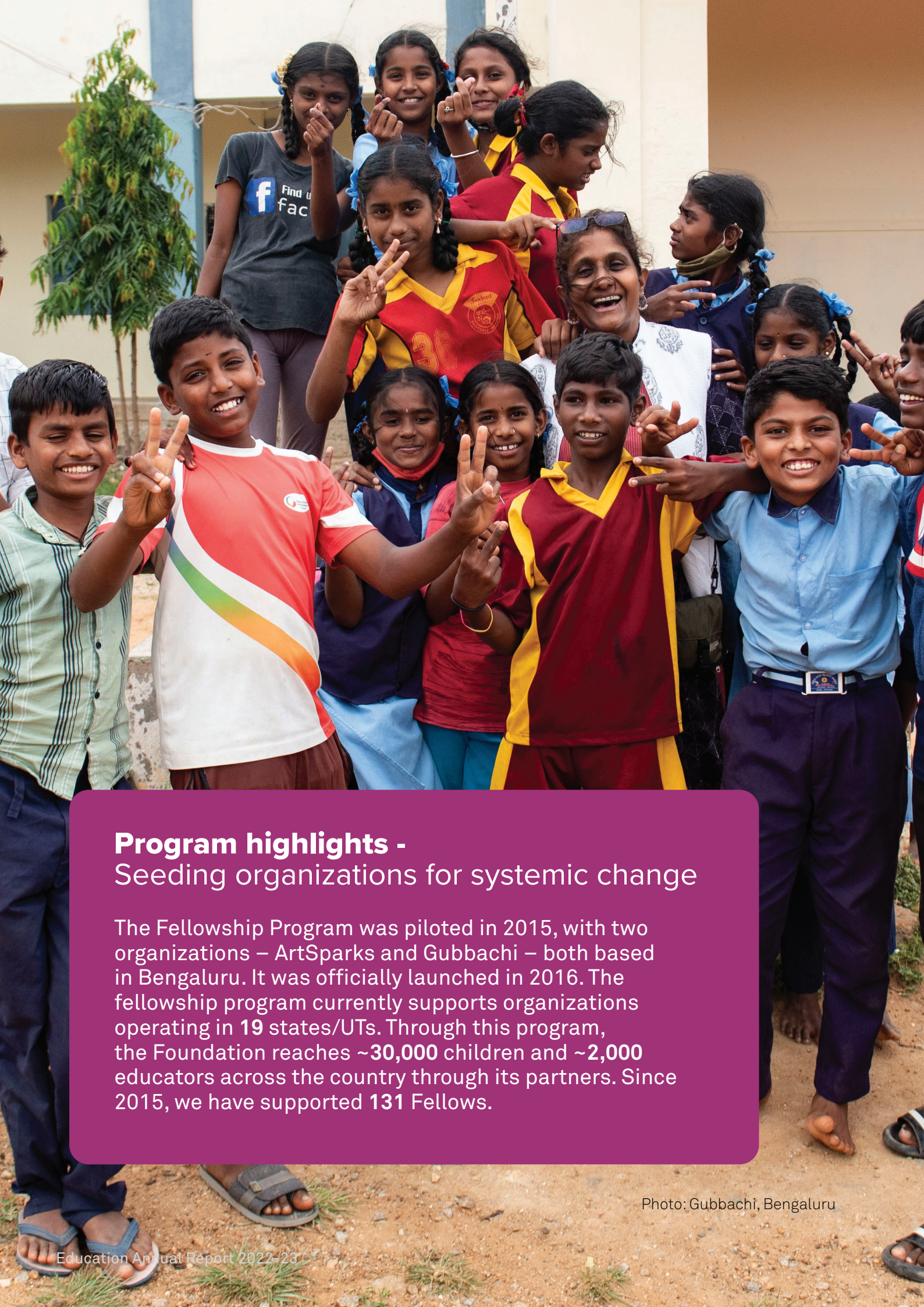
Program highlights -
Seeding organizations for systemic change

The Fellowship Program was piloted in 2015, with two organizations – ArtSparks and Gubbachi – both based in Bengaluru. It was officially launched in 2016. The fellowship program currently supports organizations operating in **19** states/UTs. Through this program, the Foundation reaches ~**30,000** children and ~**2,000** educators across the country through its partners. Since 2015, we have supported **131** Fellows.

Photo: Gubbachi, Bengaluru

Partner highlights

Better Education Lifestyle and Environment Foundation (BELIEF) works in the domain of Early Childhood Education (ECE) and was supported under the Wipro fellowship program for the last three years. They work with students, teachers, and parents residing in the Slums of Pune City. They believe in building the capacity of the government system rather than creating a parallel system. Change, according to BELIEF, should be institutionalized to make a sustainable impact. Building a resourceful team, aligning all the stakeholders toward the goal, and collaborating with the experts in the field are some efforts they have taken.

The core of BELIEF's work lies in the capacity building of Anganwadi workers and parents. Working closely with Anganwadi workers in the urban slums of Pune, BELIEF supports them with training based on the AKAR curriculum (Maharashtra's ECE curriculum), followed by intensive on-site support at the Anganwadi level. During COVID-19, BELIEF developed a series of videos with context-specific content for parents based on the AKAR curriculum which they could use as a means of supporting their children in ECE. This is now being converted into an accessible manual for parents and Anganwadi workers. Apart from their interventions in the early childhood space, BELIEF is also engaged in a library program aimed at creating a safe and brave space for children.

Photo: BELIEF

Field trials of the activity book

Swatantra Talim works in the field of alternative arts-based education in the interior villages of Uttar Pradesh since July 2013. The organization works with rural children in the age group of 6 to 16 years with whom efforts are made to nurture scientific temper through hands-on curriculum and contextual pedagogy.

Photo: Swatantra Talim

Pretend play

Their vision is to see every village as a center of innovation and every child as an innovator facilitating social change, while the mission is to nurture scientific temper among rural children through contextual, hands-on curriculum and pedagogy.

The organization engages with learning centers and government schools through the following programs:

The Khoj Dabba is for children between 6 to 11 years of age. It is a lab-in-a-box containing activities and experiments around math, language, science, art, craft, play, motor skills, storytelling,

puppet making, toys, and games. The experiments follow a progression of activities as guided by NCF 2005 (through State and Central boards) as well as contextual pedagogy where most of the material is taken from the rural context. The children are the co-creators of these activities as they help us in designing the activities. It also has an in-built library that includes books on fiction, science, and many more that open up the horizon for the children.

Khoj-Yaan is an experiential learning program focusing on expression, exploring thoughts, scenarios and feelings in a 'fun and learn' way, integrating language, math and science through puppet making, puzzles, and games. It builds on cross-curricular linkages on various themes.

Khoj Shaala is a maker-lab (a do- it- yourself place where children can tinker with, innovate, create, and invent new stuff), integrated to-do research-based projects that are linked to their curriculum. Thereafter, the children use their existing knowledge and apply it to solving grass-root problems by making prototypes of their solutions. It also has an in-built library that children can refer to get deeper into their questions. The children test these prototypes in their rural or urban contexts. The entire program has a curriculum that focuses on building the scientific temper of children. It requires that adults play the role of facilitators.

The organization also conducts teacher capacity-building workshops in the name of S-Shakt for primary and middle school teachers.

Currently, the organization runs 3 after-school learning centers. The first one is in village Ramdwari, Sitapur district (90 km from Lucknow) catering to about 80 children 6 to 14 years of age. The after-school learning center started in July 2013 with 40 girls.

The second after-school program is in the shape of a maker lab-cum-library (Khoj Shaala) in the village of Malsarai, Sitapur district catering to about 35 students from grade 5 to 10. The third after-school program is running in Aashiana, Lucknow district, catering to 15 students from grades 9 to 12, through the Khoj Shaala program which is based on the principles of constructionism, digital fabrication, and maker education.

Post the MoU with UP State Govt in 2018-19, Swatantra Talim started working in 5 primary government schools and 1 upper primary school of Lucknow district (1 UPS got added in FY 2021-22) through Khoj Dabba, Khoj Yaan, and Khoj Shaala. As of April 2023, they have received permission to work with 13 govt schools spread across 2 clusters in Sitapur district.

Access to education

supported by wipro cares

Introduction

Education is unanimously recognized as a primary determinant of individual and social progress. Meaningful work in school education has to be long-term and based on deep engagement with the school community.

For a country like India, issues of access, inclusion, and equity are as important as the quality of learning. Gender, caste, and class barriers still determine how children across India end up accessing educational opportunities.

Although the program started only in 2003, it originated when Wipro Cares first began its operations with Wipro volunteers reaching out to the communities devastated by the Odisha cyclone and the Gujarat earthquake around the period. This is when the trust was established in 2003.

Approach

While systemic reforms are important, we also focus on a program designed to impact underprivileged children directly. In this context, the Access to Education Program focuses on critical issues like school enrolments, nutritional support, counseling services for parents, and remedial education.

These children belong to the most vulnerable groups in our society, such as urban slum dwellers, HIV-affected families, migrant labor families, and street children.

The goals include enabling access to formal education for children from underserved communities through the public education system, supporting the non-formal education needs of children from underserved communities, and encouraging the demand for education in families of first-generation school-goers.

Rationale

Improving access to educational opportunities for underserved communities and supporting the creation of a more equitable educational system is an important goal of our interventions in school education.

The access to education program primarily intends to support children from most disadvantaged communities to gain access to the formal education system. The children served include those from migrant labor communities, urban squatter settlements, HIV-affected/infected, the destitute, and others who are out of school.

Besides the primary goal of enabling access to formal learning spaces and the public education system, the program also aims to support the learning needs of the children through non-formal spaces as a step toward mainstreaming them into the system in the near future.

This program operates near Wipro office locations across the country to enable greater employee participation and volunteering. It responds to the immediate environment under Wipro Cares and tries to support communities in our immediate neighborhood.

Photo: Jhamtse Ghatsal

Diversity and learnings

The Access to Education program includes many categories of interventions. We support schools serving underserved communities under this program. These include schools such as Olcott, Safdaria, and Jhamtse. We also support learning centers, including community learning centers, in-school support, bridge schools and after-school support centers. Examples of these include the work of Vikramshila, DSS (Door Step School), etc. We also provide living and education support for orphans, children from single-parent homes, and both those that are from HIV-affected and infected backgrounds.

Access to Education partners value the long-term and consistent funding support from Wipro Cares that has enabled them to build a strong and robust team. Access partners have benefitted from participating in the Annual Partners' Forum. Their interactions with education partners across the country have allowed them to reflect on their work and explore new collaborations.

Additionally, they also appreciate the various capacity-building opportunities for their teams offered within the network. For many Wipro Cares partners, employee engagement is a key highlight and part of their calendar. The pandemic has impacted the frequency and intensity of these volunteering engagements and visits. However, both partners and employees are keen to begin these engagements with renewed enthusiasm again.

In the coming years, the team plans to conduct more targeted outreach to cover more locations where Wipro has a presence. Existing partners in some locations may also recommend potential partner organizations. We continue to encourage access partners to plan for various capacity-building opportunities for their field teams. We also hope to find ways to address the language barriers and other factors that often prevent staff from accessing organizations to meaningfully participate in capacity-building workshops.

Along with partners, we plan to develop an understanding of effective access that focuses on quality. We also help them integrate best practices that are sustainable. We hope to dialogue with other donors in the education ecosystem to understand gaps and overlaps in funding as well as develop a common, collective understanding and roadmap for support within the ecosystem.
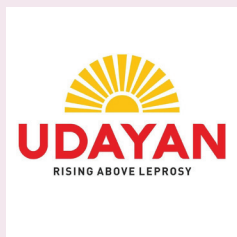
Program highlights

The Access to Education program reached out to ~**12,000 children** across **12 states/UTs** in FY 22-23.

Child committee meeting conducted by children
Photo: Udayan

Partner highlights

Udayan was established in 1970 by the late Fr. James Stevens to support children and families affected by leprosy. The underlying foundation of their work is the belief that intergenerational leprosy can be broken by education and employment. This also helps reduce stigma and helps with social integration. The noted author Dominique Lapierre, social entrepreneur Shamlu Dudeja, and famous cricketer Steve Waugh, are patrons of Udayan.

Udayan works in 19 of the 32 leprosy colonies in West Bengal. Children from these colonies have limited educational opportunities and run the risk of getting infected due to being close to people infected with leprosy.

Udayan's intervention brings the children out of degrading living conditions and keep them away from the stigma attached to leprosy and other fallouts such as children not being sent to schools and ending up as beggars, child workers, or worse still, getting trafficked

Udayan runs a residential campus housing around 270 children and 86 young adults, providing them with a safe home environment, food, clothing, medical care, counseling, etc. Children up to grade 4 attend the in-campus primary school while older students go to nearby govt-aided schools.

Post grade 12, based on the child's interest and the outcomes of the child's development plan, they are admitted to suitable vocational and professional courses such as General Nursing Midwifery (GNM) training, hotel management, etc.

Over the last 51 years, 6,290 children have been meaningfully employed in the hospitality, hotel industries, and railways. Some have set up small businesses. Udayan's intervention has also resulted in significantly lowering the drop-out rates

Photo: Udayan

Music session

Photo: Udayan

Library storytelling session

among children in the leprosy colonies they work with.

Our engagement with Udayan began in January 2022. It mainly focused on supplementary education support to children, with some components of living support. This includes classes on spoken English, sports, music, self-defense, computer literacy, etc., and sessions like yoga, meditation, and counseling, to help the socio-emotional development of the child.

Kat Katha's vision is to end forced sex work. Through their Bridge School, the organization aims to enroll all kids in formal education and ensure holistic development via the Bridge School project. Kat Katha runs the Bridge School on GB Road, which is a red-light area in the heart of Delhi. It is important to run this project on GB Road because the women are not comfortable with sending their wards to a far-off place for education. Their trust in the outside system is low and wouldn't allow their kids to go out of the brothels if not for the Bridge School.

Their major learning over the last year has been that incorporating extracurricular activities beyond education is of paramount importance to maintain students' interest in the school. The major challenge is to keep older children engaged in their studies while the pressure to earn money rises steadily as they grow older.

Over the next three years, they plan to build a night shelter at GB Road. They also aim to get the current students into a good private school or government model school.

Education for children with disabilities

supported by **wipro** cares

Introduction

According to the 2011 census, People with Disabilities (PwDs) constitute 2.21% of the Indian population. This includes around 5.5 million children in the age group of 0-14 years with one or more disability, making up 1.7% of the total child population. Estimates of out-of-school children indicate that 0.6 million CwDs aged between 6 and 13 years are not attending school.

This constitutes over 28 % of children with disabilities, much higher than the national estimates (2.97 %) of out-of-school children. Furthermore, 44.13 % of children with multiple disabilities are out of school. As are over one-third of the population of children with mental disabilities and speech disabilities. The numbers get more disheartening if one digs deeper.

Hence, this needs to be dealt with utmost seriousness and urgency. This shows a huge gap in "Access to Quality Education" for children with disabilities and minimal opportunities for early intervention.

Further study shows that the underlying factors contributing to this gap are: a shortage of trained special educators and therapists; lack of sensitization/awareness among parents, teachers, and communities; inaccessibility of conveyance and nutrition; and, under-resourced classrooms without assistive aids and technologies.
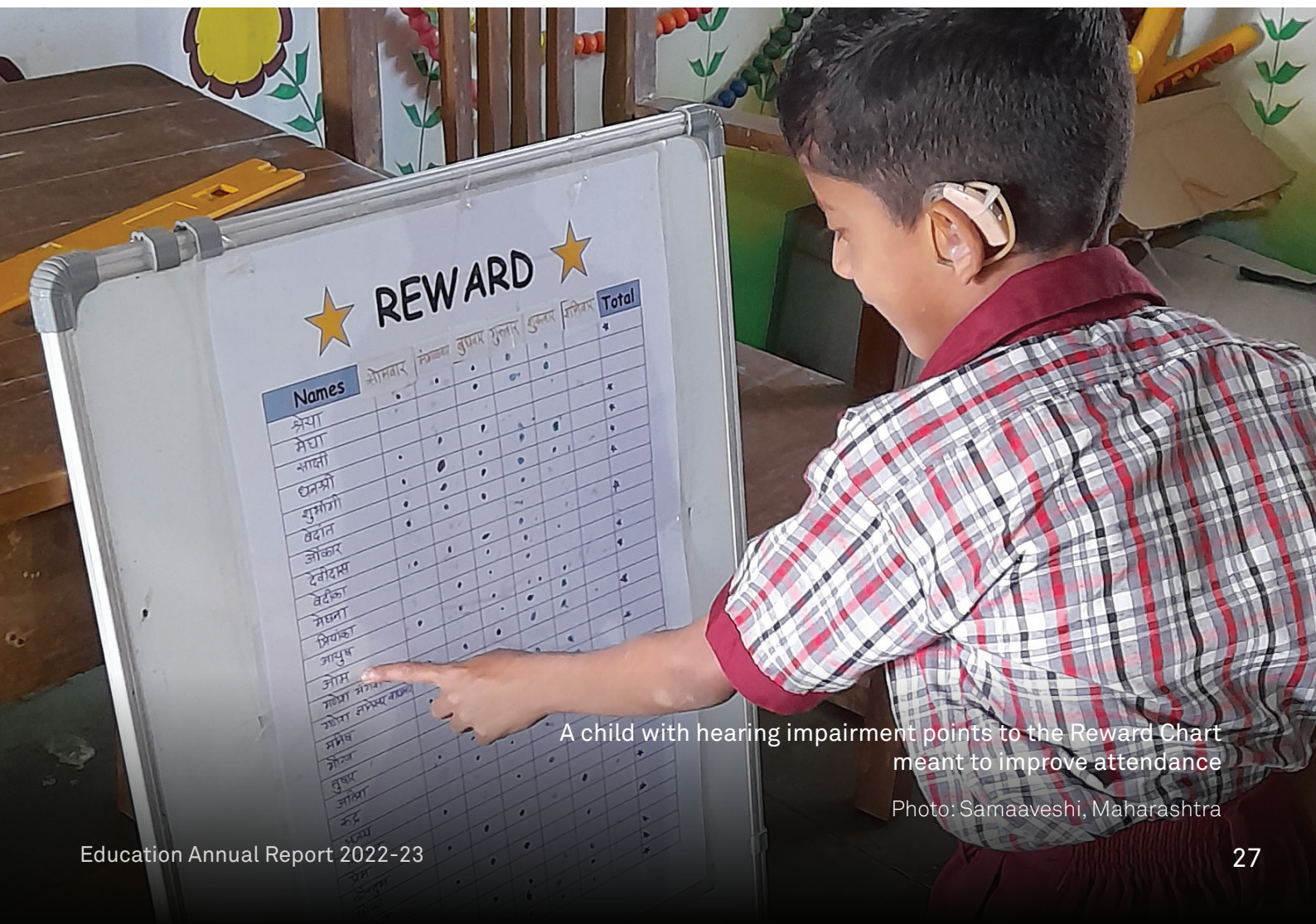
A child with hearing impairment points to the Reward Chart meant to improve attendance

Photo: Samaaveshi, Maharashtra

Approach

Education for Children with Disabilities from disadvantaged sections goes beyond schooling; it is linked to a host of other enabling factors like availability of nutrition, community support, specially trained teachers, assistive technology, and access to healthcare.

Wipro Foundation grant supports special education programs that leverage multiple sensory approaches in foundational literacy and numeracy curriculum and integrated rehabilitative therapies.

In addition, it focuses on building parents' capacities and empowering them, apart from sensitizing numerous stakeholders, including teachers, schools, and communities. Multiple partner NGOs that we support have adopted multiple models and approaches to every aspect of the education and development of Children with Disabilities (CWDs).

The inception of the program goes back to 2015-16, when we realized that while various CSOs and organizations were working on persons/children with disabilities, the educational focus was not very strong. Most often the support was limited to rehabilitation and vocational support.

At Wipro Foundation, we attempt to address gaps in the education system that severely hamper a child's development and further limit their ability to live dignified and productive lives.

Wipro Foundation works with a wide range of grassroots-level, community-based NGOs serving different disability areas and integrating multiple models and approaches into every aspect of the education and development of a child with a disability. These partner organizations are working toward education, inclusion, and mainstreaming.

Our partners employ diverse models and work across different disabilities (visual, speech and hearing, locomotors, intellectual, and developmental disabilities) and geographical locations. Within the larger framework, we have consciously encouraged early intervention and inclusive education.

We have distinctively focused on supporting the programs' operational aspects, providing focused and high-quality special education to multiple categories of CwDs. These include special education programs that leverage multiple sensory approaches in foundation literacy and numeracy curricula, and they are integrated with rehabilitative therapies.

Special focus is directed on building parents' capacities, empowering them, and sensitizing multiple stakeholders including teachers, schools, and communities. Some of our partners specifically work toward systemic improvement around curriculum and teacher training to educate CWDs.

Rationale

Among 5-year-olds, with disabilities, three-fourths do not go to any educational institution. And, one-fourth of the CwD population aged between 5 and 19 do not attend any educational institution. At Wipro Foundation ensuring access to education for children with disabilities has been a primary focus. In addition, we also believe that strengthening the public education system to enable inclusive education, catering to diverse learning needs, is the key to addressing the issues of access, exclusion, and segregation that children with disabilities often face.

Apart from access to schools, this entails the availability of a host of other enabling factors like teacher training, changes in attitudes, flexible curriculums, creating accessible environments, differentiated teaching-learning practices, use of assistive technology, community support, access to healthcare, nutrition, etc.

Photo: Graham Bell Centre for the Deaf

Diversity and challenges

Over the last 5-7 years, we have supported close to 30 organizations in the disability space; we currently support 25 organizations. The partners we have supported under the Education for Children with Disabilities program adopt different approaches:

Community-based models: Organisations engaging through a Community-Based Rehabilitation (CBR) approach use a grass-roots approach involving mobilization of local capacity, resources and leveraging the community's strengths and structures to enhance the quality of life for people with disabilities and their families and ensure their inclusion and participation in the community. Organizations such as Chehak, Prabhat, ASTHA, and Sanchar have a deep community-focused approach to their work.

Systemic interventions: Engaging with the government education system is critical to ensure inclusive education for everyone including children with disabilities. Many of our partners including Prabhat, Latika Roy Foundation, Satya Special School, Centre for Community Initiative (CCI) and Shishu Sarothi engage in various ways with the system to make public education inclusive – this could be through capacity building of teachers or Anganwadi workers, providing additional support in the form of resource rooms which provide access to therapies and specialized teaching-learning material, engaging with stakeholder to create awareness, and advocating for inclusion at different levels.

Early intervention: It has been established that early identification and support that are available to children (babies, young children) with developmental delays and disabilities and their families can have a significant impact on a child's ability to learn new skills, overcome challenges and improve educational opportunities in the later years of her life. With this understanding, organizations such as AWMH, ASTHA, and various others play a key role in ensuring access to early diagnosis and intervention. A key feature of their intervention also includes working closely with parents providing them counselling support, and training to ensure children continue to receive home-based support.

Special schools

Special schools continue to ensure access to education for children with disabilities. The special educators with their expertise (curriculum, pedagogy, etc.) in specific disabilities meet the needs of children who require high support and enable many children with disabilities to complete education and move to further studies/vocations.

Partners such as the National Federation of the Blind Maharashtra (NFBM), and the National Association of the Blind (NAB) run special schools for children with visual impairment. Likewise, we support the CR Ranganthan Residential School for the Deaf, a special school for children with hearing impairment. Suhit Jeevan Trust runs a special school for children with intellectual disabilities.

Looking forward

Early Intervention and inclusive education continue to be key values and practices that we are trying to advocate and support. However, we do understand that till the time we can make quality inclusive education accessible, supporting special education efforts continues to be important.

There is a vast spectrum of disabilities and a deeper understanding of the prevalence among children and what kinds of support children across this spectrum currently receive would be critical. Identifying gaps that exist in certain domains of disability and the nature of support will help us move ahead with this program in the coming years. We continue to engage with different stakeholders in the ecosystem to assess the gaps and needs to be able to prioritize and strategize our program better.

Photo: Urmi

Program highlights

From supporting 4 NGO partners in 2015, Wipro Foundation's work now covers most major categories of disabilities, across proximate and non-proximate locations. Our effective reach is **11,000+ children** with disabilities through **25 partners** located across **12 states.**
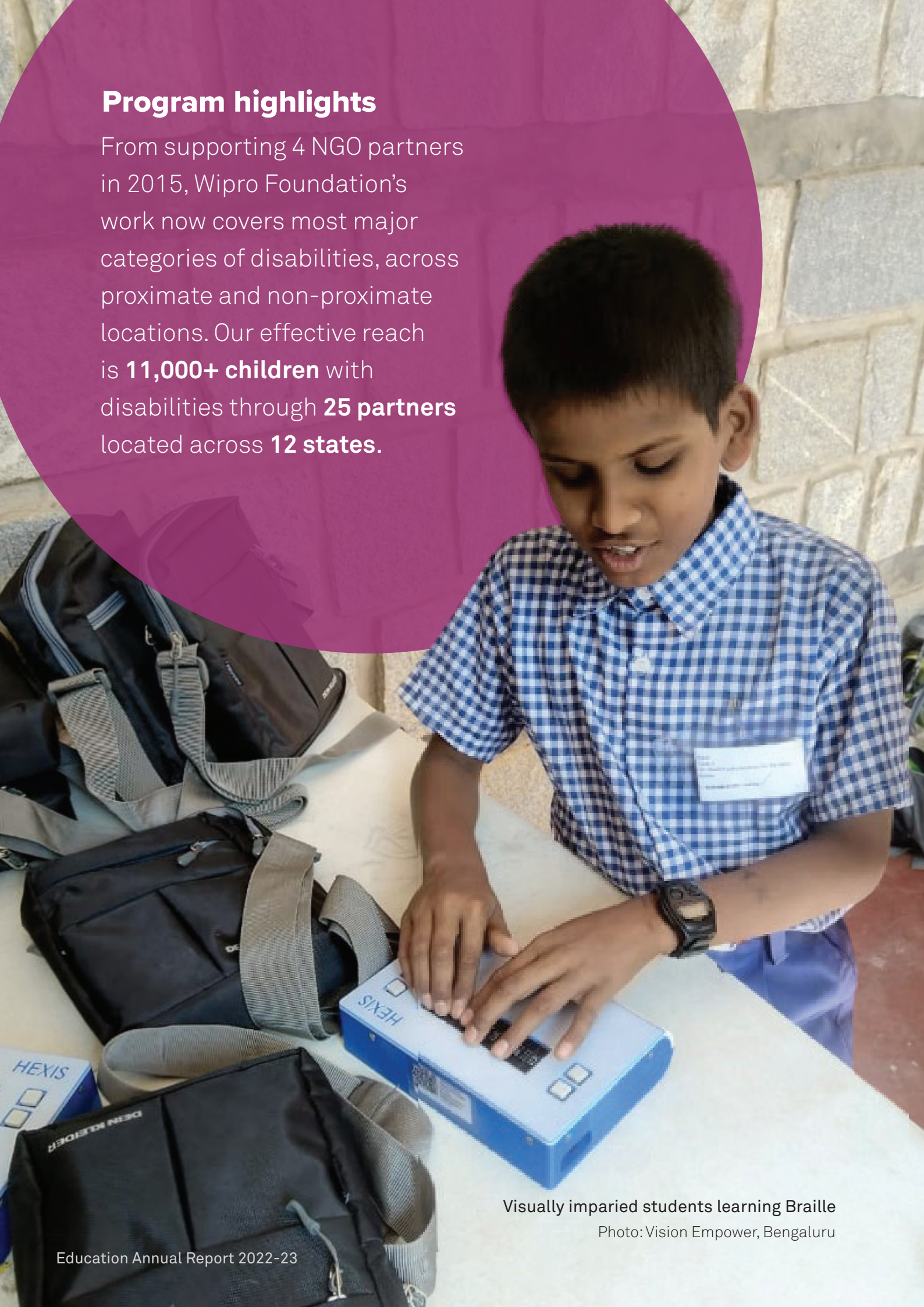
Visually imparied students learning Braille
Photo: Vision Empower, Bengaluru

Partner highlights

Graham Bell Centre for the Deaf (GBCD)

GBCD works in the rural areas of Hooghly with People and Children with Disabilities (P/CwDs), not too far away from Kolkata. The communities they work with are mainly landless laborers and daily-wage workers. Within the community, disabilities are often believed to be outcomes of sins in previous births.

The founder of GBCD, Mansur Ali, was previously working with another NGO. During his field interactions, he became aware of the extent of the exclusion of children with disabilities, primarily deaf children in the district. He realized that no one was willing to address the issue. He started GBCD in 1989 with four deaf girls, primarily focusing on their vocational training before shifting to a Community-Based Rehabilitation (CBR) approach in 1995. Their work spans areas such as:

Identification to Empowerment of P/CwDs: This mainly concerns intellectual and developmentally disabled individuals. An effort is made to identify P/CwDs through surveys, with help from Integrated Child Development Services (ICDS) workers,

Panchayati Raj Institution (PRI) members, etc. Thereafter, the severity of the disability is ascertained and plans are drawn. The focus here is on Activities of Daily Living (ADL) which comprises helping children sit with the help of special chairs for children with cerebral palsy, and modifying daily use objects like combs and brushes for children with physical disabilities.

Strengthening inclusive education for deaf children: The focus here is to mainstream and provide support to deaf children in schools. Efforts are also made to capacitate teachers and peer groups to ensure an inclusive environment for the child. For this, they are made to undergo Indian Sign Language (ISL) training, to smoothen communication with deaf children.

There is also home-based support where field workers go once a week and spend 2-3 hours with the children, use TLM developed for them (modified textbooks, flashcards, etc.) and also work with the parents/siblings to help them work with the child for the rest of the week. They also have a Community Resource Group (CRG) of volunteers who are trained to provide support to the children on an ongoing basis. Children also come to

Photo: Graham Bell Centre for the Deaf

the centers once a week for day-long sessions for subject support, as well as short-stay camps for academic support.

Clinic-based services: The organization maintains doctors, physiotherapists, and occupational therapists to provide therapies and clinical support for children with physical and intellectual disabilities, particularly for children with seizures and similar problems.

Placement of P/CwDs: Over the last few years, the organization has worked hard to build relationships with close by factories and industries, producing bottles and incense sticks for the better part, to employ the young adults after they finish their grade 12/graduation.

Our engagement with them began last year and is mainly focused on the strengthening of the inclusive education program.

Vision Empower (VE) works to empower visually impaired children through inclusive education. VE conducts research and designs programs to make Science-Technology-Engineering-Mathematics (STEM) and Computational Thinking (CT) education inclusive and accessible for students with visual impairments.

VE creates modular and affordable solutions to teach STEM and CT subjects to children with visual impairment in special and regular schools, bearing in mind the specific requirements of diverse linguistic groups and the need to reach many beneficiaries.

VE creates accessible learning resources in STEM subjects for students, designs

pedagogical interventions for children with visual impairments and supports their teachers through continuous engagements.

VE has adopted a collaborative framework for the implementation of the programs to bridge educational gaps caused by visual impairment. Using a participatory design approach with the target community, VE has created solutions along with other stakeholders such as partner NGOs, government departments, CSR teams, R&D Labs, and firms that provide technologies.

VE is currently engaged with 105 special schools for the blind across 13 states. This includes Karnataka, Tamil Nadu, Odisha, Kerala, Telangana, Delhi, Uttarakhand, Gujarat, Maharashtra, Tripura, Jharkhand, West Bengal and Meghalaya.

VE has supplied Science and Math Braille books and learning material/aids, tactile diagrams for students and teachers to 105 special schools for the blind in 2022-23 and runs the Anubhav and Pragya programs focused on teacher training in the current schools and plans to extend it to other schools in Karnataka and/or other states in India.

VE has introduced a computational thinking curriculum using the Ludic design approach in 28 schools for the blind in Karnataka. This includes numeracy, digital literacy, and teacher training on pedagogical tools developed previously.

This year, VE also researched the design of a program to deploy the Antara-Hexis Braille Reading solution in schools for the blind in 8 states. It is focused on enhancing literacy and reading/comprehension skills. It has been executed on a pilot basis in Tripura.

Currently, the reading enhancement program has been started in 10 schools, while 39 schools have been provided with devices with content to enhance children's reading enhancement with support from the teachers.

VE has created three partnerships – with Odisha Association for the Blind, Pratham Books, and Bhabook – to develop and curate age-appropriate learning material, children's literature, etc.

VE is also taking the services of 'Pickle Jar' and an independent content expert, Brinda Rao, to develop high-quality children's content in an accessible format.

With support from Wipro, VE has created audio tutorials for Digital Literacy for students using an experiential method of learning. This course was developed through the contributions of 2 persons with visual impairment and one person with muscular dystrophy.

It was also developed with the participation of 5 children with visual impairment in Kerala and is currently being piloted in 6 schools in Tamil Nadu.

Phase 1 of the Early Childhood Care and Education content creation has been completed. The pilot project has started in one early childhood center in Tamil Nadu.

Photo: Vision Empower

Capacity building

Introduction

Wipro Foundation (WF) is committed to support a thriving community of civil society organizations (CSOs) working toward ensuring access and systemic reform in school education in India. We recognize the criticality of a large, well-networked ecosystem to support the capacity building needs of each organization across different domains.

In this regard, Wipro Foundation has been facilitating the sharing of expertise acquired over a period by several leading organizations, through courses, workshops, training programs, webinars, and discussion forums, for our partners.

Our initial efforts were largely on the core concerns of school education. These included those related to perspectives around education and teaching-learning aspects around subjects like language, math, etc. We now offer programs that look at organization development and related fields as well.

We are also supporting mentoring relationships of new organizations by experienced resource organizations, to provide contextual support to their core work. WF has plans to expand its portfolio of capacity building opportunities to other related areas and modes, to support its partner organizations.

In addition to workshops, courses, webinars and mentoring relationships, some work on domain-specific 'Communities of Practice' has been initiated. These have the potential to create self-sustaining, self-directed groups of individuals and organizations interested in extending educational practice in a particular domain.

The focus of our capacity-building efforts has been to bring together an array of different complementary approaches that aim to support organizations in their growth so that they can effectively fulfill their goals in education. The primary responsibility of needs assessment for capacity building lies with each of our partners. The Wipro Foundation team assists partner organizations in identifying specific courses or workshops, which would best meet their educational and organizational needs.

Last year, with the help of Digantar, we offered two courses - "Bed Rock Series" and "Foundations of Education" - around the foundational understanding of education. We offered curricular and pedagogical courses on early literacy, numeracy and life skills in partnership with OELP, JodoGyan, and Khelghar (Palakneeti Parivar). We continued our offerings around library and arts education in collaboration with Bookworm and ArtSparks.

On the organizational front, we offered short courses around fund-raising, strategy design, and logic models through Atma, a two-part course on organizational well-being through Viridus and an Organizational Development fellowship with the help of Dr Sujatha Rao. Apart from this, we also piloted our in-house course on Documentation anchored by Rahul Mukhopadhyay. A sizeable number of partners also benefited from close mentoring by organizations like Khelghar, Vikramshila, Shikshamitra and EKlavya.

Wipro Education Partners' Forum

As part of our continuing efforts to build communities and develop capacities within CSOs, we have attempted to create spaces to consciously bring in diverse perspectives. One such space that we have created to facilitate dialogues and discussions, that are both formal and informal, right from our early days, is the Wipro Education Partners' Forum.

Last year was a milestone year for the Forum - it was our 20th one. With a mix of plenary and small group thematic sessions, the discussions were largely focused on "Looking back, looking ahead," and covered discussions around reflections of our work with our early partners, the evolution of the education landscape over the last couple of decades, emerging priorities in education and the evolution role of CSOs over the years.

It was held between Dec 5 and 7 in Pune. It was a well-attended event with ~300 participants from ~150 partner organizations present. More on the Forum can be read here.

Cultivating spaces where abilities flower

Courses and workshops for partners: Last year, we supported the delivery of several courses for building capacities of our partners. These courses ranged from thematic areas in education (curricular and pedagogical) such as foundations of education, early literacy, numeracy, life skills, library work, arts education, on organizational areas such as fund-raising, strategy design and logic models, and some crosscutting themes such as organizational well-being and documentation.

Organization Design & Development Fellowship (OD&DF): The OD&D Fellowship Program that started in 2020 nurtures individuals who can co-traverse OD&D journeys with CSOs in a compassionate, contextualized, and participatory manner and address their OD issues and needs.

Panel discussion at Partners' Forum 2022, held in Pune

With the support of our partner organizations and expevrienced resource persons, over the last few years, we have made progress toward strengthening the capacities of CSOs on a range of issues across organizational, educational and operational themes. New partners in the network now have access to multiple modes of support, ranging from short webinars, in-person workshops, visits by senior resource persons to the sites of partner NGOs, mentoring, communities of practice in different thematic areas, etc.

Since supporting CSOs to build internal capacities effectively is a relatively new area of work in the ecosystem, we have felt the need to bring various stakeholders together and share our experiences and insights as a group on this topic. In March 2023, a meet was organized on the theme of 'Capacity Building for Civil Society Organizations.' The goal was to bring together resource organizations, experienced resource persons, and CSO representatives who have been a part of mentoring relationships and workshops.

The group came together to reflect on their experiences and approaches to capacity building, to share needs and suggestions for the future.

Communities of practice

Communities of Practice (CoP) is another approach to ongoing capacity building work with education nonprofits. Through conversations with partners, our thinking around CoP has been continuously evolving. CoP can be envisioned as spaces for partners to stay connected through continued conversations that allow for learning exchanges and collective problem-solving around topics relevant to

their domain areas or the larger education ecosystem. CoP also hold the potential to enable organizations and individuals to find a sense of community and shared meaning and vision in their area of work.

This year, thematic discussion groups were held during the Annual Partners' Forum 2022. In some ways, these discussion groups served as a pre-CoP stage, providing an opportunity for partners working in a similar domain to connect and share experiences, and meet interested partners from other domains.

The thematic discussions were designed as 3-hour conversations and interactions with an 'anchor group' guiding discussions. Anchor groups comprised of individuals from 2-3 partner organizations who work in the specific domain. A gallery walk was put together after the thematic conversations to consolidate some of the discussions. We will continue to encourage more such communities to come together in the coming year.

Each group that has come together to form a CoP has had its own unique origin and journey. In some instances, a resource organization has led conversations. In some domains a particular organization with domain expertise has anchored the meetings. In others, a few individual representatives have come together to hold space. Together, we are all trying to evolve our collective understanding of the potential of CoP and what supportive and nurturing role we can play.

There are a few thematic areas where we have made some progress and we bring you the following highlights from these.

Nature Education: Nature Conservation Foundation's Nature Classrooms team has been anchoring this CoP. The group meets regularly, usually on the 1st Friday of every alternate month and sees sessions anchored by various organizations and resource persons. The topics range from inclusive approaches to theatre in nature education. The Partners' Forum in December 2022 saw the coming together of a group interested in the theme of nature, environment and science education, which led to an interesting learning experience for the participants.

Working with Children with Disabilities and Inclusive Education: As part of the Partners' Forum, about 7-8 partners working in the disability space (diverse in terms of region, kinds of disabilities they engage with, model of work, etc.) came together. The focus of the interactions was to plan the forum break-out sessions. However, the possibility of the core group (along with participants from the larger disability network within WF) continuing to engage as a collective periodically was discussed.

After the Forum, a group of four members have continued to meet periodically (along with members from WF) since February. As of now, the approach is to identify certain broader themes that may be of common interest to bring together organizations in the space, and to enable some form of sharing.

Workshop-based cohorts

ArtSparks Foundation's EdSparks Collective & Learning Circles: Over the last couple of years, ArtSparks Foundation (ASF) has initiated Learning Circles for alumni of the EdSparks program. It is a voluntary space where

participants of the EdSparks program attend sessions on fixed days (usually twice a month) to either run through pre-designed sessions by the ASF team or discuss their plans and brainstorm ideas with the team.

Interactions during Partner's Forum -Pune 2022

Organization Design & Development Fellowship (ODF)

The ODF team has been trying to consciously facilitate building a CoP anchored by the Fellows - who are individuals from the ecosystem interested in OD&D and who have worked with Wipro Foundation partners as part of the Fellowship.

The idea is to support fellows/practitioners to identify learning areas that they wish to explore to engage with the OD domain and utilize this space to practice facilitation and deepen their understanding of the identified learning areas. Fellows of new cohorts are added to the CoP every year.

Last year, the Fellows from the first and second batch came together to set up some structure and processes whereby the ownership and responsibility of sustaining the COP sessions is shared by the group as a whole. They took turns in facilitating the conversations each fortnight, setting the time, and collectively building understanding in common areas of interest.

Interactions at Partner's Forum - Pune 2022

The Organizational Design and Development (OD&D) Fellowship Program started in 2020 to address the dual needs of enabling CSOs to design and develop into purposeful organizations, as well as building a cadre of OD&D Professionals for the development sector.

The idea is that the Fellows – interested individuals with experience in OD and related areas and committed to work in the development sector in the future - work closely with Wipro partner CSOs on a year-long OD&D journey.

They are expected to build the organization's capabilities to diagnose organizational issues and challenges, design organizational structures, processes, and strategies to meet organizational needs and develop themselves as OD practitioners committed to the civil society sector.

Through the fellowship, we hope we will be able to nurture individuals who can co-traverse OD&D journeys with CSOs in a compassionate, contextualized, and participatory manner while supporting the CSOs in addressing their OD issues and needs.

Courses and workshops

As a part of our capacity building efforts, we facilitate resource organizations to offer courses and workshops in areas where our partners need support. These range from courses in areas such as mathematics education to more crosscutting domains such as well-being and impact assessment. Many of these offerings are being supported through a platform – "Partners' Forum" (PF). PF is developed as a learning management portal and with a dedicated section for communities of practice (CoP). While we value and encourage offline meets, Forums, etc., we do need a technology platform to address various learning needs of our partners spread across the country. We don't see the LMS replacing other physical face-to-face methods of connection.

Objectives of the Partners' Forum portal

• To work as a platform for online courses, webinars and other virtual engagements

• To function as a repository material for face-to-face engagements during and after engagement

• To help in understanding and analyzing the learning needs and engagements of participants

• Support and nurture communities of practitioners and learners

• Host internal WF newsletters and journals

• Share resources, including papers, articles, TLMs, and case studies

We hope to nurture PF as an important supporting platform for practitioners and to continue facilitating its effective usage. All our courses have been well-received by our partners. We share a few testimonials for some of our programs on the following page.

Testimonials

Courses and workshops

"I have learned how to connect all educational forms using art and how to create a safe growth learning environment, focusing on uniqueness and creativity. Learning is a two-way process; innovation needs to be given space and time and a facilitator needs to keep learning all year long to have the best class. I have already started implementing most of the learning in my class and am observing great results. The assessment, exploration, and innovation aspects of the program worked well for me. I look forward to having a common platform for sharing experiences with others."

– Sradha, Unmukt Foundation, while sharing feedback on the course by ArtSparks

"इस कार्यशाला में शामिल होकर लाइब्रेरी को और गहराई से समझा और किस किस तरीके से लाइब्रेरी के साथ में काम कर सकते है यह समझने की कोशिश की।"

–Kavita, Space for Nurturing Creativity (2023), commenting on her experience in the Bookworm course

"For me, the course provided a safe introspective space through insightful techniques. Well-researched course material and exceptional facilitators are some things that stood out during the training. Some key takeaways for me were the techniques to improve wellness based on my own past experiences and looking within using rubrics shared. Some things that stood out about the Viridus facilitators were their sensitivity to individual privacy and recommendations without prescriptions. I could recommend this program to leaders because their wellness is often ignored."

- Supriya Dey, Co-Founder of Vision Empower, sharing her learnings from the course offered by Viridus.

Meeting of resource organizations

Bengaluru,

March 2023

Samuhik Pahal
A journal of our collective action

26+ issues published

17,500+ readers*

1,300+ downloads

'Samuhik Pahal' is a monthly periodical published by Wipro Foundation that primarily targets the network of education non-profits that the Foundation works with. Among other features, Samuhik Pahal carries reflection & opinion pieces, interviews, photo essays, and long-form reportage on our partners' initiatives.

Each issue focuses on a specific thematic area. These range from sub-domains of education (such as arts education or math education), themes of cross-cutting relevance (such as organizational development, resource mobilization, etc.), and ways of intervening in the field (such as learning centers, workshops, etc.).

The journal has been helping our partners reflect on their practice and build their capacities by learning from their peers. Some of these issues have been guest-edited by our partners as well.

*Readership base includes downloads, regular readers and online views since 2020

To read previous issues, visit :
https://issuu.com/wiprofoundation

Way ahead

Photo: Gubbachi, Bengaluru

We believe that a country of India's size and diversity needs a wide range of grassroots organizations, rather than a centralized, large-scale approach. Our overall intent is to support grassroots NGOs to work effectively and successfully in the long-term with the public education system. Toward this, we aim to seed and support grassroots CSOs in every district and are helping them build the capability and the rigor to intervene effectively in the improvement of the public education system.

In that context, over the next few years, we plan to align our existing programs and all new offerings in that direction. We have started to analyze where our presence is already strong, and where there are gaps, in terms of geographies and concerning the sub-domains of education. We intend to fill these gaps more proactively.

We are also leveraging our capacity building offerings. While most of our programs fund the expenses of running operations, in the coming year we will pilot a "Capacity Building Program," under which we plan to support organizations that may not be ready for funding through grants/fellowships yet because they are at a very early stage of their organizational trajectory.

We have also come across many cases where groups and NGOs are getting funding support from other donors or sources. However, they do not have access to active mentoring or capacity-building processes in the themes/sub-domains of education in which they work. We hope to contribute to their work and growth by helping them build their capacities in specific areas. These may include sub-domains in the field of education, organization building, and the more operational aspects of the work.

New partners under this program will be free to choose from our entire portfolio of capacity building offerings. We will enter into an agreement with them, which will involve one to two years of intensive engagement. However, this will involve no funding support for programmatic expenses.

We also plan to increase the number of resource organizations (ROs) that we work with. We will continue to work on strengthening the portfolio of the Capacity Building Program, both on the educational and organizational fronts. We also plan to initiate a few studies. One of these will focus on the operational part of the work of educational NGOs. This includes working out the modalities of working with communities, building partnerships with public institutions for systemic change, etc.

There are structured capacity building opportunities available on educational and organizational matters in the ecosystem. However, when it comes to the details of designing one's intervention sustainably, especially in terms of working with the public education system, the opportunities available for learning about such processes are very limited. Knowing the details of how to navigate and engage with the education system is a specific and very different kind of body of knowledge.

Through the proposed research studies, which we plan to commission in the coming year, we plan to take the first few steps in that direction. Different organizations in our partners' network have had varying levels of success in working with the public education system. Some organizations have been successful in doing this and have found a lot of traction and acceptance from within the system. Many of them have managed to do this in a sustained way for long periods, some for around fifteen years.

On the other hand, we also have some partners who are doing great work on educational matters. Organizationally they are doing quite well. However, when it comes to working with the public education system, they find it to be challenging. This experience indicates that there are some good ways of going about building partnerships and working with the system, some not-so-good ways, some helpful ways of going about it, and some not-so-helpful ways.

Through our studies, we plan to collate the already existing wisdom and workable strategies about working with the system and develop a framework that helps all our partners to engage in this area in a non-reductionist and creative fashion. Over some time, we want to foster experimentation in this space that will hopefully expand the range of effective tactics and strategies available to educational non-profits to productively engage with the public education system.

Photo: Gubbachi, Bengaluru

We are deeply grateful to our partners. Because they share our vision, together, we move forward.

Thank you partners for continuing to collaborate with us through the years, and through changing times and challenges.

Our partners (2022-23)

Andaman and Nicobar Islands
Dakshin

Andhra Pradesh
Kidpower

Arunachal Pradesh
Jhamtse Gatsal
India Foundation for Education Transformation (IFET)

Assam
Ayang Trust
North East Educational Trust (NEET)
Karunar Kheti Trust
Shishu Sarothi
Snehjori

Bihar
Prayog
I-Saksham
Sahodaya
Karunodaya

Chhattisgarh
Shiksharth Trust
CARMDAKSH(Centre for Action Research & Management in Developing Attitudes, Knowledge, Skills in Human Resources)
Avaniti Education and Training Foundation
Gramin Shiksha Samiti (Jashpur school)

Delhi
National Association for the Blind
Jodo Gyan Educational Services
OELP
Alternative Strategies for the Handicapped (ASTHA)
Institution of Social Studies Trust (ISST)
Katkatha
TCLP (The Community Library Project)
Kshamtalaya
Simple Education Foundation

Goa
Bookworm Library & Trust

Gujarat
Cohesion Trust
Samerth
Samait Shala
Khamir
Prabhat Education Foundation

Haryana
Shaheed Virender Smarak Samiti (SVSS)
Varitra Foundation

Himachal Pradesh
Aafaaq Foundation
Aavishkaar Yaatraa

Jammu & Kashmir
CHINAR International
JKASW (Jammu & Kashmir Association of Social Workers)

Jharkhand
Pratigya

Karnataka
Vision Empower
Maarga
NCF (Nature Conservation Foundation)
Vidya Mytri Trust
SeasonWatch
ASHA
APD (Association of People with Disabilities)
Gubbacchi
Samridhdhi
Makkala Jagriti
Sahasra Deepika International for Education
Caring with Colour
SATH
ArtSparks Foundation

Ladakh
rZamba

Madhya Pradesh
Pararth Samiti
Meri Gaon Mera Dunia

Maharashtra
Vardishnu
NFBM (National Federation of the Blind)
AWMH (Association for the Welfare of Persons with a Mental Handicap)
Universe Simplified Foundation
Adhvan

Unnati
Swadhar Akshardeep
CR Ranganathan Residential School for the Deaf (Shri Sadguru Saibaba Seva Trust)
Palakniti/ Khelghar
The Society for the Door Step School
Apni Shala Foundation
Society of Parents of Children with Autistic Disorders (SOPAN)
CSA (Catalysts for Social Action)
Sajag Trust
Samaaveshi Paathshala
Aseema Trust
Chehak Trust
Mimaansa
Urmi Foundation
Kalpakta
Suhit Jeevan Trust
Dnyankala Sanvardhini Sanstha
Gram Urja
Masoom
Navjeevan Lokvikas Sanstha
Ovee Trust
Pencilbricks
BELIEF(Better Education Lifestyle and Environment Foundation)
Mil Ke Chalo
Palakniti Parivar/ Khelghar

Manipur
Library for All
RREA (Recognize, Rise and Empower Association)
CCI (Centre for Community Initiative)

Nagaland
Community Educational Centre Society (CECS)

Odisha
Gramothhan
Chale Chalo
Patang
Klorofeel
Unmukt Foundation
Ashayen Foundation

Pondicherry
Satya School
Language Research Lab

Rajasthan
Kshamtalaya
Prayas Society
Vidhyalay Udhyam
Digantar Shiksha Evam Khelkhud Samiti

Tamil Nadu
Vidhya Vidhai
Kanavu
Kalvi Thunai
Native Medicare Charitable Trust
Olcott Memorial School
Vanavil
Eikas Foundation
FEATHERS
Forest Way Trust
FICUS

Telangana
ASWA (Amma Social Welfare Association)
Inquilab Foundation
Safdaria School
Ashray Akruti

Uttar Pradesh
Army Navy Air Force Wives Activity Trust (ANAWA)
Lokmitra
Swatantra Talim
Pratibimb Charitable Foundation
Simple Education Foundation

Uttarakhand
Aarohi
Latika Roy Foundation
Space for Nurturing Creativity (SNC)
Samanta Foundation

West Bengal
Dooars Jagron
Towards Future
Vikramshila Education Resource Society
Udayan
Graham Bell Centre for Deaf (GBCD)
Mentaid
Sanchar AROD
Vikramshila Education Resource Society
Shikshamitra

wipro foundation