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SEP 2018–AUG 2019
INDIA

MAKE A DIFFERENCE

Annual Report
2018-19

All children in need of care and protection in India are able to realise long-term outcomes equitable with middle class.

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MAKE A DIFFERENCE
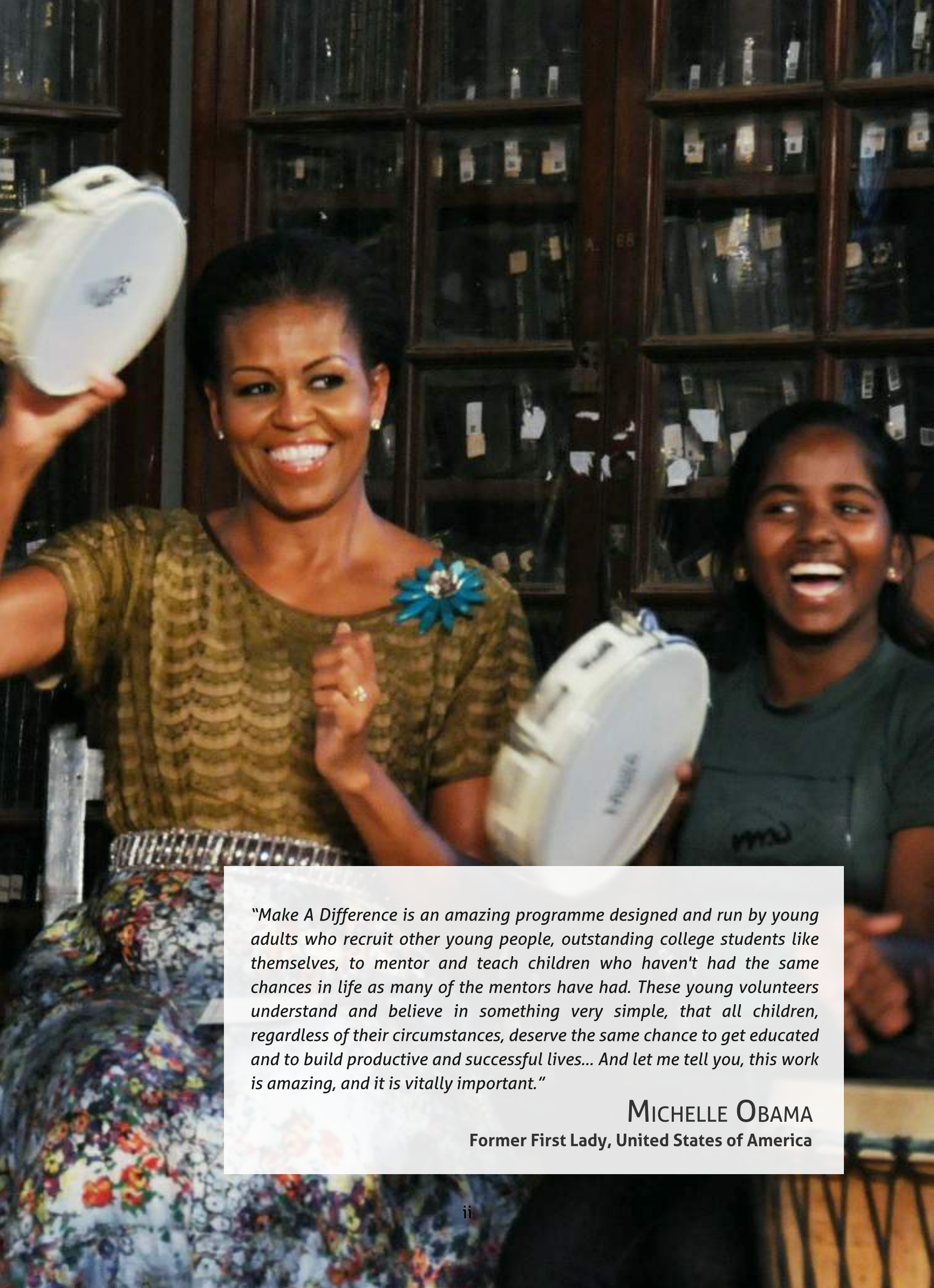
"*Make A Difference is an amazing programme designed and run by young adults who recruit other young people, outstanding college students like themselves, to mentor and teach children who haven't had the same chances in life as many of the mentors have had. These young volunteers understand and believe in something very simple, that all children, regardless of their circumstances, deserve the same chance to get educated and to build productive and successful lives... And let me tell you, this work is amazing, and it is vitally important.*"

MICHELLE OBAMA
Former First Lady, United States of America

2018 was a coming of age year for Make A Difference as an organisation that has grown and matured, and is ready to engage with the larger world. In 2019 we published the results of our Problem Definition research funded by DXC Technologies- a multi-city research to better understand the adult outcomes of children who grew up in shelter homes. This threw up eye opening data - For every 3 adults we interviewed, at least 1 of their shelter peers was reported to have died or gone mssing. A vast majority (93%) of them under the age of 35; 46% lost within 10 years of leaving institutional care. During this research alone, 7 of our respondents passed away. This did not seem normal.

These are children who have been given food, shelter and education till the age of 18; more than 50% of them finished 10th std; 25% of them progressed beyond 12th; then what is leading to such a disproportionately alarming mortality rate in children in need of care and protection (CNCP). The majority of CNCP (71%) has undergone Adverse Childhood Experiences (ACE) ranging from experiences of violence (38%) and deprivation (32%); neglect or lack of attention and care (24%); fear of their personal safety (12%); abuse (7%) before being placed in care. ACE disrupts the neurodevelopment of children and leads to social, emotional and cognitive impairment. Such unaddressed ACE leads to adoption of health risk behaviors and even early death. Most shelter homes in India do not have trained caregivers who know how to support and enable children who have experienced trauma or deal with developmental needs of children as they grow in their lives. This leads to further breakages which come back to haunt them in their adult life.

Make A Difference has been working with CNCP for the past 13 years, with enabling 3500 children living in 64 shelter homes across 23 cities. Over the past years, we have been able to consistently shift the outcomes of CNCP to levels that it is practically indistinguishable to a child from a middle-class family. Our research noted that not more than 50% of CNCP passed 12th std while with MAD's support the number went up to 94% with more than 51% securing first-class honors. In a demography where only 15% continued education after 12th std, in MAD 72% went to college and 98% of them progressed consecutively, over 70% of youth who completed college got placed with a minimum salary of 10,000 monthly. The secret ingredient to these successes in the MAD Model is CARE. ACE leads to various levels of trauma but every child can heal and thrive in the real world if they have access to safe, stable and supportive relationships in their lives.

The recently concluded external impact evaluation by CSSL found that personal attention was perceived as the most distinguishing feature of the sessions conducted by MAD. Our strength is in building deep bonds between children and our volunteers, from the age of 10 till the age of 28, enabling them to develop and experience multiple positive relationships in their lives where they feel safe and cared for. This plays a crucial role in building the child's self-worth, self-esteem and trust levels. Through this caring individual we are able to deliver the support children would require at different life stages ranging in areas of Basic Literacy, Numeracy, Academic Support, Career Awareness, Exposure, Transition Readiness, Self Help Groups, Placements, Family Planning, Life Coaching, Crisis Support and Logistical & Financial support. The next level up for MAD would be upgrading the age transitional model based on relevant child development theories and ensuring that we heal the children who have experienced trauma as well as ensure that their development pathways are unblocked so that they thrive in the real world.

Jithin C Nedumala
Founder & CEO

WHO WE ARE

Make A Difference (MAD) is a youth driven, non-profit organization working to ensure equitable outcomes for children in need of care protection across India.

Registered as a non-profit in 2006, Make A Difference works with 3,641 children in 64 shelters across 23 cities in India, through a highly efficient 3,800 strong volunteer network.

Volunteers commit a year and spend between 2 and 10 hours every week mentoring, teaching and interacting with children in order to ensure that they get the development, support and care they need during childhood.

Why we exist

According to UNICEF, India is home to the largest child population in the world, with 400m children that include an estimated 31m orphans, and nearly 176m of these are considered to be in need of care and protection. Children at risk in India, whether orphaned and otherwise, often end up in shelters, which are under resourced and often focused more on basic needs than either childcare or longer-term progression. The result is that both quality of life and adult outcomes for children in this demographic are very poor, leading to cycles of poverty and abandonment. With inadequate educational qualifications, life skills, financial or emotional support to cope outside these institutions; children who have grown up in shelters often take up menial jobs, or get trapped into alcoholism, violence, drug abuse, prostitution or trafficking. Solutions often struggle with the scale of the problem, and are commonly single dimensional or isolated. This is compounded by the fact that little useful data exists because it has historically been difficult to track what happens to children after they leave shelters. Make A Difference exists to address these challenges on both a local and a systemic scale.

GOALS

Vision

Our vision is that even the most vulnerable children in need of care and protection are able to realize equitable outcomes.

We understand the *most vulnerable* as children who either do not have a family to support them, or children whose families are unable to provide a safe space for them to grow up in. Many of these children end up in shelters, which struggle to address more than infrastructure and basic needs, so Make A Difference focuses on providing them with additional care and support systems to ensure that they flourish.

Mission

Make A Difference mobilizes young leaders towards ensuring equitable outcomes for children in shelters through empowering the child, improving the ecosystem and enabling the sector.

Targets

Our minimum target is to ensure that these children are able to live a life free from exploitation and are capable of managing emotional and financial life crises.

However our real goal is for children we work with to end up on par with a stable middle class demographic that allows them to break the cycle of poverty and abandonment.

STRATEGIES

Make A Difference mobilizes young leaders to ensure equitable outcomes for children in care and protection across India. We do this via three broad intervention strategies that ensure holistic development and support :

1. **Empower children** through better emotional health, life skills, exposure, educational support, transition readiness and aftercare.
2. **Improve the ecosystem** around them by driving better practices among the institutions that directly affect their lives; primarily shelters, schools, family, state and society.
3. **Enable the sector** through better data, sharing knowledge and building coalitions and networks.

Our programs are designed around three key theories of change:

Children have better adult outcomes if empowered on a number of fronts, specifically emotional resilience, life skills, learning, qualifications and work readiness.

1

Better care practices among institutions and agents that impact the child result in better quality of life as well as better long term outcomes. The primary agents are shelters, schools, family, state and society/community.

2

Ongoing systematic connection with and intervention through young volunteers provides longer term personal networks and support systems for children in shelters. This results in more sustainable outcomes and better opportunities for children exiting shelters, while simultaneously developing agents of change within our broader society.

3

SOLUTIONS

92% of children in shelter homes typically drop out of school by the age of 18. However, we have reversed the trend for those who have been through our programmes, and more than 90% of the children we work with have continued into higher education post 18.

1

Through our core programmes, **Ed Support, Foundational Programme, Dream Camps**, **Transition Readiness & Aftercare,** Make a Difference creates a support system and an emotional safe space for children in shelters by ensuring every child has at least 3 adults who care for them, understand them and who they can reach out to when they feel overwhelmed.

2

Children have access to **trained mentors** for a minimum of 2 hours a week from the age of 10 to 18, with a lighter touch approach upto 28 once they leave the shelter home. Mentors spend time getting to know children and developing a customized plan for each child. This plan includes not just academic support but also life skills, personal discovery, art, music and language lessons delivered by teams of volunteers on the ground.

3

Depending on the age and need of the child, Make A Difference's programmes include career awareness activities, helping them identify their career path and supporting their **transition** to further education with both placements support and funding when required.

4

We also work closely with the shelter they are living in to ensure their **basic needs** are taken care of, interact with their teachers to understand their developmental needs, and engage with their guardians to build support for their choices and progression post-shelter,.

5

The most powerful feature of our solution is that by the time the child comes out of the shelter home they already have strong relationships and bonds with at least **10 mentors** who become their community when they need them the most.

IMPACT META MODEL

FROM EXPLOITATION
OF CHOICE
FREEDOM

ABILITY TO COPE WITH LIFE CRISIS
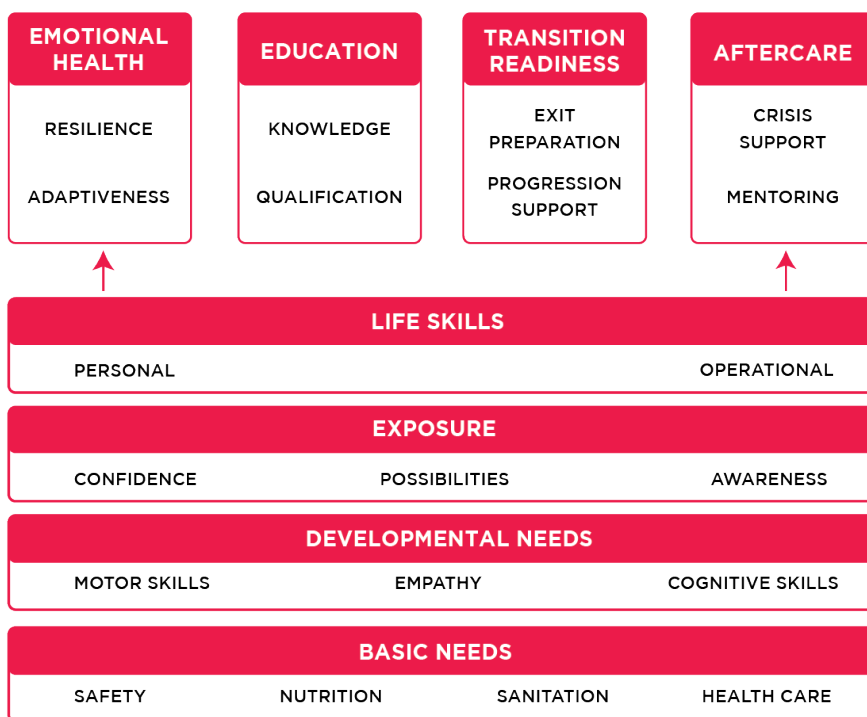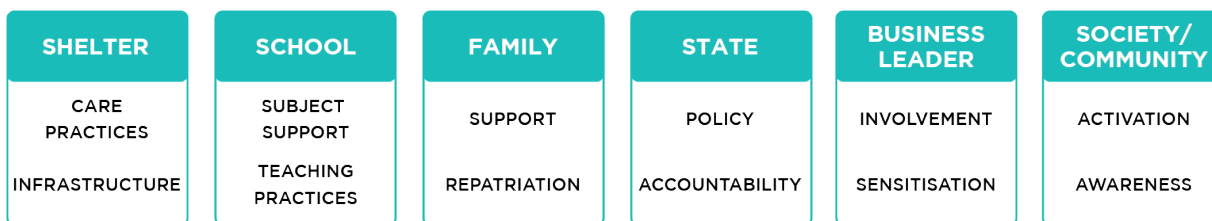EMOTIONAL/ PERSONAL
FINANCIAL
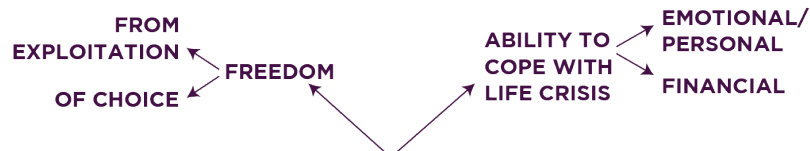
MOBILISE YOUNG LEADERS TOWARDS ENSURING **EQUITABLE OUTCOMES** FOR CHILDREN IN SHELTERS THROUGH **EMPOWERING THE CHILD**, **IMPROVING THE ECOSYSTEM** & **ENABLING THE SECTOR.**
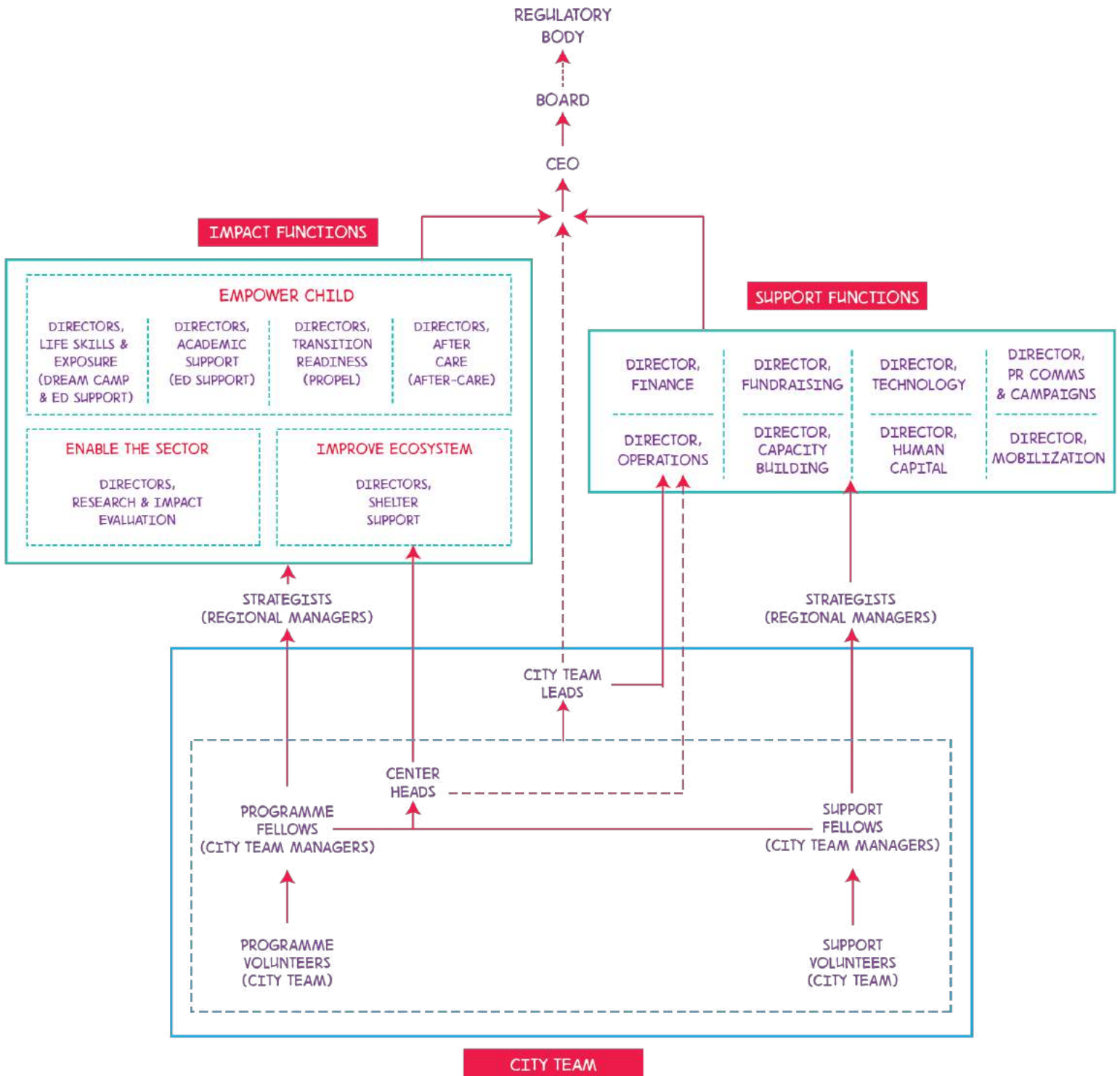
EMPOWERING THE CHILD

EMOTIONAL HEALTH	EDUCATION	TRANSITION READINESS	AFTERCARE
RESILIENCE	KNOWLEDGE	EXIT PREPARATION	CRISIS SUPPORT
ADAPTIVENESS	QUALIFICATION	PROGRESSION SUPPORT	MENTORING

LIFE SKILLS

PERSONAL	OPERATIONAL

EXPOSURE

CONFIDENCE	POSSIBILITIES	AWARENESS

DEVELOPMENTAL NEEDS

MOTOR SKILLS	EMPATHY	COGNITIVE SKILLS

BASIC NEEDS

SAFETY	NUTRITION	SANITATION	HEALTH CARE

IMPROVIING THE ECOSYSTEM

SHELTER	SCHOOL	FAMILY	STATE	BUSINESS LEADER	SOCIETY/ COMMUNITY
CARE PRACTICES	SUBJECT SUPPORT	SUPPORT	POLICY	INVOLVEMENT	ACTIVATION
INFRASTRUCTURE	TEACHING PRACTICES	REPATRIATION	ACCOUNTABILITY	SENSITISATION	AWARENESS

ENABLING THE SECTOR

PROVIDE DATA	SHARE KNOWLEDGE	BUILD COALITIONS & NETWORK
FIELD RESEARCH	CONFERENCES & ONLINE PLATFORMS	PARTNERSHIPS & COLLABORATION
MONITOR CHANGE	REPORTS & WHITEPAPERS	HUB INFRASTRUCTURE

GOVERNANCE & ORG STRUCTURE

REGULATORY BODY

BOARD

CEO

IMPACT FUNCTIONS

EMPOWER CHILD

DIRECTORS, LIFE SKILLS & EXPOSURE (DREAM CAMP & ED SUPPORT)

DIRECTORS, ACADEMIC SUPPORT (ED SUPPORT)

DIRECTORS, TRANSITION READINESS (PROPEL)

DIRECTORS, AFTER CARE (AFTER-CARE)

ENABLE THE SECTOR

DIRECTORS, RESEARCH & IMPACT EVALUATION

IMPROVE ECOSYSTEM

DIRECTORS, SHELTER SUPPORT

SUPPORT FUNCTIONS

DIRECTOR, FINANCE

DIRECTOR, FUNDRAISING

DIRECTOR, TECHNOLOGY

DIRECTOR, PR COMMS & CAMPAIGNS

DIRECTOR, OPERATIONS

DIRECTOR, CAPACITY BUILDING

DIRECTOR, HUMAN CAPITAL

DIRECTOR, MOBILIZATION

STRATEGISTS (REGIONAL MANAGERS)

STRATEGISTS (REGIONAL MANAGERS)

CITY TEAM LEADS

CENTER HEADS

PROGRAMME FELLOWS (CITY TEAM MANAGERS)

SUPPORT FELLOWS (CITY TEAM MANAGERS)

PROGRAMME VOLUNTEERS (CITY TEAM)

SUPPORT VOLUNTEERS (CITY TEAM)

CITY TEAM

REACH 2018/19

3030 *VOLUNTEERS*

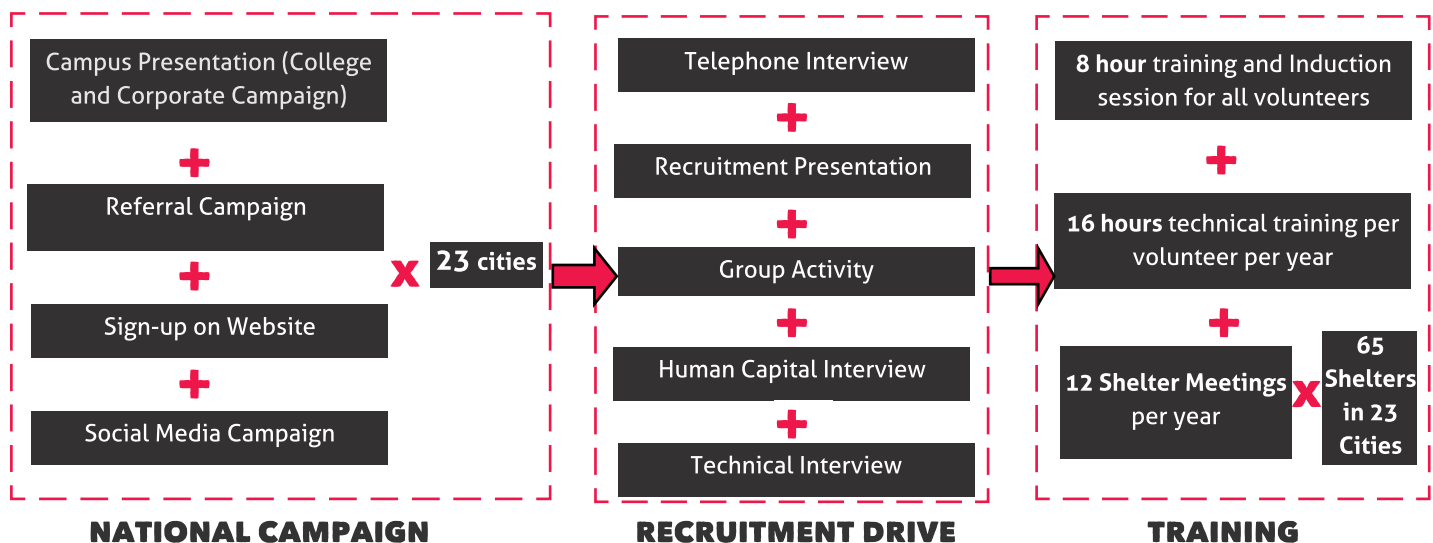**3287** *CHILDREN WE WORK WITH*

23 *CITIES*

59 *SHELTERS*

DELIVERY

Make A Difference is one of the first organizations in India to have developed a fully sustainable volunteer-based delivery model. We have mobilized over 21,500 young leaders to volunteer with children since 2006.

At Make A Difference (MAD), we ensure that children get the best of their city's young leaders and they have role models to look up to. MAD has established itself as an exciting and energetic organization that provides unique platforms to create positive change in the lives of children around the country. Volunteers identify with MAD's brand of passionate 'can do' spirit. They value the rewards of teaching and engaging with young children around the country and of witnessing the progressive change brought into their lives.

Engaging youth and channeling their energy into social causes is something most organizations in the social spaces struggle with. We pride ourselves on having a sustainable, robust and effective volunteer engagement model.

How we do it

NATIONAL CAMPAIGN	RECRUITMENT DRIVE	TRAINING
Campus Presentation (College and Corporate Campaign)	Telephone Interview	8 hour training and Induction session for all volunteers
+	+	+
Referral Campaign	Recruitment Presentation	16 hours technical training per volunteer per year
+	+	+
Sign-up on Website	Group Activity	12 Shelter Meetings per year x 65 Shelters in 23 Cities
+	+	
Social Media Campaign	Human Capital Interview	
	+	
	Technical Interview	

x 23 cities

We receive over 25,000 applications every year, and and applicants go through a 4-round interview process to find the best candidates across the country. Selected volunteers commit to a minimum of a year, and are then provided training and induction sessions based on their profile, before they are challenged and empowered to make a difference on the ground.

| 2 years	97%	28,452
Average period for which a volunteer works with MAD	Volunteers who believe they are making a real difference	Applications received for volunteering in 2018-19

CULTURE & VALUES

We invest significantly in building a culture that ensures our team members enjoy and learn from being part of a high functioning collective, because we realize that the right culture is the best driver of passion, care, ethics, quality and professionalism in the delivery of outcomes.

At MAD we treat values with great importance, as they are critical building blocks of a resilient culture. We also only recruit from people who have directly volunteered with or previously worked to support disadvantaged children to ensure a common bond and focus on child connect. We have embedded a series of care-oriented practices to ensure the safety of children on a cultural as well as practical level.

MAD Values
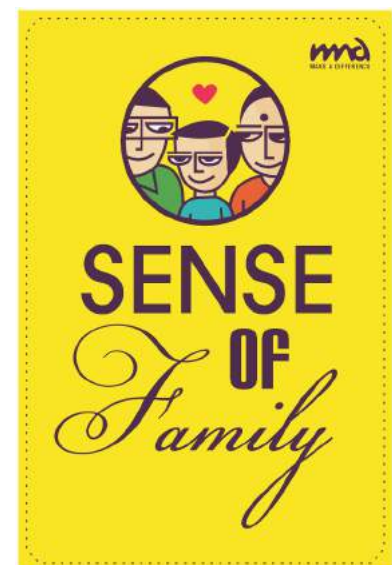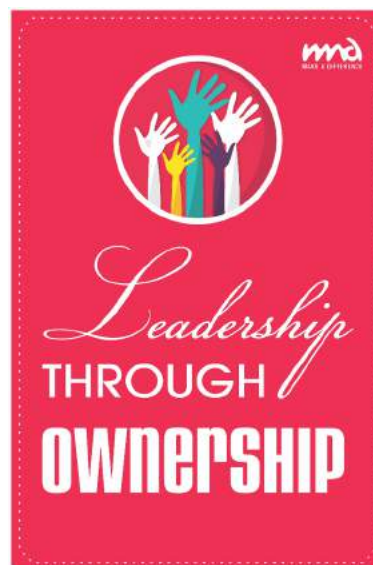
Value # 1: Cause above Self

We are driven by a sense of possibility that we as a community can create a fair world for children at risk. Our mission is bigger than ourselves.

Value # 2: Leadership through ownership

In MAD, when you see an issue arising, either internally or socially, you are expected to do something about it. You are expected to take ownership and act till the problem is solved.

Value # 3: Sense of Family

In MAD, we work together as a family that stands by each other during thick and thin. We support each other, and work hard to ensure there is a safe space for everyone to be free to be themselves.

INNOVATION

We are an award winning NGO and one of the sector leaders in the use of cutting edge technology. With just 33 full time employees designing and managing programmes across 23 cities, we leverage technology to stay lean and drive transparency, effectiveness, quality and performance across our operations.

MADApp

MADApp is one of a kind internally developed web and mobile volunteer management app designed to empower communities to self-mobilize. It provides real-time information on every one of our activities on the ground, and is used to drive quality standards within the organization. It has been showcased in forums including the Harvard Kennedy School of Government.

API Core

Core API is a centralized API(Application Programmable Interface) for all operations on MAD Database. This will enable external companies and volunteers to develop applications for MAD. This approach will solve many issues with the earlier model(sharing database access with external companies) like privacy issue for volunteers and students, requires hand holding when working with our database, etc. Other advantage of this approach includes reduction of development time, quicker uptake time for new developers, and a more maintainable codebase.

ESMA

To enable the regular collection, aggregation and analysis of operational data, we have designed a mobile-based web app called ESMA (Ed Support Mobile App). This app is used by both teachers and mentors to capture on-ground operational data on a weekly basis. The app is also designed to analyze this data and provide appropriate reports to each of our service delivery teams from teachers to National Directors. The app captures both Ed Support Program and Foundational Program.

DONUT

DONUT is a mobile app that has revolutionised financial transparency in MAD by completely eliminating the need for paper receipts for personal donation received. It issues E-receipts directly to the donor as soon as a donation is made. MAD thus receives and is able to track real time data on funds raised.

20,941
All-time Unique users for MADApp

1,53,35,260
Funds deposited through DONUT in 2018 (in INR)

2,217
Number of successful donations processed by DONUT

SUCCESS STORIES

ASHISH

Student of our Ed support programme in Mysore scored 85% in Class 10. This is what he always aimed at. Constantly for a year, he had put aside everything such as playing or participating in any other recreational activity. All he used to do for the longest time was to study, solve worksheets especially Math. Post the results this is what he said- "I scored well but I could have done better if I gave enough importance to English as well. I should have practiced writing answers and sought help from Anna and Akka (from MAD). Passing is easy in Class 10th but scoring high is tough. I am now in 11th standard and determined to be a

DHANYA

"Class 10th is tough," is all I had heard and it scared me right from the begnining. The thought of studying made me shiver. She also had a lot of daily work to complete, like prayer and extra classes. I thought I'll not get time to study at all, but once the timetable was set for the whole day by Anna and Akka, I feel better and confident to study. I got very scared in the exam hall on the first day and lost track of time as well. But I tried my best from the next exam and it turned out better. I was jumping as paper was good. I wrote all exams but I was still confused. Anna had told me to write the marks I may get in my exams on a piece of paper and asked me to open when the results came. I was very happy when the results came because my marks were more than expected. I am still confused about what I would want to become but I have decided to study hard for first year PUC."

SHILPA

Shilpa, a class 5th girl part of our Foundational Skills programme initially was detached and disinterested in reading English. She wasn't even trying but now more than one year in the programme she tries to read using the sounds that are spoken and taught by the Didis and Bhaiyas! She had said "Many months back my English teacher had asked me to read a paragraph from a textbook at school. This made me nervous and I stood frozen, I was not able to read even a word. However, recently when my teacher asked me to do the same, I tried to read simple sentences and even her teacher encouraged and complimented her for the same. She was very happy about that!

ANJALI

Anjali, a 10th standard girl (in a shelter we work with) was someone who would not easily open up to people and was always in self doubt. She was very low on confidence and was always worried about whether she would even pass or not. Due to the same reason she started to loose interest in classes too. All the other volunteers who taught her noticed the same about her. She was good in studies but all she needed was to believe in herself and thus we started focussing on building her self confidence. In every class we would take out some time to have a conversation with her and always appreciated even the slightest of improvement in her. The change was happening and when the result of class 10th came out we found out that she stood first in her class amongst 40 students, scoring 82%. Anjali is now a much more confident and happy girl.

HIGHLIGHTS

Percentage of Children who passed 10th standard Board exam

94%

Percentage of youth receiving scholarships for tuition and living costs

78%

High school Youth leaving shelters and placed with jobs & universities

89 %

Children motivated to pursue their dreams

98%

Total hours of career guidance + admission support given to each youth in 12th std

26

Percentage of children who passed year-end exams (grades 5-10)

95%

Young leaders trained

2800+

Total community service hours by volunteers at MAD

1,000,000

Number of Dream Camps conducted

37

Applications received for volunteering in 2018- 19

28,452

Hours of learning support per child

136

Number of corporate employees engaged

664

Volunteers who believe they are making a difference

97%

Number of Teacher training conducted

80

Reach on Facebook

4,06,672

MONITORING

We design for and monitor impact on both macro and micro levels and develop our programmes specifically to target the impact we want. We see macro indicators as those that are indicative of the long term quality of life we aspire for the children we work with, and micro indicators as those which we expect will add up to effect that change.

Research

We are working on scalable models and holistic solutions that in the longer term will both aim to increase the support systems available for abandoned children and also improve the way shelters are managed and run.

To ensure that we get these right, we invested significantly in field research to test and validate sector assumptions around long term outcomes and to allow us to better prioritize the interventions we deliver. Through our in-house Problem Definition and Research Team, we understood the effects of institutionalization on longer term life outcomes of children. By studying the lives of 35 year old adults who grew up in institutionalized environments across the country, the team aims to identify the real drivers behind negative outcomes and create sustainable and effective solutions to address them.

We address and track indicators at different stages up to the age of 28, starting with early stage indicators we believe fundamentally affect trajectory. Some of the indicators we look to measure are:

- *Fundamentals of literacy and numeracy*
- *Confidence and self-esteem*
- *Core life and social skills*
- *10th Std Grades*
- *12th Std Grades*
- *Core transitional and independence skills*
- *Progression to further education or vocational training*
- *Stable housing post shelter*
- *Progression to career oriented work*
- *Financial stability*
- *Earning Threshold*
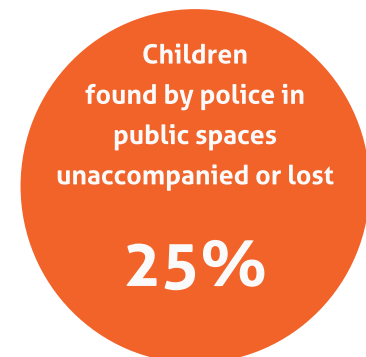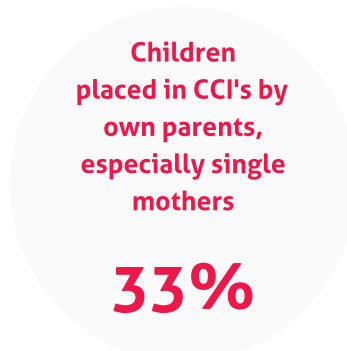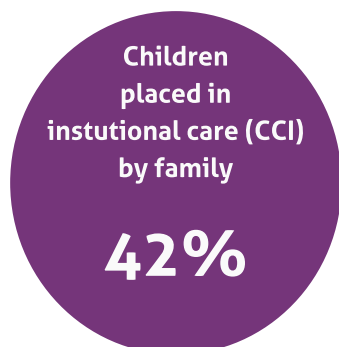- *Freedom of Choice*
- *Social Inclusion*

PROBLEM DEFINITION RESEARCH

Supported by DXC Technology, MAD carried out the first ever long-term adult outcomes research focusing on adults (Age 30+) who grew up in childcare institution in India. This took 18 months , to cover 583 individual interviews successfully (60% men and 40% women), across 5 cities in India. Since no formal tracking mechanisms were ever instituted across the care system, the real challenge was finding adults who left shelters more than a decade ago, let alone building the trust to get them to open up and share their life journeys.

Key findings

Pre institutionalization : main drivers of entry to child-care institutions (CCI)

- 36% due to Poverty, with families unable to support their children
- 32 % due to family breakdowns or single parents unable to cope
- 20% due to children being orphaned or abandoned
- 15% children we are lost or missing

Children placed in instutional care (CCI) by family

42%

Children placed in CCI's by own parents, especially single mothers

33%

Children found by police in public spaces unaccompanied or lost

25%

Institutionalized life: Life in shelter

- 84% entered shelter homes between the ages of 4 -13 years
- 26% entered shelter homes between the ages of 4 -6 years
- 31% entered shelter homes between the ages of 7-9 years
- 27% entered shelter homes between the ages of 10-13 years

90% children spent more than 5 years of their life in the shelters

53% spending more than 10 years in institutional care

Access to education is available but only 25% passed 12th standard 25% did not pass 8th standard.

Transition to real world

- 55% children left shelter homes unskilled, unemployed with basic education
- Only 23% children finding apprenticeship

Prime concerns of Children/Youth exiting shelters

- Food
- Housing
- Employment
- Identification documents
- Public Distribution Systems - Government support for food

Adult Outcomes

Perception and Negative stigma - children/adults from shelter backgrounds are wrong-doers receiving "correctional" . There is huge impact of this negative stigma at various levels.

Impact on Employment

- 60% children/adults are earning less than Rs. 15000 per month
- 34% children/adults are earning less than Rs. 10,000 per month

Impact on Housing

- 26% live in owned property
- 62% percent live in the slums
- 12% (all women), return to wither shelters or old age homes
- 72% of respondents reported preferring their shelter life compared to their current life

Lost Generation Outcomes

Early Mortality, trafficking and other forms of indentured labour and slavery

76% reported as dead ; 24% reported as missing

1 in 3 adults interviewed reported death or disapperance of shelter peers, of whom

93% were under the age of 35

46% were lost within 10 years

Reasons for the Death (All preventable)

24% due to tuberculosis and fever
20% due to depression-linked suicide
10% due to accidents
6% alcohol or drug addictions

THIRD PARTY ASSESSMENTS (CSSL & LSAS)

Why was it conducted?

In 2017 a small exploratory study was conducted among 30 children in Bangalore by an external independent researcher and through that we realised the volunteers reaching out and showing care to the children on a regularly had far greater softer impact than just academic scores. Some of the highlights of the study included the children expressing increase in their happiness, level of freedom they felt in class, confidence, self esteem, sense of friendliness etc. Therefore, as a follow up of this we decided to conduct a larger level third party survey to understand the impact we were creating in children in addition to the learning outcomes that Ed Support had always been achieving. The fourfold objectives therefore of the survey included:

- Need to conduct a wider ranging study of softer impacts
- Evaluation by an independent body to build credibility
- Support future fundraising
- Further improve programme design

How was it conducted?

An independent third party **Centre for Science of Student Learning (CSSL)** who has had experience of conducting similar surveys for more than 150,000 children across the country was contacted for the survey. Through the study, MAD and CSSL worked on measuring the learning outcomes in Language and Mathematics achieved by children under Ed Support and the softer impact of our interventions on children including their attitude towards significant areas in their life, (viz, peers, teachers, shelter wardens, school related tasks and social skills), the impact of shelter environment on them and their life-skills proficiency. *The study was conducted among 5th to 12th standard children, a total of 1379 children across 29 shelters and 12 cities participated in the study.*

....
Highlights from the study (CSSL)
....

90.6%

Children supported well in preparing for their examination by MAD volunteers

84%

Children receiving functional competency in Math in Grades 6 - 8

92.4%

Children receiving functional competency in Math in Grades 9 - 12

90.9%

Children supported well in preparing for their examination by MAD volunteers

73.2%

Children receiving functional competency in Language comprehension and writing proficiency in Grades 6 - 8

83%

Children receiving functional competency in Language comprehension and writing proficiency in Grades 9 - 12

THIRD PARTY ASSESSMENTS (CSSL & LSAS)

Attitude towards significant areas

53% of children were reported as Concerned about peers in school and shelter. They consider teachers to be a source of guidance. Strong sense of perseverance and belief in working hard. They are willing to use lose-win solutions for conflict resolution. They are concerned more for others than self while managing relationships during the attitude survey while 25% of children were reported to be Concerned about peers in school and shelter. They believe that they must be interested in order to persevere. They handle conflicts with mostly self-winning solutions. They are more concerned about their own self in managing relationships.

In addition to CSSL we also wanted to explore the current skill level of children in Life skills which have a direct effect in their ability to progress year on year in education as well as reduce their rate of dropout from school. For this the standardized and widely accepted **Life Skills Assessment Scale (LSAS)** was used and the following was the impact recorded from that study. *The study was conducted among a total of 966 children across 29 shelters and 12 cities.*

Life skills:

Highlights from LSAS Impact Assessment

87%
children scored functional or ideal in social interactions

85%
children scored functional or ideal in thinking skills like understanding and following instructions

74%
children scored functional or ideal in taking initiative

80%
children scored functional or ideal in communication and managing conflict

78%
children scored functional or ideal in thinking skills like overcoming difficulty and solving problems

What Next after Impact Assessment?

Based on the results of CSSL and LSAS, we have been able to establish a baseline in learning outcomes for mathematics and language as well as life skills for the children. The next step is to be able to establish a baseline for science as well. Apart from that, we want to be able to conduct beginning of the year and end of the year assessments regularly. However, we have realised that for this to be successful the execution process of these surveys need to be streamlined and aligned to our current data collection mechanisms. Additionally, we also need bandwidth, either internal or external to do large scale data analysis. Therefore, over the next two to three years we plan to work on these aspects to make the Impact Assessment process more robust and regularised.

ACHIEVEMENTS & AWARDS

Our work in India has been recognized by eminent people around the world, including Michelle Obama who chose MAD as one of the few organizations to visit on her trip to India in 2010. We have also consistently won awards for excellence, including:

2019	**Great Place To Work Institue - Top 6 Great Mid-size Workplaces, India**
2018	**Great Place To Work Institue - Top 10 Great Mid-size Workplaces, India**
2017	**Great Place To Work Institute - Top 20 Great Mid- size Workplaces, India**
2015	**Great Place To Work Institute - Top 100 Great Mid-sized Workplaces, India**
2015	**Great Place to Work Institute - Top NGO to Work For, India**
2015	**World HRD Congress Certificate of Merit for encouraging diversity and inclusion for growth**
2014	**Website of the Year India Award - Winner, Charities Category**
2014	**iVolunteer Award: Winner, Volunteer Engagement**
2013	**eNGO Award - Winner, Communications and Outreach category**

*Awards prior to 2013 are not mentioned

GREAT PLACE TO WORK

MAD has been recognized as one of India's top 10 Great Mid-Size Workplaces in India.

Every year Great Places to Work®, conducts a worldwide survey that establishes the standards for a great workplace. Their annual research is based on data representing more than 10 million employees in 50 countries representing about 6,000 organizations and every year they release a list of top 100 Great places to work country wise. *This year, among the 600 organizations evaluated, we made it to the list of top 10 Great Mid-Size Workplaces in India.*

MAD is a place where people are empowered to take on big real world challenges and do meaningful work. It is a place where learning and development happens in a community of 3,800 young leaders across 23 cities. We pride ourselves in providing a safe space based on trust and mutual emotional support.

A major driver of our success has lain in breaking away from the standard approach of simply copying and adapting norms, and instead designing and developing a high functioning collective that is specifically built for impact.

Great Place To Work.®

Certified

INDIA

Ranked

#6

Our formula of making a Great Workplace is four pronged:

1. **Empowering teams** - MAD team members are empowered by driving high levels of ownership by trusting them with work typically done by much experienced individuals in other companies and organizations.

2. **Supporting people** - We strive to treat our people with care. We drive development by increasing expectations and correspondingly also the support to help them meet those expectations.

3. **Creating a safe space** - We focus on enabling personal connections and safe spaces within our community that enables a culture of open feedback and retrospection that improves us year on year.

4. **Appreciating people** - With an overarching value of care and appreciation, we ensure that our team members receive high amounts of personal value and great working relationships.

SPECIAL BOND

ABOVE: Volunteers of Make A Difference celebrate their Friendship Day with the children of Shelter

Today, the Bengaluru-based non-profit works with roughly 3,500 children every year and provides them guidance and support in every aspect of their lives—from academic aid such as literacy and numeracy to emotional health, life skills and work readiness

In order to do that, it has recognized that building a good work culture within is just as important. It encourages employees to enable one another in performing their tasks, and growing in their careers and personal lives.

Nobody reports to CEOs Nedumala and Tayabali, and there are no annual performance reviews. The firm's directors and other employees, or strategists as they're known internally, hold a meeting once a week and everyone reports for that open forum. Goals are tackled collectively rather being looked at, and evaluated, individually.

THE HINDU
CITIES ▸ VIJAYAWADA
Published: August 16, 2016 00:00 IST | Updated: August 16, 2016 07:08 IST VI.
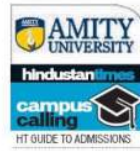
Inspiring tale of 'terrific trio'
• Special Correspondent

19-yr-old homeless boy makes the cut to DU

INSPIRING Vijay Singh had an accident and lost a leg after running away from home, 10 years later he has bagged a seat in a DU college

AMITY UNIVERSITY
hindustantimes **campus calling**
HT GUIDE TO ADMISSIONS

Shradha Chettri and
Vaani Aggarwal

NEW DELHI: Vijay Singh was nine-years-old when he ran away from home in Assam.

It was difficult, he says, leaving his mother and three siblings behind in the hunt for a better life. Around 10 years later, Vijay is a student of Shaheed Bhagat Singh College at Delhi University.

When he left home, he was young — so young that he doesn't even remember the name of his village — brash and irrational. And he wanted to escape from his alcoholic father.

Life, however, seemed to have different plans for him. Immediately after running away from home, the young boy had an accident and lost his right leg.

"I remember waking up at the hospital only to find to my horror that my right leg was gone. I stayed at the hospital for three months. After being discharged, I did not go home. I went back to the railway station," he said.

However, there were very few options of a better life that the railway station offered. So, with a boy that he had befriended at the station, he boarded a train that was headed towards Delhi.

"The train brought us to the Old Delhi Railway station where I stayed for some days," Vijay said. His friend left him some days after, leaving him to fend for himself.

Loitering around at the busy station, Vijay was rescued by

▸ Vijay Singh says the decision to run away and leave his family was difficult but it was the only choice he had. SONU MEHTA/ HT PHOTO

"On June 19, 2007, I came to Bal Sahyog here in Connaught Place. Since then, this has been my home, the place from where I struggled and achieved everything I have in my life today. After coming here I started studying and had decided that I will work hard and make a name for myself," he said.

He said that he studied at the school inside the shelter home till Class 8, after which he was moved to Government Boys Senior Secondary School at Mata Sundri Road. Since then, he is being helped by an organization called Make a Difference that has been guiding and supporting him. Vijay completed his Class 12 and managed to score 70% in CBSE.

This year, Vijay found his name in the second cut off list at Bhagat Singh College, where he will now be pursuing Political Science (honours).

"I always had interest in politics a. So, I decided to study this subject," said Vijay.

Last month, he adds, he had to leave the shelter home after having turned 19.

"On June 19, I left the shelter home and shifted to a paying guest facility. It was difficult initially, but people from MAD (Make a Difference) are doing all they can to support me financially and morally," said Vijay. He has taken up work at a mobile repair store meanwhile to support himself financially.

Making a difference to the kids' lives

One of the many student volunteers of Make A Difference.

RAVIKANTH REDDY

An amazing change among students over the years in their increasing participation in social activities despite severe academic and employment competition they have to face.

Social consciousness is on the rise, and in a way their participation in such activities tests their managerial abilities as well. Make a Difference (MAD) is one such Indian non-profit organisation that is attracting engineering and management students to its fold.

MAD mobilises young leaders to enable equitable outcomes for children in shelters across India. "There are millions of children in urgent need of care and protection in India. Children end up living broken or institutionalised lives, with limited support systems, positive role models or opportunities. We extend our

support teaching the kids during the weekends," says Spandana Reddy Guda, a student of Srinidhi Institute of Science and Technology (SNIST).

Several socially conscious students are part of this system in the city. Manasa Varanasi, a student of Vasavi College of Engineering, is another student who is active with MAD. "We are filled with nostalgia when we think of our childhood. And we try to create such memories for these poor and neglected kids in shelter homes," says Manasa, who manages the Musheerabad shelter home.

MAD's service was also recognised by Michelle Obama, the first lady of the United States, who visited the organisation on her trip to India in 2010.

She praised the work done by the young adults, who recruit other young people, outstanding college students like themselves, to mentor

and teach children who haven't had the same chances in life as many of the mentors have had.

As of today, Make A Difference works with 69 shelters in 23 cities using a long-term, high touch intervention model that has directly impacted over 16,000 children and mobilised more than 18,000 young Indian leaders towards the cause.

Hyderabad is among the 23 cities where MAD runs its shelters. In Hyderabad, it has six shelters, and it now plans to recruit highly-motivated and interested volunteers to join their child intervention projects for providing after school academic support. Spandana says a recruitment workshop is being conducted on September 11 at Sri Amogha Academy, S.R. Nagar. Interested student volunteers can register by emailing humancapital1.hyderabad@makeadiff.in or humancapital2.hyderabad@makeadiff.in.

Independence Day in support of Team Nano MADs of the Mongol Rally 2016 as part of their awareness campaign "Rally for Change".

The rally, which will be flagged off at Forum Fiza Mall, will do a circuit around the city driving through KS Rao Road, MG Road, Nanthoor before circling back via Falnir. At the helm of the rally will be a Tata Nano, the car that the NanoMADs

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H MOULDING MINDS citytab
HYDERABAD AS IT HAPPENS

सपने देखें और उन्हें

talk to each other

What makes your firm a great place to work in?

here are a lot of things, but, fundamentally, it's about the culture of enabling. If you are operating in a workplace that is essentially built to enable you, it is a workplace that is built to invest in your development. And an enabling culture is kind of the opposite of a managing culture.

If your fundamental output as a manager is to enable somebody else, you can't do it by controlling them. And one of the main reasons we changed the narrative internally is that if our work is to enable children, then we have to be culturally and systemically

ग्वालियर ● मेक अ डिफरेंस की ओर से ट्रिपल आईटीएम में चल रहे बच्चों के लिए तीन दिवसीय कैंप का समापन रविवार को किया गया। इस दौरान संस्था के सदस्यों ने मौजूद बच्चों के विभिन्न क्वालिटी के बारे में जाना। साथ ही उन्हें अपने सपनों को एचीव कसने और मंजील तक पहुंचे के रास्तों के बारे में बताया। कार्यक्रम में बच्चों ने अपने भविष्य की योजना और कल्या बनना चाहते है यह भी शेयर किया। इसके अलावा बच्चों ने पतंग उड़ान और तीस धनुष चलाना सीखा। कार्यक्रम के अंत में बच्चों ने बैंड की धुनों पर ढेरों मस्ती की।

Beyond the boundaries of classroom teaching

BHAGYASHREE KOTTOORI

Benjamin Franklin had once said, "Tell me and I forget, teach me and I may remember; involve me and I learn."

True to this iconic quote, city-based non-profit organisation Make A Difference' (MAD), which works towards educating children from shelter homes, takes learning beyond the realms of classrooms by organising a 'Dream Camp' once every year. The three-day outbound camp is an experiential learning opportunity for its children as it provides them means to connect with their dreams.

This much-needed camp had participation from 108 girls and 94 boys and was held at Countryside Resort recently. In addition, 70 volunteers from MAD were also present at the camp, which was organised on the theme Travel around the world'.

Hosting creative sessions broadly divided into two categories, developmental' and 'experience and exposure'

dence and to make the children aware about themselves.

A mentor of the camp, Apurva Birla, shared, "I am working pro-

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A 'Rally' To Bring 'Change
Millions Of Kids-At-Risk

A Rally to bring Change in Millions of Kids
across India

फैमिली ग्रुप बनाकर की स
DREAM CAMP

अनाथ बच्चों को सहारा

In 2017 onwards, MAD was recognized in leading daily newspapers like Indian Express, The Hindu, and The Deccan Chronicle where articles were published on topics like our camps with children, community campaigns to show gratitude to people, programmes we run, and the outcomes we achieve.

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relopmental support. MAD has many success stories. But, by far this 'out of classroom learning' experience they provide to these children of lesser

संस्था की जनसंपर्क अधिकारी ीलोशा जैन ने बताया कि मेक अ इफरेंस इन बच्चों की शिक्षा से किर उनके विकास में भी मदद रती है। इस संस्था से 69 शेल्टर उस और अनाथ आश्रमों में रहने

वर्ष उनकी संस्था ने नई पहल कर हुए स्कूल गोज (मोड) अभिया शुरू किया है। इसमें संस्था स्वयंसेवक शेल्टर हाउस के बच्चों साथ पहले दिन उन्हें स्कूल छोड़ने गए। साथ ही उन्हें नियमित स्कूल जाने के लिए भी प्रेरित किया।

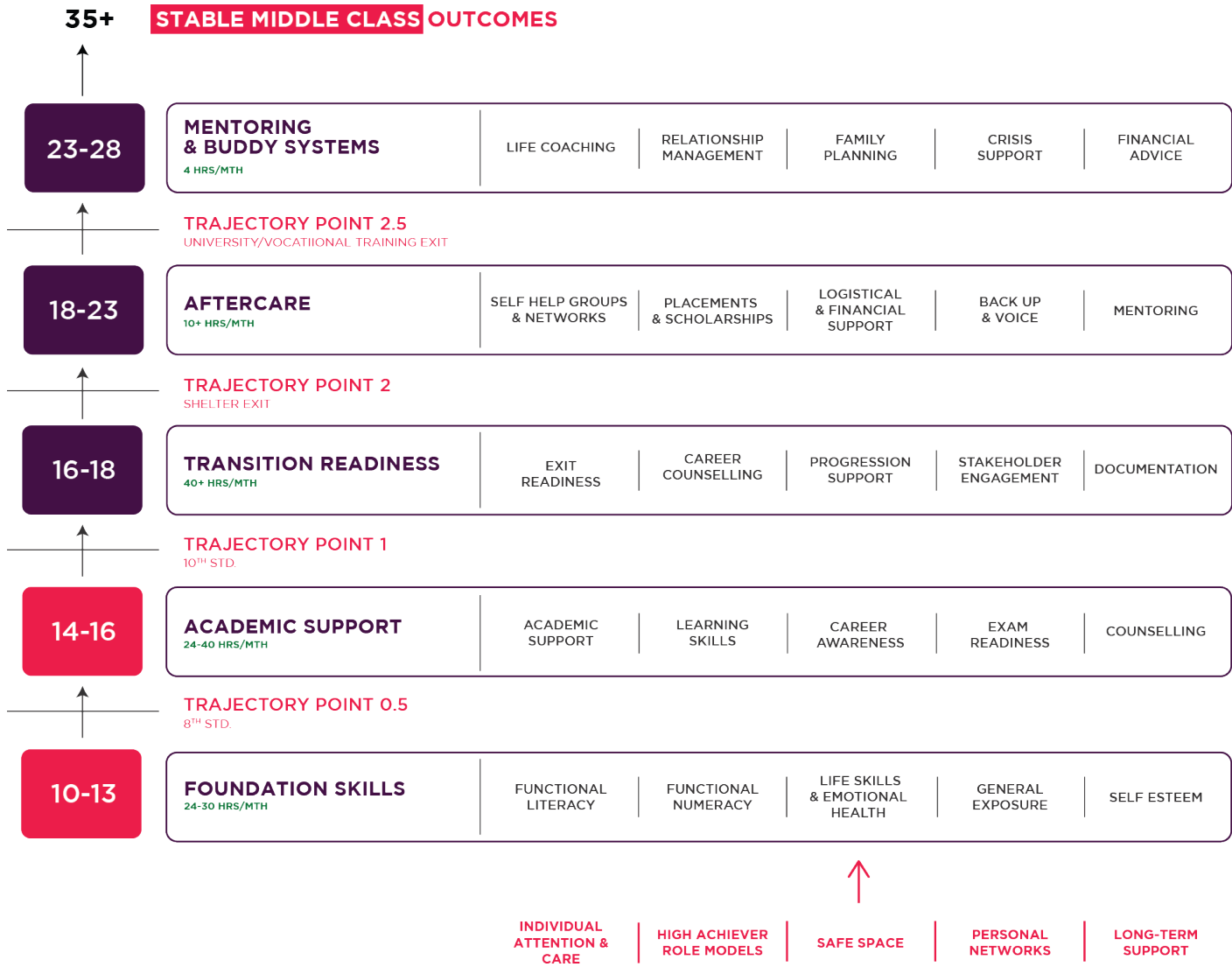Mangaluru driving through KS Rao Ro Road, Nanthoor before circling back via F the helm of the rally will be a Tata Nano, that the NanoMADs are using to participa Mongol Rally. At dedicated pit stops al way, volunteers of the Make A Di

स कराए जा रहे ड्राम कप के दूसरे दिन बच्चों को विभिन्न एक्टिविटी कराई गई। सामाजिक मुद्दों पर आधारित एक्टिविटी को आर्ट चैलेंज नाम दिया गया। इस अवसर पर बड़ी संख्या में संस्था के वॉलेंटियर्स मौजूद रहे।

रिवर ऑफ

दूसरी एक्टिविटी रिवर ऑफ ल साइड किया। साथ ही जिंदगी में ल वॉलेंटियर्स ने बच्चों का सहयो

AGE TRANSITION MODEL

35+ | STABLE MIDDLE CLASS OUTCOMES

| **23-28** | **MENTORING & BUDDY SYSTEMS** 4 HRS/MTH | LIFE COACHING | RELATIONSHIP MANAGEMENT | FAMILY PLANNING | CRISIS SUPPORT | FINANCIAL ADVICE |

TRAJECTORY POINT 2.5
UNIVERSITY/VOCATIIONAL TRAINING EXIT

| **18-23** | **AFTERCARE** 10+ HRS/MTH | SELF HELP GROUPS & NETWORKS | PLACEMENTS & SCHOLARSHIPS | LOGISTICAL & FINANCIAL SUPPORT | BACK UP & VOICE | MENTORING |

TRAJECTORY POINT 2
SHELTER EXIT

| **16-18** | **TRANSITION READINESS** 40+ HRS/MTH | EXIT READINESS | CAREER COUNSELLING | PROGRESSION SUPPORT | STAKEHOLDER ENGAGEMENT | DOCUMENTATION |

TRAJECTORY POINT 1
10TH STD.

| **14-16** | **ACADEMIC SUPPORT** 24-40 HRS/MTH | ACADEMIC SUPPORT | LEARNING SKILLS | CAREER AWARENESS | EXAM READINESS | COUNSELLING |

TRAJECTORY POINT 0.5
8TH STD.

| **10-13** | **FOUNDATION SKILLS** 24-30 HRS/MTH | FUNCTIONAL LITERACY | FUNCTIONAL NUMERACY | LIFE SKILLS & EMOTIONAL HEALTH | GENERAL EXPOSURE | SELF ESTEEM |

| **INDIVIDUAL ATTENTION & CARE** | **HIGH ACHIEVER ROLE MODELS** | **SAFE SPACE** | **PERSONAL NETWORKS** | **LONG-TERM SUPPORT** |

AGE TRANSITION MODEL

The age transition model is a holistic empowerment solution for institutionalized children to prioritize our interventions better depending on what they need at any given age and help focus on each trajectory point in their developmental and outcome journey. Trajectory points represent key points or events that affect an individual's ability to continue to, progress towards a healthy and stable middle class life outcome.

1 The first trajectory point is when the child drop out of school at the age of 14. In such scenarios, they are vulnerable to exploitation. The first stage of the holistic solution focuses on developing foundational skills, namely; functional literacy, numeracy, life-skills and emotional health along with providing general exposure to life outside shelter home environment and as a by product of all these developing self-esteem. It helps them form a bedrock to achieve equitable outcomes when they become adults.

2 The next major trajectory point comes at the age of 16 when the child completes secondary school (10th standard). The solution at this stage focuses on academic support, learning skills with an intent to improve the high school scores of the child so that they have sensible options for continuing their education post 10th standard. It also introduces career awareness, confidence and personal development, practical intelligence and adaptiveness.

3 For youth in shelters, the next trajectory point comes at the age of 18, when they have to leave the shelter. Their qualifications and ability to cope in the real world determines whether or not they have options that allow them to continue to progress along the journey to stability and middle class. Here we focus on exit readiness skills, increased career awareness and counseling, progression support and stakeholder engagement.

4 The next trajectory point is between the age group of 18 and 23 wherein youth require support in their career through university, vocational or job placements. Our aim is to provide financial and logistical support, and help them phase out of the MAD support system and become self-reliant. It also focuses on the formulation of self-help groups among youth in the city who have been a part of the MAD interventions so that they can support each other daily as well as in times of crisis.

5 The final stage of MAD intervention is through the age of 23 to 28. MAD focuses on providing a more reduced, but still ongoing support for youth to continue their self-help groups and also mentoring support for relationship, finance, and family planning. We encourage them to be buddies for other younger children in the support system. Our role will be largely to provide mentoring and coaching for them, providing support when they need it and during times of crisis, until they reach stable independence as adults.

Age Transition Model is thus built along 5 stages based on the age group of the beneficiaries which are Foundation skills, Education support, Transition readiness, Aftercare Level 1 and Aftercare level 2. The programmes are explained in detail in further sections of the annual report.

ED SUPPORT

MAD has had a huge impact on my life. The entire week I wait for weekends to come. Now after becoming a mentor I feel more responsible as a MADster as I have to work collaboratively with the ASVs and all the kids side by side, ensuring highest quality of impact that we need to provide. I always get inspired by the dreams, maturity, intelligence and dedication of children we work with. I feel immense happiness when they say, "Didi I want to become an aeronautical engineer/ IAS officer/ join the Army or become a para commando". There are children in shelters who believe in giving back to the society. I've heard a few of them say that when they grow up, they wish to help other children who come from similar backgrounds. And this really melts my heart. Moments like these make me realize that even at such young age, our children do Care More. In spite of the lack of resources and variety of disadvantages they go through, the dreams in the eyes of children never die because of the faith they have in us and MAD.

-Raksha, Educational Support Mentor, Dehradun

ED SUPPORT

Why Ed Support?

One of the biggest challenges faced by children in shelter homes is that of education inequity. The school and shelter system are in most cases severely under-resourced to provide the kind of after school educational support required for children to flourish. The care and one-on-one attention that children from regular homes receive from their parents or guardians is also missing for children in shelters. This results in low motivation, poor academic performance, high dropout rates, lack of positive role models and an ever widening gap between what a child knows and what they should know for their age.

How Ed Support works

Ed Support is a unique programme designed to ensure children in shelter homes receive the quality of support and 1-on-1 attention required to bridge learning gaps and enable them to clear Grade 10 and pursue higher education. The school curriculum is delivered by high achieving volunteers who are provided with professional teacher training and empowered to be both teachers and positive role models. The programme supports children from grade 5 to grade 10 and is implemented with periodic tracking of each child's progress and regular impact measurement through standardized tests. An average class size of 8 students is supported by 2 Volunteer Teachers who commit to classes for a minimum period of one academic year

Ed Support Impact 2018-19

2,779
Children impacted by the
Ed Support Programme

47%
Children who passed with 1st
Class Honors in their School

1,958
Academic support volunteers
in Ed Support

94%
Children who passed the School
Leaving Board examinations

180
Hours of learning support per
child
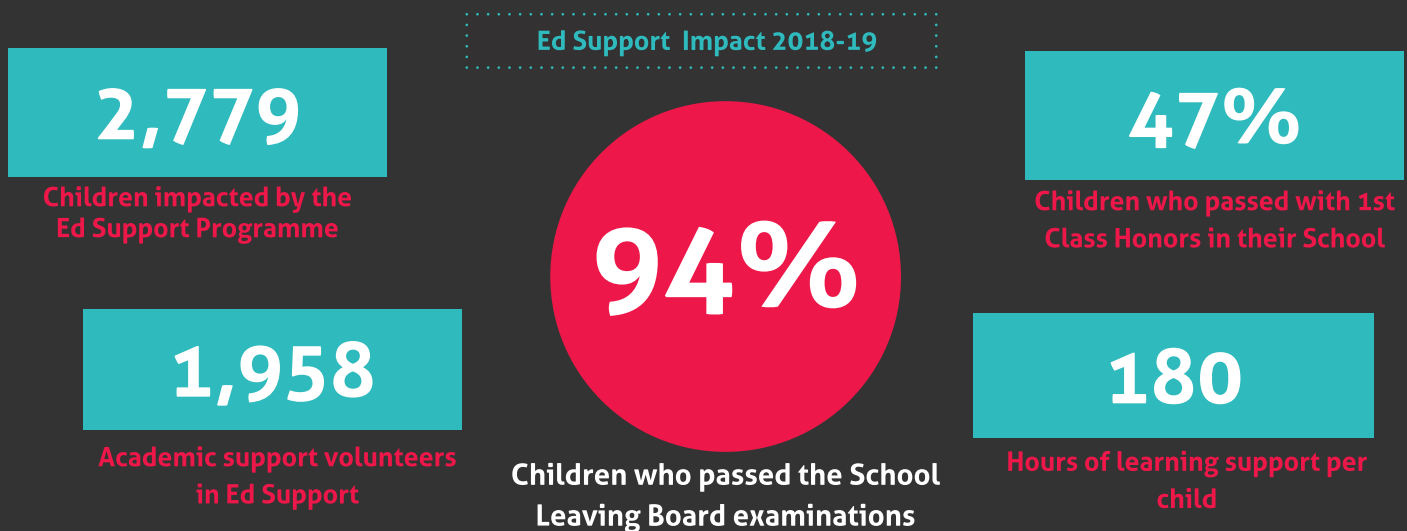
What's Next?

This year we worked on measuring the gaps present in fundamentals for children of different standards. Based on our analysis, in the year 2017 we will work towards the pilot of a new curriculum designed to improve foundational literacy and numeracy in children with the 10-13 age bracket. We also plan to invest in up-skilling and empowering our academic support volunteering team to incorporate differentiated and activity based teaching practices in all Ed Support classes, thereby improving the quality of support children receive. In addition to programmatic improvement, we plan to invest in updating our monitoring and tracking systems to better gauge the impact of our interventions and create positive feedback loops that feed into improving programmatic design with the support of different verticals.

FOUNDATIONAL PROGRAMME

I believe that the Foundational Programme drives inculcating of individual and collective values to each student in class irrespective of their learning competencies. Children like Shantha make this belief of mine more tangible. In initial classes, Shantha came across as a reserved and closed person. In fact, she wouldn't directly face the speaker for more than a few minutes. She also seemed to struggle with what was being taught, especially reading and writing in English. Arithmetic was a challenge too. However as the days progressed into weeks and the weeks into months, Shantha progressed too. She started to reveal a mature, caring and cooperative personality with keenness to make the best use of her time in the class. She began to open up more and share a unique equation with each of her Foundational Skills Volunteers. If she was corrected while reading, she tried her best to not to repeat the same error next time. She now knows at least the most common, everyday sounds quite comfortably. This has been my biggest highlight and learning and I am thrilled to be a part of her success.

- Busaina, Foundational Skills Fellow, Bangalore,

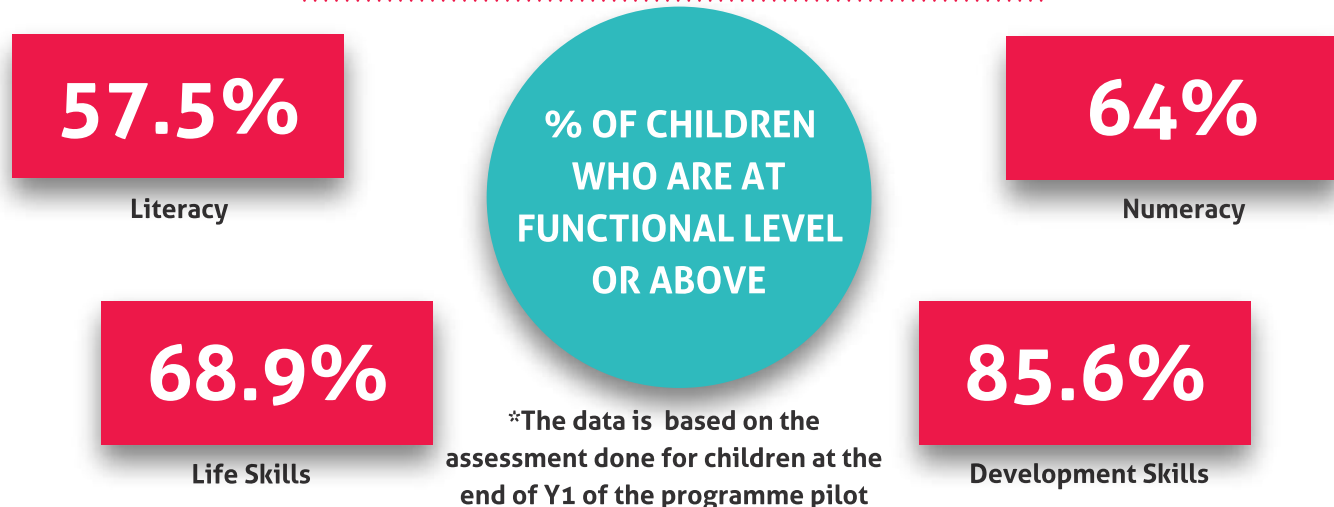# FOUNDATIONAL PROGRAMME

Why Foundational Programme?

Age 14 marks a very important trajectory point in the life of a child. At this age, children risk being forced to exit shelter homes since they have completed their elementary education as defined by the Ministry of Human resource Development (MHRD). A number of schools also extend only until 8th standard, after which childen have to transfer and this doesn't always happen. As per The Child Labour (Prohibition and Regulation) Act, 1986 children between the ages of 14 - 18 are allowed to work in non hazardous environments. Owing to the fact most of these children are either orphans or have single parents, they risk being pulled out of shelter homes to start working.

Since current academic schooling is not geared towards readiness for life, these children are often dependent on others for advice or are left by themselves with no support. This means that they need to constantly rely on someone else to be able to provide information and make life decisions for them. This results in exploitation at many levels right from employers, to people they interact with on a day to day basis or even their partners.

How Foundational Programme works

The Foundational Programme is being currently designed to ensure that the children in shelter are equipped with basic developmental, personal and functional skills to support more advanced development at later stage. It focuses on the youngest age group of children that MAD works with, viz; 10 to 13 years, which will provide them with the foundations, hence enabling them to cope and develop themselves further even if they have to leave the shelter post the age of 14. The outcome targets have been divided into six broad areas namely freedom from personal exploitation, freedom from social exploitation, freedom of choice, ability to deal with personal life crisis, ability to deal with financial crisis and lifelong learning.

Foundational Programme Impact 2018-19

57.5%
Literacy

64%
Numeracy

% OF CHILDREN WHO ARE AT FUNCTIONAL LEVEL OR ABOVE

68.9%
Life Skills

85.6%
Development Skills

*The data is based on the assessment done for children at the end of Y1 of the programme pilot

What's Next?

This year we primarily focused on content strategy and development for the Programme. Before we scale across our entire footprint, we will be piloting the programme across 6 cities and about 270 children for 3 years. Based on the pilot, we will be refining the modules that have been created for Year 1 of the Programme and simultaneously use our learnings' to be able to develop modules for Year 2 of the Pilot.

DREAM CAMPS

My first eureka moment happened during the river of life session. One of the child who hardly spoke to anyone apart from her Academic Support Volunteer (ASV) because she was shy and fearful most of the times shared her River of Life with around 40 girls & 15 volunteers present in the room. Most of the audience were unknown to her, yet she took up with purity and courage. It was the most proud moment for her ASV. We realized we were able to help her look beyond the insecurities and make her understand - no matter what happens in life, we should always stand strong and face it.

- Sandeep Kaverty, City Team Lead, Hyderabad

28

DREAM CAMPS

Why Dream Camps?

Institutionalization typically results in children growing up in insular environments where they rarely get to experience the unfamiliar. When they leave the shelter, they struggle to cope with the range of new challenges and experiences that inevitably come their way, and for many this can cripple their self-belief and thus longer term outcomes. Dreaming about the future is also often missing from children who live with emotional traumas, and without markers for the future, there is little motivation to invest in activities like schooling that have longer term returns. Dream Camps aim to address that sense of hopelessness and lack of self-belief by helping children build and connect with their dreams, gain confidence through action and exposure to new experiences in a supportive and safe environment, and for a few days, to be free from the confines of the shelters they grow up in.

How Dream Camps work

Dream Camps are a 2-3 day experiential camp that primarily focuses on helping children build and connect with their dreams through a process of self growth and transformation via a tried and tested methodology called the 'arc of transformation' which involves four group plenaries. Around these sessions, children also build self-confidence through exposure to new people, ideas and experiences that are deliberately designed to expand their horizons within a safe space. Finally we ensure that Dream camps also act as a recreational space for the child, providing an essential break from the stresses of institutionalization. This year, the big focus areas for the Camps were Impact assessment, Quality Assurance and Financial Efficiency and we were able to make significant leaps in all of them. Various cities attempted to facilitate a zero cost camp and succeeded.

Dream Camps Impact 2018-19

2,637
Children participated in Dream Camp

82%
Children who have at least attended Dream Camps once & know what they want to be

37
Dream Camps conducted

91%
Children believe they will be able to achieve their dreams

97%
Children who felt more confident to try new things after the dream camp

What's Next?

From 2019 onwards our focus will be to seamlessly integrate Dream Camps design as well as operations with the rest of the programmes to maximize impact. We will be rolling out the child mentor model nationally, where older children mentor younger children. We will also be standardizing the analysis of impact data the way it was conducted in 2018 so that we are able to understand how children who have gone for multiple years in DC display change in their motivation for the future. The numbers obtained by the Quality Assurance team will continue to feed into the operational design of Dream Camps to translate into on-ground standardization of camp experience across cities for children and volunteers.

TRANSITION READINESS

My journey as a fellow and strategist for the Transition readiness vertical has been phenomenal and enlightening. I have seen the vertical evolving into a stronger support system for adolescents at risk by focusing on a wide range of problems that they face in one of the most important trajectory points in their lives. Besides the support to carry out on-ground operations efficiently, the directors have provided me with ample of opportunities to up skill myself and help the youths better in their endeavors and challenges. The interventions designed for the vertical have enabled us to interact with the stakeholders of the youths and come up with holistic solutions for their situations. A lot of time and efforts also go into the research that is required to understand their lifestyles and circumstances better and all of us were trained on the same to provide personalized support for each and every youth. In course of time, I've met some remarkable volunteers that have brought in the sophistication that is required for such a functional vertical. I've also seen the TR volunteers show up for the admissions and placements of the youths and cheer them on through thick and thin proving that they truly are wingmen! Throughout the year, we hear stories from across different cities about the youths' achievements and mile-stones which make me feel content and proud that together as a team, we are making a difference. And this drive motivates me to go, infinity and beyond!

- Charitha Kumar, Strategist, Transition Readiness

TRANSITION READINESS

Why Transition Readiness?

High school is an important decision point for all children, but it is also a critical trajectory marker for children exiting shelters. For children in shelters, the period is often made worse by the absence of a mentor such as an elder sibling or parent who can guide them. Faced with deficits in life-skills, academic support, career guidance and funding support, children in shelters often make poor career and life choices. This point at which a child leaves the shelter, usually around high-school, is thus a crucial intervention period. Transition Readiness evolved from our identification of the need to provide strong reinforcement of life skills, increased exposure to career choices and overall transition support to older children at this stage.

How Transition Readiness works

Transition Readiness focuses on young adults from the age group of 16 to 18 years. It equips and supports young people exiting out of shelters at the age of 18 years to successfully make the transition into a broader society. The on-ground intervention is primarily executed by a volunteer referred to as a 'Wingman' who is paired with each youth, who becomes a trusted advisor, friend and a guide for the youth. Our programme includes modules aimed at inculcating transition and life skills, facilitation of college hunting and admissions, job placements, vocational training enrollment along with financial support via providing scholarships, targeted career counseling, focused academic support and help with legal documentation as per requirement. Transition Readiness, aims to plus a number of gaps and thereby enable the youth to build a career in their chosen field of interest.So far, several Transition Readiness students have been successfully placed into degree courses in law and engineering at prestigious institutions like Bangalore Institute of Legal Studies (BILS) and Vellore Institute of Technology (VIT).

Transition Readiness Impact 2018-19

35%
High School Youth securing 1st Class Honours at 12th Standard

77%
High School youth leaving shelters placed in colleges, jobs or vocational training

150
High school youth impacted

700,000
Total Scholarships (INR) awarded to youths

52,500
Hours of skill building and academic support delivered

What's Next?

Going forward, we intend to merge and restructure our existing programmes to make them more impactful, scalable and synchronized as a collective suite of interventions that are designed to be more age transitional. Our primary goal for the next couple of years is to grow impact and improve the way we track and monitor it in the long term. Along these lines major changes this year include: a new generation of MADApp, further investment in Impact assessment systems, improved training for wingman and scaling up of stakeholder engagement intervention.

AFTERCARE

The Aftercare program constantly reminds me of how it's helped me form better and deeper bonds with youth. I'll always vividly recall the moment I received a call from an unknown number who turned out to be my youth, who was back home for her holidays, asking me "Akka,will MAD help us next year too? Will you be my wingman forever?" That instance made me cherish and love what I do and reinforce in me about how I would want to keep it going! My team here is my self support group as well, For every youth that bags a job, that succeeds or attains an endeavour, or is applauded for an accomplishment ibring multi-fold happiness, a personal sense of achievement and pride that gleams in each one of us! My volunteering experience gives me the sense of gratification and contentment by helping youth reach the first leg of securing their equitable outcomes. Words can't justify how Aftercare has always made a difference in not just a youth's life, but in mine as well!
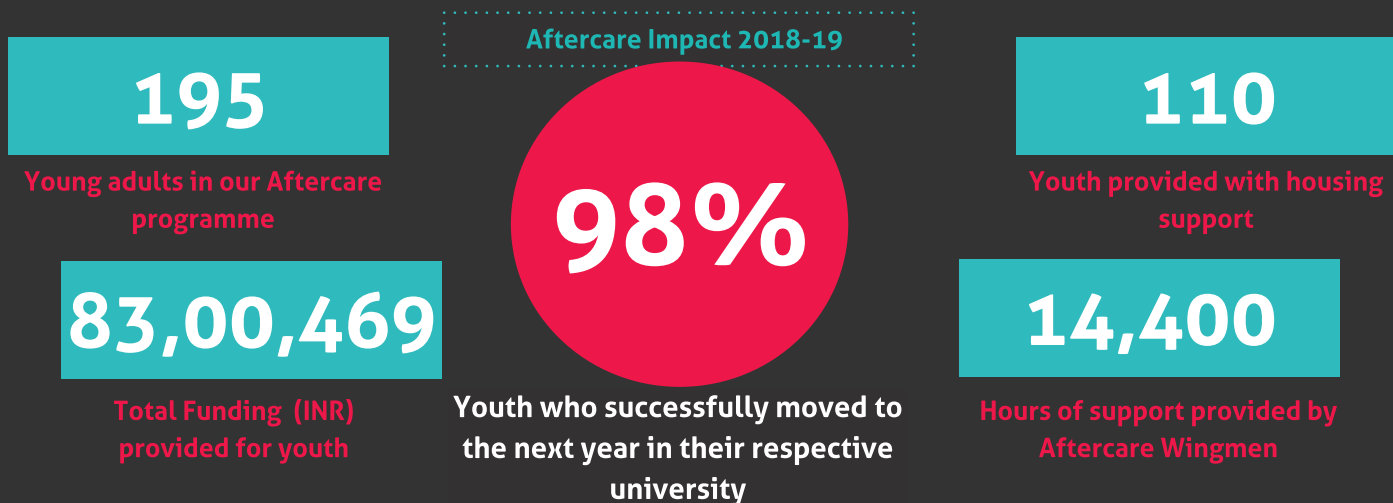
-Hashleen Kaur, Aftercare Fellow, Bangalore

AFTERCARE

Why Aftercare?

As we started tracking outcomes for children beyond their life in shelter homes, we realized that the lack of support systems, limited exposure, poor social skills and low self confidence are caused by a combination of institutionalization and limited experience of the world outside the shelter. The children require both longer term mentoring, personal support system and financial support to overcome these issues. As it would be for children from any background, the gaps are too wide for an 18 year old to be able to make a smooth transition to the real world by themselves, especially without any personal finances or networks. Getting them into a college or a job is thus not the end of our intervention, but a beginning of a new and more complex real world chapter. In light of this, we initiated a longer term Aftercare programme that provides medium touch personal and financial support up to 23, and lighter touch mentoring up to 28.

How Aftercare works

The Aftercare programme provides support to young adults by pairing them with reliable mentors after they leave their shelter and are admitted to college or vocational training, or placed in a job. The Aftercare mentor (wingman) engages and interacts with them periodically to ensure that they are able to cope with and overcome both social and economic challenges and helps them stabilize into their new independent life. The youths are divided into small groups caled self support group and a team of wingmen are assigned to help mentor and support each of these groups. We provide support in multiple areas such as emotional health, financial support, housing support, crisis funding, career guidance, academic support, scholarships, family planning, older life skills, and help them with respect to any transition related challenges. Interventions from the Transition Readiness programme are designed to progress into Aftercare, and remain highly customized to meet individual needs.

Aftercare Impact 2018-19

195

Young adults in our Aftercare programme

83,00,469

Total Funding (INR) provided for youth

98%

Youth who successfully moved to the next year in their respective university

110

Youth provided with housing support

14,400

Hours of support provided by Aftercare Wingmen

What's Next?

After two successful pilot years for Aftercare, one of our biggest realizations has been that most of the transition support elements need to continue even once the youth have left the shelter homes and joined colleges or jobs. Hence, the programme design is now integrating the learning experience in a more long term timeline and not restricting itself just to time inside shelter homes. A lot of real time learning is getting backward integrated into all interventions across all programs. We also realised that our interventions need to ensure the youth are on their path to being able to sustain themselves by the time they reach the age of 28. Some of the key interventions to be introduced next year are to upscale the self support group meetings in all cities, increase monthly stipend support to more youth, formal introduction of academic support intervention for youth attending university in all aftercare cities, introduction to real world finance management.

LEADERSHIP BY DESIGN (LxD)

It's been more than 3 years that I have been part of Make a Difference and it has been a learning journey since Day 1. I started my journey in MAD as a volunteer and have taken up multiple roles and projects along the way. Make A Difference has not only provided me with a family filled with care but also helped me recognize my strengths and improve on weaknesses to better contribute to the bigger cause. The skills and experiences gained through various opportunities here have translated deep into my professional career as well and have provided me with a formidable exposure towards leadership at such a young age. The motivated and cause-connected volunteers associated with the organization provide with the desire to give my best without the fear of feeling unsupported.

- Ankit Panda, Strategist, Campaigns, Communication & Outreach team

LEADERSHIP BY DESIGN (LxD)

Why LxD?

One of our focus areas since the time of inception has been seeding social change in the minds of the youth of India. Our Leadership x Design (LxD) programme is India's largest Youth Leadership Programme, which brings together over 400 young leaders every year from across 23 of India's biggest cities. So far through our Leadership x Design Programme (LxD) we have been able to create over 1785 high potential leaders who in the years ahead will be passionate and competent to bring change for the betterment of their community as they move to greater positions of leadership and influence in the future.

How LxD works

The LxD programme consists of a combination of induction training, ongoing mentorship and Leadership Conferences (LCs) that each Fellow undergoes. Our 3 day intensive residential training is based on Stanford's Design Thinking principle, which is an approach to learning that focuses on developing creative confidence which inculcates problem solving and leadership skills in participants. Instead of merely focusing just on ideation, the Design Thinking approach has a positive bias towards on-ground implementation. Once our Fellows learn, observe and understand the challenges they are dealing with, they become solution-drivers in their own ecosystems, thereby leveraging the benefits of Learning by Doing. Training and development is supplemented by an internal user generated knowledge library called HQ, trainings and city circles held and organized locally by city teams themselves. This year, we also ensured that all our Fellows (City Managers) are directly invested in by our directors to help our fellows upskill faster.

LxD Impact 2018-19

410

Fellows & Strategists
intensively trained

98%

MAD Volunteers who feel supported to
make a difference

2520

Director Hours for Fellow/
Strategist growth

What Next?

Historically our LxD programmes have focused primarily on our Fellows, but our focus has shifted to our entire volunteer base. We conduct Volunteer Leadership Conferences where the Volunteers can experience the LxD programmes in their respective cities. It was a day long conference that made volunteers feel ready to do whatever it takes to supprort children in shelters.The directors also deliver training's to volunteers directly about sector knowledge and skills that will help them work with children and youth better.The Master Classes will be delivered on a quarterly basis by the directors and slowly move in a monthly rhythm.

EMPLOYEE ENGAGEMENT (ExE)

I came across MAD for the very first time through this interaction in our MHPS-IND Office. The cause that MAD espouse is commendable. What is most striking was our interaction with youth. It was so humane, humble and with so much respect for the individual they have turned out to be. almost like an elder family member (an elder Didi or a brother). I felt that my time was well spent getting to know the selfless services offered by these MAD volunteers to the kids. It is the fact that today's kids are our hope for future and MAD is helping in creating good future for us.

- Amul Haldipur, Mitsubishi Hitachi Power Systems India Private Limited

EMPLOYEE ENGAGEMENT (ExE)

Why ExE?

Along with mobilizing young leaders in communities surrounding shelter homes through our Fellowship model, we also work towards engaging Companies and Corporations in the work we do. We firmly believe that Business Leaders also need to be a part of the solution and support corporate employees to volunteer with us as part of sponsorship packages. It is an effective way to sensitize leaders of the future to the issue of children in shelters, while providing great value in return to sponsors who fund our impact. Over the years we have built some great relationships with local and multinational brands and companies whose employees have been instrumental in some of our campaigns and have made a difference to children by helping deliver Life skill modules and volunteering in our Dream Camps. It is thus a win-win approach for children, MAD and the organizations who sponsor us.

How it Works

We first create ownership by catalyzing a core team of volunteer leaders within the sponsor company. This team becomes the epicenter of all our engagement activities. Their primary responsibility is to collectivize and create a community within the company where everybody chooses a way of giving back based on their age, interests, educational background, and time availability. Their options include Child-centric Projects, Technology Projects, Fundraising Campaigns, Mass Awareness Campaigns, and Project Management.

Post a child sensitivity training session, they then join our regular sessions as support mentors, after which they are enabled to deliver sessions by themselves, and finally to create their own sessions with support from our dedicated city teams. The whole experience becomes powerful and binding when young business leaders are able to see impact on the ground for the work they put in.

ExE Impact 2018-19

16

Total no. of companies for employee engagement

664

No. of employees engaged

865

Hours of employment engagement activities

2018-19 Engagement Partners

ALLEGIS GROUP

CAPITAL FIRST

BAIN & COMPANY

DXC.technology

CAMPAIGNS

The **#NeverTooLate** campaign was much more than just an ad campaign for Make A Difference. It was a mission we took on to ensure that a world that has forgotten to care for children, sets out on a journey with us; A journey from apathy to empathy. If one googles "Children in Need of Care and Protection", it's quite apparent how we have little to no information about millions of such vulnerable children in India. For us, this was a challenge but also an opportunity to open the world of children in need of care and protection to the public so that they can experience what it's like to live in the margins of the society, and also get to know more about what they, as citizens of this country can do to make a difference. This is why the design of the whole campaign is more experiential rather than just a presentation of the problem in hand. With an interactive video which gives the onus of intervention (and the power to make a difference in the life of a child in need of care and protection) to the viewer, and a gallery of videos of children that MAD works with talking about their own life journeys, the #NeverTooLate campaign gives the viewer an access to reality that is far removed from most of our lives. -

 Arjun Raj, Director Campaigns

CAMPAIGNS

MAD WEEK

MAD WEEK is celebrated annually from 1st to 7th November, to mark the anniversary of MAD's registration in 2006. MAD WEEK is taglined as 'Happiness is contagious' where our across 23 cities reach out to the community and express love, care and gratitude. Volunteers go onground and spread happiness amongst people who are rarely appreciated, such as police forces, laborers, vendors, old age homes etc., by conducting random acts of kindness. During this process, we sensitize the community about the reality of Child In Need of Care and Protection, and provide them means to get involved with the cause.

Nevertoolate Campaign Impact 2018-19

28,452

Volunteer Sign Ups on Website

3 Million

Views for the Never Too Late Campaign Video

40,000

Care Collective Sign Ups on the Make a Difference Website

INCOME & GROWTH

Other Income: 2%

HNI: 13%

Corporate Donations: 67%

TOTAL DONATIONS RECEIVED

INR 12,25,22,773

Community Fundraising: 18%

The overall amount of funds we raised increased from INR 5.48 Crores in 2017-18 to INR 12.25 Crores in 2018-19, owing to increase in Corporate donations from 33% in 2017-18 to 67% in 2018-19 of our total income. Community Fundraising an HNI donations are our next important source of funds with contributions of 18% and 13% respectively.

Foreign Donations: 19%

Indian Donations: 81%
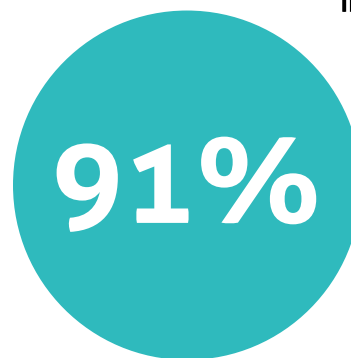
Income Source of Origin
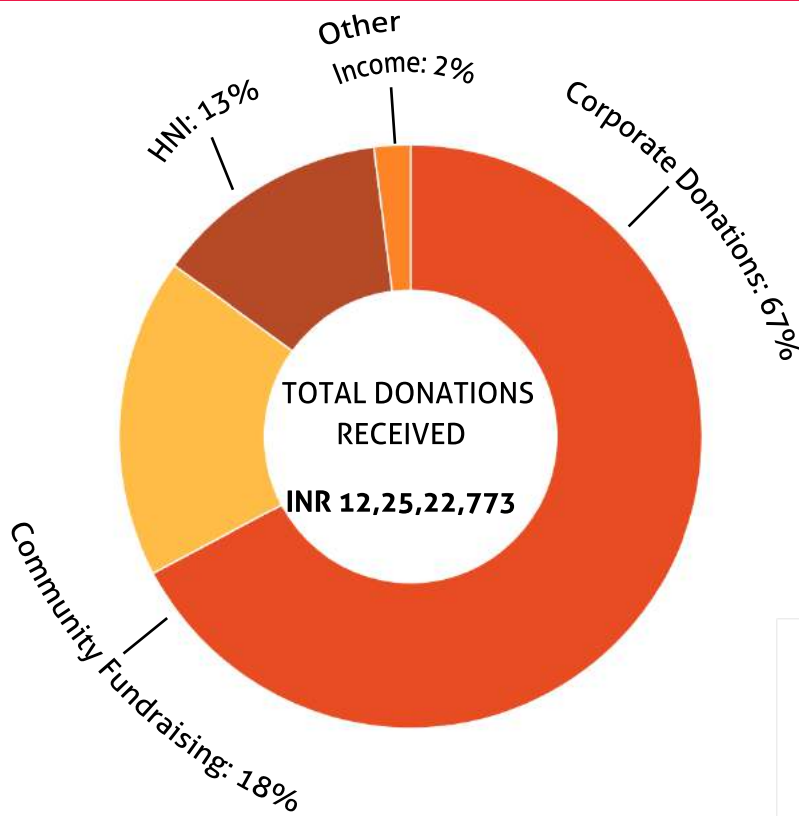
MAD is registered under Section 12A, 80G of the Income Tax Act, 1961 and the FCRA regulation of Ministry of Home Affairs. 75% of MAD donations come from Indian sources and 25% of donations come from foreign donors.
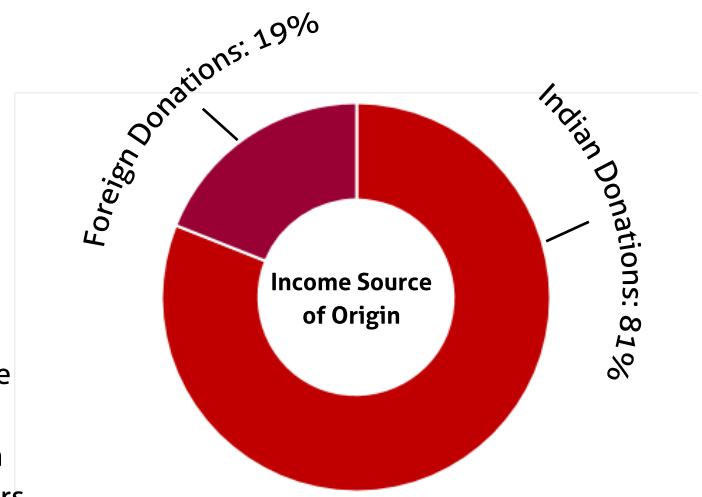
INCOME - INDIAN vs FOREIGN DONATIONS

67%
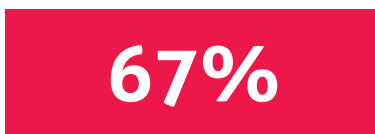
Funds raised through Corporate grants

91%

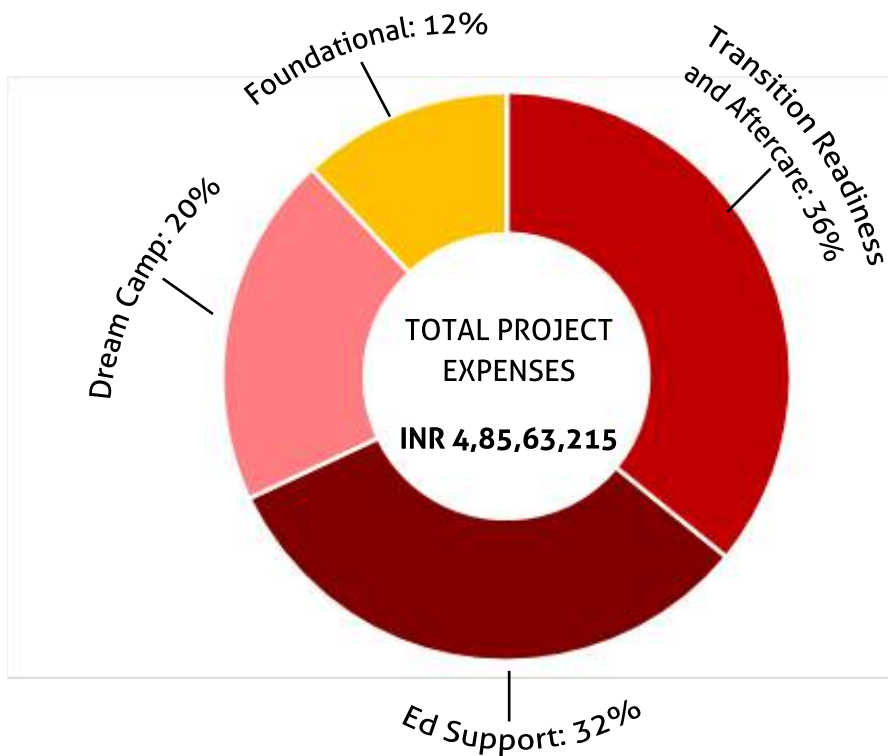**Spent on Programmes**

81%

Funds raised from domestic sources

Historically Make A Difference was dependent largely on crowd funding and corporate sponsorship, but in 2016 we aimed to diversify our funding streams to become more sustainable and help manage potential risk.

By the end of the year we were successful in sustaining large individual donations and moved our crowd funding into monthly recurring donations which are more sustainable and improves our longer term stability.

We also reduced our dependency on event based fundraising, and our fundraising costs now average out at about 2% , which is highly efficient compared to a sector norm of approximately 20%. We will continue to innovate in the way we fundraise to ensure we continue to keep our costs well below the industry average.

40

EXPENDITURE

Foundational: 12%

Transition Readiness
and Aftercare: 36%

Dream Camp: 20%

**TOTAL PROJECT
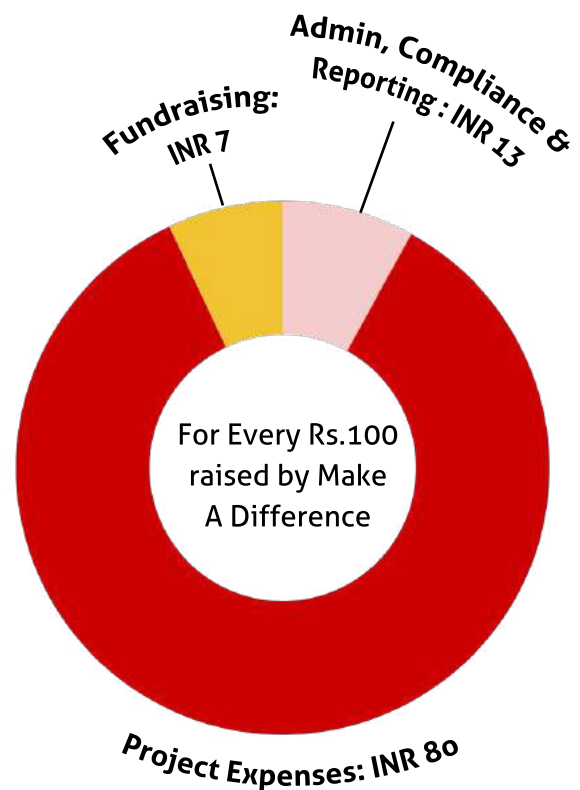EXPENSES**

INR 4,85,63,215

Ed Support: 32%

80% of our total expenditure went directly towards our 4 programmes, with the rest going to fundraising and administrative costs. However, this expenditure was considerably lower than it should have been, due to a reduction in team size post restructuring, and due to pausing some of our interventions ahead of a broader programmatic redesign in 2017.

In 2019/ 20 we plan to increase bandwidth to better manage operations, and the range and nature or our interventions will expand into a new age transitional structure for greater impact. Our target operating cost for the coming year is thus approximately 8Cr.

Using an innovative, technology driven and volunteer-based delivery model with minimal physical infrastructure allows us to be considerably more cost efficient than any comparable organization, with only **10%** of expenses going towards admin and overhead costs.

A recent study by an external agency also concluded that given our size, impact and reach, were we to use a more traditional model, our operating cost would be in the **60 Crores** bracket.

Our volunteer model thus ensures that our delivery costs are approximately 1/10th of an equivalent employee based model.

Fundraising:
INR 7

Admin, Compliance &
Reporting : INR 13

**For Every Rs.100
raised by Make
A Difference**

Project Expenses: INR 80

Accountability & Transparency

We follow international industry standard GAAP guidelines with respect to administrative costs and allocation of salaries and overheads to projects based on actual effort and time spent on execution of the projects. Our complete audited financial statements for all years are available on request.

INTERNAL AUDIT	**BUDGETING & CONTROL**	**REPORTING**
Conducted by an independent external agency to ensure compliance with industry regulations.	Budgets for every activity are submitted separately using Salesforce, and are monitored by at least two approvers.	We ensure monthly reviews of financial reports in order to evaluate performance and identify variances.

THANK YOU

As an organisation that delivers impact largely through a volunteer network, key aspects of our ability to make a difference to children in shelters would not be possible without the help and support of the wonderful people and organisations who stay involved with us.
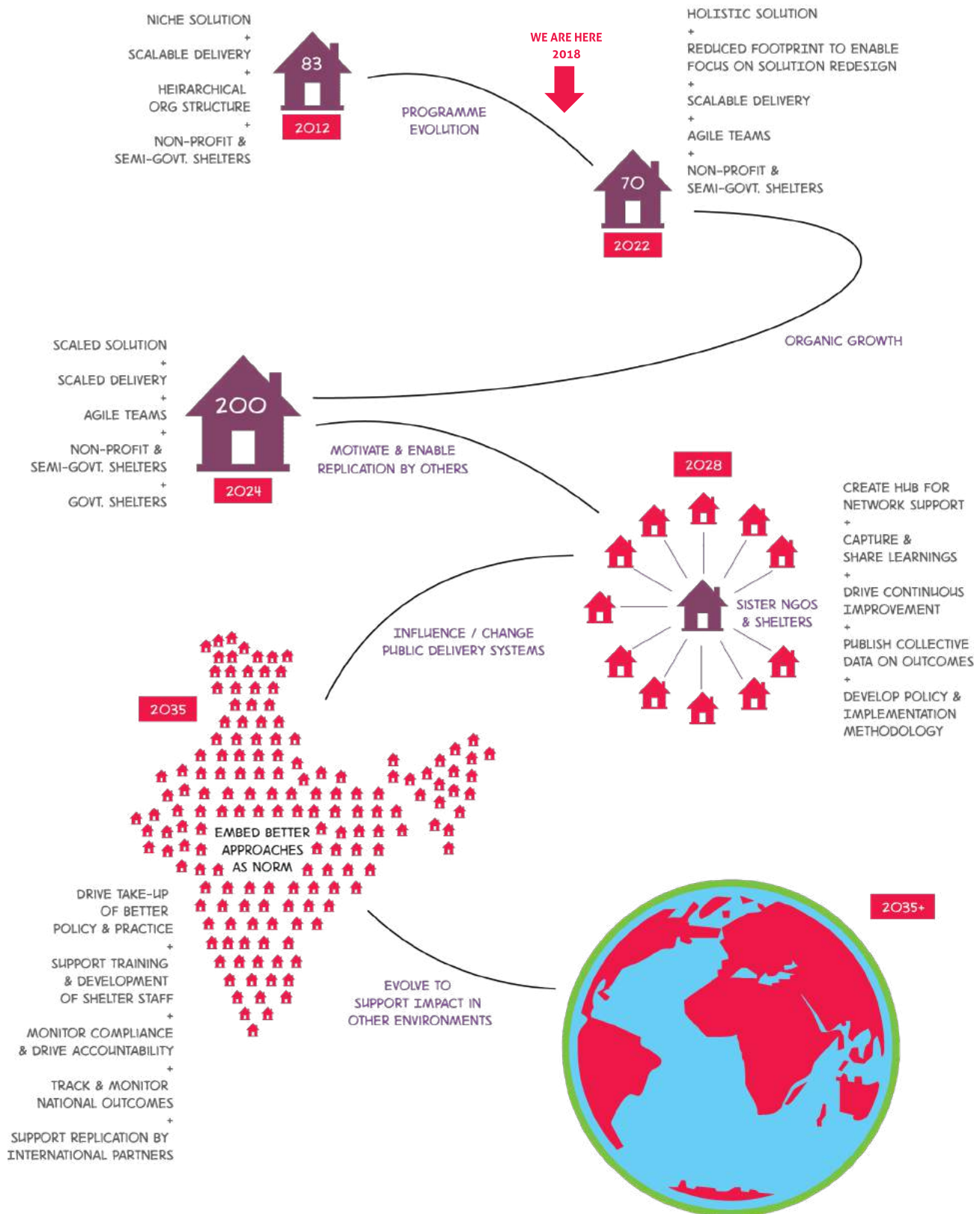
First and foremost we must recognise all our amazing MADsters - our dedicated Volunteers, Fellows, Interns and Strategists for the unwavering commitment that drives the change we want to see in the world. Your names are all in the small print.

A big thank you must also go to all our givers, from our Corporate Sponsors and Foundations to the Individual Donors who contributed so generously to help vulnerable children.

Much gratitude also goes to our NGO partners who have shared their knowledge with us, and to our strategic advisors for the time and effort they have put in to ensure that our impact keeps growing.

THANK YOU

ROADMAP

NICHE SOLUTION
+
SCALABLE DELIVERY
+
HEIRARCHICAL
ORG STRUCTURE
+
NON-PROFIT &
SEMI-GOVT. SHELTERS

83
2012

**WE ARE HERE
2018**

PROGRAMME
EVOLUTION

HOLISTIC SOLUTION
+
REDUCED FOOTPRINT TO ENABLE
FOCUS ON SOLUTION REDESIGN
+
SCALABLE DELIVERY
+
AGILE TEAMS
+
NON-PROFIT &
SEMI-GOVT. SHELTERS

70
2022

ORGANIC GROWTH

SCALED SOLUTION
+
SCALED DELIVERY
+
AGILE TEAMS
+
NON-PROFIT &
SEMI-GOVT. SHELTERS
+
GOVT. SHELTERS

200
2024

MOTIVATE & ENABLE
REPLICATION BY OTHERS

2028

SISTER NGOS
& SHELTERS

CREATE HUB FOR
NETWORK SUPPORT
+
CAPTURE &
SHARE LEARNINGS
+
DRIVE CONTINUOUS
IMPROVEMENT
+
PUBLISH COLLECTIVE
DATA ON OUTCOMES
+
DEVELOP POLICY &
IMPLEMENTATION
METHODOLOGY

INFLUENCE / CHANGE
PUBLIC DELIVERY SYSTEMS

2035

EMBED BETTER
APPROACHES
AS NORM

DRIVE TAKE-UP
OF BETTER
POLICY & PRACTICE
+
SUPPORT TRAINING
& DEVELOPMENT
OF SHELTER STAFF
+
MONITOR COMPLIANCE
& DRIVE ACCOUNTABILITY
+
TRACK & MONITOR
NATIONAL OUTCOMES
+
SUPPORT REPLICATION BY
INTERNATIONAL PARTNERS

EVOLVE TO
SUPPORT IMPACT IN
OTHER ENVIRONMENTS

2035+

With an estimated 35 million children in need of care and protection in India, our best hope of impacting the true scale of the problem is to work towards changing the way the existing system operates.

NEXT STEPS
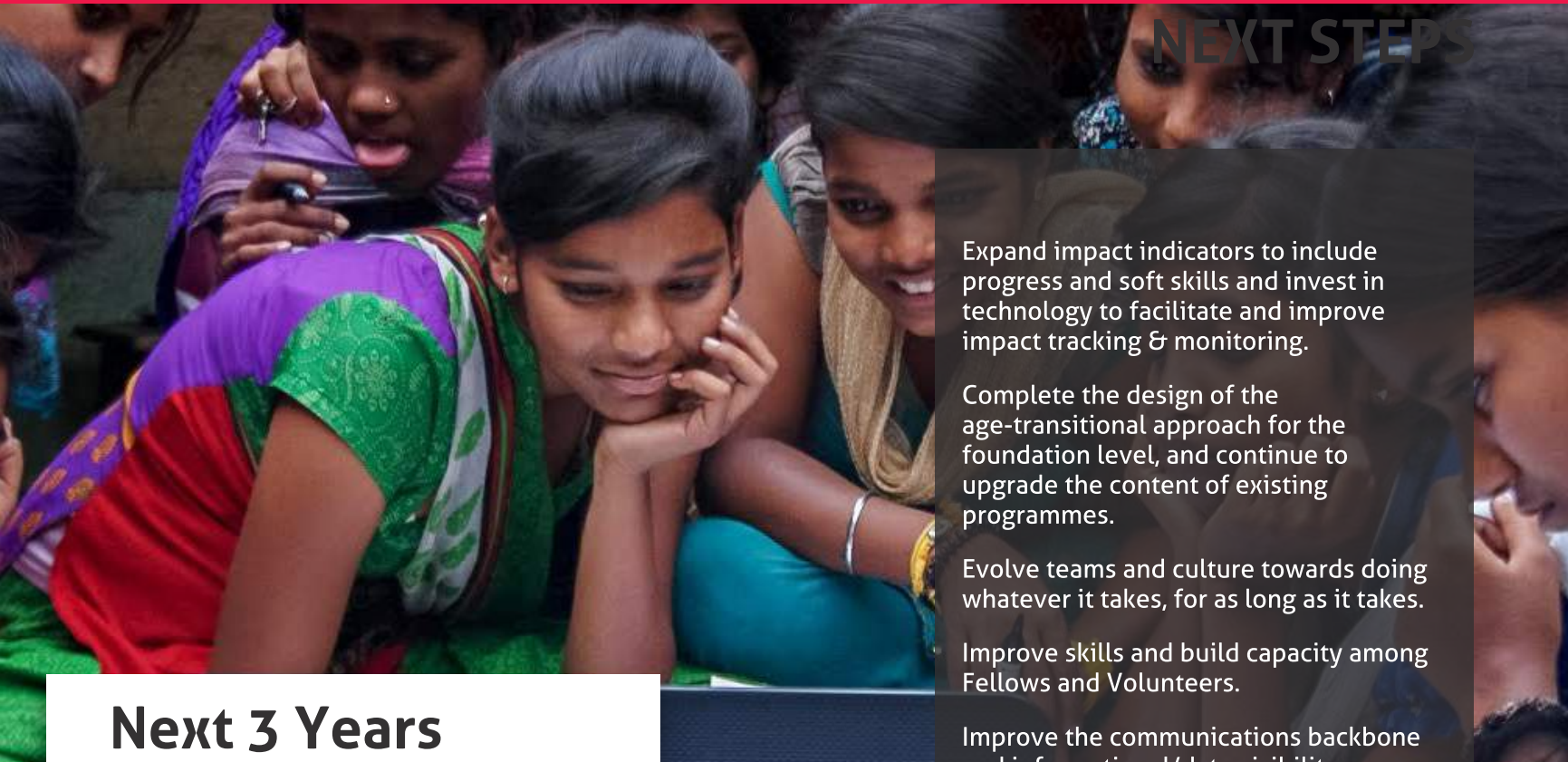
Next 3 Years

Our planning is ranged in a way that ensures our annual plan remains firmly in line with our long term aspirations. Over the next 3 years we will continue to lay foundations for longer term systemic change by focusing on the following:

- Complete the foundational section of the age transitional model, and scale/improve and standardize quality of impact in existing programmes.
- Ensure seamless hand-off between all programs, and evolve the design of all programs in line with the integrated age transitional model for each age group.
- Improve care, knowledge, skills and capability at every level of delivery, focusing on enabling volunteers to enable children
- Systematise and stabilise critical support processes, specifically shelter management, HC, fundraising, finance and communications.
- Use adult outcomes baselines to help us prioritize interventions better and set more meaningful targets for outcomes.
- Build operational and cultural readiness to double in size / reach the full sample size needed to generate proof data that is meaningful at a Governmental and system level.
- Use data and learnings from research to engage the sector in improving outcomes for children in shelters
- Use social impact campaigns to mobilize support, finance and partnerships.
- Formalize and expand the work we do to drive change in the ecosystem around the children we work with, focusing on shelter care practices, public awareness and understanding policy.

45

Expand impact indicators to include progress and soft skills and invest in technology to facilitate and improve impact tracking & monitoring.

Complete the design of the age-transitional approach for the foundation level, and continue to upgrade the content of existing programmes.

Evolve teams and culture towards doing whatever it takes, for as long as it takes.

Improve skills and build capacity among Fellows and Volunteers.

Improve the communications backbone and informational/data visibility across the collective.

Complete research on adult outcomes and develop scalable tools for managing and analysing data.

Stabilise fundraising; increase our online and offline crowd-funding capability, develop monthly donations and expand corporate sponsorship through employee engagement.

Build direct feedback loops from Director down to volunteer and child.

Increase robustness of HR, governance and escalation systems.

Improve internal knowledge sharing and transfer of regional best practices.

Improve operational rigour, tracking, monitoring & accountability.

Increase operational resilience (ability to cope with shocks) and agility (flexibility for change).

Develop volunteer alumni systems to ensure longer term continuity in mentorship.

2018-19

HOW YOU CAN HELP

Help us do more

Over the next five years, we hope to invest more per child in three key areas:

- Understand their individual and collective needs better
- Provide more time with volunteers who have received extensive training
- Improve and increase our touch-points and interventions to ensure a more holistic range of support for better long term outcomes

Help us help more children

UNICEF estimates there are 31 million orphans in India. Our work has only touched the tip of the iceberg. As we evolve, we hope to reach more children, either directly or by working with the state to roll-out better practices in all shelters across India. Your time, skills, donations in kind and financial support, all go a long way towards helping us achieve both of these goals.

Help us lower our costs

For Children: While we are able to massively reduce our costs of delivering services through a sophisticated volunteering model, our work of supporting children does also incur a range of non-service costs such as Classroom Resources, Learning Books and Materials, Buses/Local Transport for Extra-curricular Activities and Venues for Camps.

For Make A Difference: As a distributed non-profit organization, we strive to be as efficient as possible, and one of the ways we do this is by eliminating drag as much as possible. We are always looking for Sponsors to help us eliminate the costs of Computing Technology (Hardware and Software), Office Equipment, Connectivity, Travel and Venues for City Team Meetings.

Donate to MAD
http://makeadiff.in/donate

Find Out More
http://makeadiff.in

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contact@makeadiff.in

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80G
Registered

FCRA
Registered

12A
Registered

Make A Difference - Cochin is a registered society under the Travancore Cochin Literary, Scientific and Charitable Societies Registration Act of 1955 (Registration No: ER711/06)

MAKE A DIFFERENCE