



A Multi-Stakeholder Study to Document Perceptions, Participation and Outcomes of Suzlon Foundation's CSR Projects

*- The case of the 'Introduction to Basic Technology (IBT) – Vocational
Training in High Schools' Project Implemented by Vigyan Ashram*

Helena Skagerlind & Moa Westman
November 2011

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1. Introduction

1.1. Rationale and aim of the study

The rationale of the study is to prepare comprehensive documentation of Suzlon Foundation's CSR projects and partnerships. The evaluation and the filling of the documentation gaps will in turn work to review, adjust and improve projects and project documentation, including plans and reports, as well as to compare similar projects at different sites and thereby facilitate the sharing of knowledge and experience between project stakeholders. The information will further be useful when it comes to preparing realistic plans and budgets in the future.

The overall goal of this study is to evaluate Suzlon Foundation's CSR projects from a multi-stakeholder perspective. It further aims to investigate more qualitative aspects, such as stakeholder perceptions and the sustainability of projects in addition to the more quantitative factors, firstly as quantitative outcomes have been emphasized in project progress reports by implementing NGOs and secondly because the assessment of qualitative outcomes is needed in order to perform comprehensive evaluations. This, as there is a considerable risk that objective-outcome oriented evaluations become too focused on quantitative indicators, thus neglecting the value of qualitative indicators and results. The data that is to be gathered will address:

1. The development and business-linked issues in the project areas and the extent to which these have been addressed through the CSR projects
2. The development approaches of the respective stakeholders
3. The extent to which the initial objectives of the project plans have been fulfilled
4. Qualitative and quantitative impacts, both positive and negative, that not necessarily are limited by the objectives of the project
5. The stakeholders' perceptions of the project and its outcomes

In addition to this, each project will be evaluated in relation to the aspects of relevance, adequacy, efficiency and sustainability, four crucial indicators of the overall success of the project.

1.2. Method

The evaluation will have a stakeholder focus in the sense that the impacts on and perceptions of all stakeholder groups will be considered in the evaluation. This will facilitate the inclusion of all stakeholder groups' perspectives in the evaluation. The data collection will hence include:

- Focus group interviews with school teachers, IBT instructors and IBT students
- Individual interviews with representatives from the NGOs (project coordinators) and Suzlon business (local employees who are in contact with the NGOs and the CSR projects)
- Already existing data, mostly in the form of project agreements and reports

1.3. Sample and Limitations of the study

Vigyan Ashram (VA) is collaborating with Suzlon Foundation on 3 different projects – 'Introduction to Basic Technology (IBT) – Vocational Training in High Schools', the 'SUGYAN project' and the 'Follow-Up of IBT Students' project. This study is only concerns the first project, which is being implemented in 17-19 schools in the Dhule, Nandurbar, Satara and Sangli districts. The inconsistency in the reports and interviews regarding how many schools the IBT program has been introduced in has made it unclear how many schools currently are running the IBT program. The main part of this study is based on 2 different types of focus group interviews, one with IBT instructors, teachers and VA coordinators and one with students from 8th, 9th and 10th standards. The interviews were conducted in 3 schools in 3 different districts. The Satara district is not included in the study as we at the start of the project were informed that the IBT program was yet to start in the district (later we have seen figures that indicate that there is 1 IBT school in Satara

but this has not been confirmed). The sample of schools in the study is hence around 16-17.6 %. The table below shows who were represented in the focus group interviews:

IBT School	VA Rep.	Principal/Teachers	IBT-Instructors	No of 8th standard Students	No of 9th standard Students	No of 10th standard Students
Chadvel Korde	1	1	4	9	9	12
Shevali	1	1	3	7	11	7
Sangli	1	2	3	10	9	0

In addition, the study is based on in-depth interviews with the head of VA and Suzlon business representatives from the 3 districts. As a complement to the data gathered through interviews, the study has also made use of the monthly, quarterly and annual reports submitted to SF by the NGO.

To conduct the focus group interviews, an interpreter was employed due to the language barriers. The use of an interpreter was essential in order to carry out the study but it is important to acknowledge the consequences of this in terms of the gathered data. The main consequence of this is that the communication transmitted during the interviews is mediated and that some things due to this are bound to get lost, be added, misinterpreted or reformulated by the interpreter. In line with this, it is not possible to determine the extent to which the interpreter has influenced the manner in which the questions have been posed and the responses have been formulated or whether personal comments/views have been added. However, the inclusion of other sources of data has worked to assess the validity of the data obtained through the focus group interviews minimizing the risks of the use of such data.

2. Baseline

2.1. Presentation of the NGO and its development approach

VA is a center founded by the Indian Institute of Education (IIE) in Pune. The center was founded by Dr. S. S. Kalbag in 1983 for the purpose of furthering education in the area. “Vigyan” means ‘search of truth’ and “Ashram” refers to simple living, high thinking and equality, which characterizes the work of the organization. VA has developed a complete program for providing training to youth in rural and urban areas. The organization has developed several innovative technologies and has successfully commercialized them by training school dropouts. In order to increase the pace and quality of the education delivery system, VA has adopted new information technology. The organization is supported by several government and private organizations as well as individual donors. VA is located in the village Pabal, 70 km from Pune (<http://www.vigyanashram.com/>).

The development approach of VA is to further education through the philosophy of ‘learning while doing’. According to the organization, the process of learning in this way teaches us without overburdening us with the ‘teaching –learning’ process. VA further believes that activity to hand is the quickest way to develop intellect, that multiple experiences help to develop a child’s personality, that various rural development agendas and activities can be integrated in school education and that the scientific method - observation, measurement, recording, classification, documentation, exchange of information with others, developing hypotheses, testing them by further experiments and observation - is financially relevant to all sections of society. To achieve these objectives, VA has developed a successful educational program, which can be given through both formal and non-formal modes. (<http://www.vigyanashram.com/>).

2.2. Area conditions

Maharashtra is India's leading industrial state, contributing to 15 % of national industrial output and over 40 % of India's national revenue. 64.1 % of the people are employed in agriculture and allied activities while almost 46% of the GSDP is contributed by industry. Favorable economic policies in the 1970s led Maharashtra to become India's leading industrial state in the last quarter of 20th century. However, regions within Maharashtra show wide disparity in development. As per the 2001 census, Maharashtra has a population of 96,752,247 inhabitants making it the second most populous state in India, and the second most populous country subdivision in existence and only eleven countries of the world have a population greater than Maharashtra. Its density is 322.5 inhabitants per square km. Males constitute 50.3 million and females, 46.4 million. Maharashtra's urban population stands at 42.4 %. Its sex ratio is 922 females to 1000 males. 77.3 % of its population is literate, broken into 86.2 % males and 67.5 % females. Its growth rate between 1991 and 2001 was pegged at 22.6 % (<http://en.wikipedia.org/wiki/Maharashtra#Economy>). In Maharashtra, Suzlon has wind parks spread over 3 districts, Dhule-Nandurbar, Sangli and Satara, with the capacity to produce 1350 MW.

The Dhule and Nandurbar districts are located on the northern side of Maharashtra, at the crossing of three national highways. Agriculture is the source of livelihood for 50-75 % of the urban population and for more than 95% of the rural population. Due to the drought conditions of the district and the absence of major industrial growth, most agricultural laborers are forced to migrate to nearby districts and states during the months of October to March to earn a livelihood. When the area is drought-struck, the communities face hardships due to their heavy dependence on agriculture and agri-allied business. Drought conditions cause problems with kharif crops, the availability of drinking water, fodder and thus livelihood at large.

Sangli district is located in the western part of Maharashtra on the river basins of the Warna and Krishna River. The physical settings of Sangli shows a contrast of immense dimensions and reveals a variety of landscapes influenced by climate and vegetation.

Hence, the rainfall and the vegetal cover vary from 4000mm of rain and monsoon forests in the west to 400mm of rain and poor grass lands in the east (<http://sangli.gov.in>). The Sangli district has a good capacity for wind parks and the Suzlon wind parks in the area have the capacity to generate over 900 MW of power. Sangli is the birth place of many social and political reformers and has remained a politically active district where many of Maharashtra's politicians have their roots (<http://en.wikipedia.org/wiki/Sangli>). Despite this, the gap between female and male literacy, 74.88 vs. 49.94 %, remains higher than for the state in general (<http://sangli.gov.in>).

2.3. Perceptions of Development Issues in the Area

The different stakeholders showed to have quite similar perceptions of what the main development issues in all the 3 districts are, namely poverty and unemployment. In addition to this, VA, the IBT-instructors and the teachers in all the 3 districts also emphasized the development issues related to education, such as low school attendance, school drop-outs, students' lack of interest in the formal subjects and their inability to pay school/IBT fees, but also the issue of child labor. The Suzlon employees in Dhule-Nandurbar also mentioned that the low level of education when it comes to IT and technical areas further reinforces the lack of employment opportunities for people in the area and that the lack of toilet and water facilities are major development concerns. The Suzlon employees in Sangli further added that illiteracy, health and the lack of access to health care, especially access to surgery are prevalent development issues in the Sangli district.

2.4. Perceptions of and development issues caused by Suzlon

All the stakeholders emphasized that the main development issues related to Suzlon's operations in both the Dhule-Nandurbar and the Sangli district largely are related to the process of land acquisition. In all districts, Suzlon is perceived to have acquired the land at very cheap rates which has left farmers landless and without income (Sangli School and Security Head Dhule-Nandurbar) The use of middlemen when closing the land deals has, according to both VA and the Suzlon employees in Sangli, created dissatisfaction in the

communities as this seems to have resulted in that the farmers did not get full compensation for the land that they sold. Further, the Suzlon practice to with the help of local politicians bypass standard protocols of involving the community in the land acquisition process has, according to VA, resulted in that local people got exploited. Conclusively, this has led to major conflicts between the communities and the company resulting in repeated close-downs of the wind parks and community protests. This has in particular been the case in Sangli, where the Suzlon employees also highlighted that the practice of addressing community dissatisfaction with bribes has contributed to the continuation rather than to the resolution of the conflicts.

Furthermore, the commonly held perception in Dhule-Nandurbar that the wind turbines affect the water levels in the area and in Sangli that Suzlon should pay industrial tax to the Gram Panchayat is a source of feelings of resentment towards the company (School in Chadvel and Sangli). In addition, the Suzlon employees emphasized that the high expectations of the communities in terms of the generation of employment and community services by Suzlon that has been left unfulfilled are major causes of conflict. In Sangli, this has been spurred by the fact that the company initially promised the communities assistance which they later on have been unable to provide.

Due to the tensions between Suzlon and the communities, VA initially in consultation with Suzlon Foundation chose not to disclose that Suzlon was funding the projects. However, this has been disclosed now as VA encouraged the communities to apply for continued funding of the projects from Suzlon. Despite this, the awareness of that Suzlon is funding the project has remained low among the students. This is especially the case in Shevali, where the school is not located in the vicinity of the wind parks.

3. Outcomes

3.1. Outcomes in relation to objectives

The ‘Introduction to Basic Technology (IBT) – Vocational Training in High Schools’ Project aims to establish IBT training centers in Suzlon’s project villages, which are located in poor areas, largely inhabited by tribal communities.

3.1.1. Objective 1

To introduce students from 8th to 10th standard, through computer-based as well as practical education, to different skills, thereby developing their capability to act. This should further make students find school more attractive and as a healthy learning environment and activities and work done at schools should motivate the students to get involved in various activities

3.1.2. Fulfillment of Objective 1

The IBT program applies to students from 8th to 10th standard. The program consists of 4 practical modules including engineering, energy and environment, agriculture and animal husbandry and home and health. The latest figure on the enrollment of students in the 17 schools is the following:

Location	Nr. of Schools	Nr. of Students
Dhule	8	973
Nandurbar	4	578
Sangali	4	431
Satara	1	77
Total	17	2059

Thus, the objective to introduce students to practical education and different skills is fulfilled. However, this has not primarily been conducted through computer-based learning as only 2 schools (1 in Bramhanwel and 1 in Valhave) have computer-based learning facilities through the SUGYAN initiative (VA and Annual Report). Since the objective only is formulated in a qualitative manner, it is impossible to assess whether the introduction of the IBT project to the schools is as per the expectations of the stakeholders in the partnership or not.

All of the 74 students that were interviewed for the study showed positive attitudes towards the IBT program and stated that the skills they have acquired through this has been or will be very helpful for them (Students in Sangli, Chadvel and Shevali). In Chadvel, the students have appreciated the opportunity to leave the classrooms and ‘learn by doing’ as a complement to the formal education. The IBT sessions make the students feel more relaxed and free in the school and it moreover helps them to better understand, memorize and apply what they learn in the formal education. The teachers and the VA instructors further stated that the students, even the weaker ones, demonstrate a great interest in taking part in the IBT sessions and further describe them as more ‘happy’, ‘joyful’ and ‘energetic’ than before (All Teachers-VA interviews). The teachers in Shevali mainly ascribe this change in attitude to the introduction of ‘learning by doing’ as opposed to the traditional methods of teaching.

In 2010, 295 students out of 2042 enrolled students appeared for the SSC board examination for the first time. Almost 80 % of the IBT students scored above average in the tool matching, 3-dimensional space and form matching sections of the exam (AR). The students in Sangli further emphasized that in the formal education, there is no link between the practical and the theoretical knowledge but that in the IBT classes, where the focus is more on the practical training, they can better understand the link between the theoretical and the practical knowledge. The teachers and the VA instructors have further witnessed that the students better can understand theoretical mathematical and science concepts, such as length and volume, after the introduction of IBT (Teachers-VA in Sangli). Furthermore, many of the students in all the 3 locations demonstrated a willingness to continue their

technical/practical education after 10th standard by enrolling in technical government diploma courses. This willingness was further recognized by all the teachers and VA instructors and in Shevali, the teachers stated that 50 % of the students that have completed their IBT courses have gone for higher technical education (Teachers-VA interview Shevali). In total, VA report that 100-140 out of 200 students who have completed the IBT program have been admitted into various technical professional courses. In the view of VA, this reflects a change in attitude as the students previously, if they continued their education after 10th standard, mainly went for common arts courses (VA Interview).

Conclusively, this indicates that the IBT program has contributed to enhancing the students' motivation for school and further education at the same time as it has contributed to a healthier learning environment in the schools in general. This part of the objective can therefore be assessed to have been fulfilled to a great extent.

The IBT program has further to some degree enhanced the students' capability to act. This is reflected in the fact that the students are using the knowledge gained through IBT in their homes and on their family farms. The students have for example started assisting their families in grafting processes, selecting crops and fertilizers suitable for the acidity level of the soil, the construction of drainage systems, basic electrical tasks (such as changing or repairing the light bulbs/tube lights) and in preparing the dishes that they have learnt in the home science module (All Interviews). According to the teachers and the VA instructors, this reflects an increase in the students' confidence to act within technological fields, a change that they especially have recognized in the girls (Teachers-VA Instructors Chadvel). In addition to this, the students are, as an outcome of the program, getting involved in various community services and self-employment activities, which will be further discussed under objective 3 and 5. In sum, this can be seen as a demonstration of that the students are motivated to get involved in various activities. However, since this part of the objective is stated in a very vague manner that does not indicate what type of outcome originally was expected, it is difficult to measure the extent to which this part of the objective has been fulfilled.

3.1.3. Objective 2

To reduce the school dropout rate by making education more relevant to the society.

3.1.4. Fulfillment of Objective 2

Since accurate figures of dropout rates are difficult to obtain, VA did not assess the dropout rate prior to the start of the project. This makes it difficult to objectively evaluate if a change in this aspect actually has been an outcome of the project. Nevertheless, our sample suggests that it is likely that the IBT program has led to a decrease in the dropout rate in Dhule-Nandurbar since the school in Shevali claims to have experienced a 50 % reduction in the dropout rate and the school in Chadvel reported that there have been no dropouts since the start of the IBT program. In Sangli, the IBT program has only been running for a year and it is hence too early to assess this objective for that location. However, the teachers in Sangli reported that on the day of the IBT classes, none of the students are absent whereas on regular days, at least 1-2 students are absent. In general, VA reported that there still is a problem with the dropout rates in the schools but that the attendance on the day of IBT classes usually is 100 %. This indicates that the students and the communities find the IBT classes relevant to the society.

3.1.5. Objective 3

To create self-employment opportunities in the villages and thereby empower rural youth and women. The introduction of new technologies through the school – VA will train instructors in new technologies, which will be demonstrated in the schools.

3.1.6. Fulfillment of Objective 3

Since the students only are 14 years old at the end of the 10th standard very few self-employment opportunities arise directly after the completion of the IBT program. However, this is as per the expectations of the stakeholders, who expressed that the overall objective of the program is to prepare the students to become self-employed or more employable in

the future and not directly after the completion of the program (VA, Shevali and Sangli). Since the first batch of students just completed 10th standard it is too early to evaluate if the IBT program actually leads to an enhanced employability of students.

Since the start of the project, VA has in total trained 96 IBT instructors from the local communities. Out of these 96, 76 are still employed as instructors whereas 20 have left the program to start their own businesses. VA feels that their training programs and the introduction to the IBT-program encouraged the start up of these new businesses and contributed to their success, especially since VA recently actively have started to discuss the possibility of IBT instructors starting their own enterprises (july-sep report). Furthermore, when the instructors have completed 3 years of IBT teaching, they are eligible for applying for the government certificate of “practical schooling instructor”, which further contributes to enhancing their future employment opportunities (Sangli). Although this indicates that the project has contributed to both new employment and self-employment opportunities of the instructors, our sample indicates that this mainly has benefited men as at least ¾ of the interviewed instructors were men. Moreover, the instructors in Chadvel viewed their role as an action of social responsibility rather than a job, especially considering the fact that their monthly salary as instructors is only 1500 Rupees since the project funds decreased by 50 % (Chadvel).

3.1.7. Objective 4

To develop linkages between students, industries and entrepreneurs for employment generation.

3.1.8. Fulfillment of Objective 4

Based on this study, there is no indication of active steps taken to link the students with industries and entrepreneurs for enhanced employment generation. However, the community services that the students carry out in the villages (further discussed under objective 5) have resulted in some tie-ups with potential future clients.

3.1.9. Objective 5

To provide various community services through students. The schools will become linked with society through various rural development activities, such as earthing, soil testing, the construction of soak pits, electrical wiring, and watershed development surveys etc. carried out by the students.

3.1.10. Fulfillment of Objective 5

Most of the IBT schools have to some extent started to provide community services through the students. These services include the preparation of festival activities and food items that are sold in the local market, the provision of electrical and agricultural support, such as welding, grafting and inputs on the establishment of drainage lines and vermin composts. This has to some extent linked the students with society to a greater extent than before as more people are aware of their knowledge and contact the schools to contract their services (All teacher and student interviews). To increase these linkages, the school in Sangli has a vision to connect the school with the Gram Panchayat for collaboration on community services although this remains to be done (Sangli Interview). The table below shows the value of the community services provided by 16 schools as per April 2010.

School	Location	Value of Community Service
Baba Amate Bharat Jodo Ashramshala	Sakri	10740
Shri Tarakeshwar Madhyamik Vidyalaya	Pabalwadi	5039
Shrimati G.T.P. Kanya High School	Shani Mandal Tilali	8258
Dongarsoni High School	Dongarsoni	8969
Nutan Maratha Madhyamik Vidyalaya	Chadvel Korde	21525
Kai. Baliramdada Madhyamik Vidyalaya	Bramhanvel	6405
Shivaji Madhyamik Vidyalaya	Shevali	13312
New English School Sakri	Sakri	25028
Nutan Madhyamik Vidyalaya and kanishthha Mahavidyalaya	Khondamali	3863
Adarsh Prashala	Nagaj	8505
Sarvoday Vidyalaya	Ghatnandre	5645
Shri Siddhanath Vidyalay	Tisangi	425
Nutan Madhyamik Vidyalay	Aichale	1000
Nutan Madhyamik Vidyalay	Amkhel	450
Sadhana Madhyamik Vidyalay	Shanimandal	50
Madhyamik Vidyalay	Rajle	0
Total		119214

The money earned through the community services is deposited in an IBT bank account. The primary purpose of this money is to sustain the program after the withdrawal of the funding partners but also to cover the IBT fees for the students that are unable pay these (All teachers' interviews). 2 out of the 3 schools interviewed for this evaluation had already experienced a reduction in funding and are currently partly using the money generated through the community services to sustain the program (Chadvel and Shevali). Again, since the objective is not defined in a quantitative manner, it is impossible to evaluate whether the extent to which the process of community services that has been established is according to the stakeholders' expectations.

3.2. Other Outcomes

➤ **Nursery-Tree Plantation Collaboration with Gayatri Foundation**

Through Suzlon Foundation, the IBT schools in Dhule-Nandurbar have been linked with Gayatri Foundation and together, they have initiated a nursery establishment collaboration. Gayatri Foundation has provided the schools with bags and seeds, the schools have then grown a total of 10.815 plants, which they in turn have sold back to Gayatri Foundation for Rs. 5 per plant (indicating a total earning for the schools of Rs. 54.075) (P2 project performance report, Shevali interview). In Shevali, Gayatri Foundation in collaboration with the villagers planted these trees in the village in order to convey the message of the importance of conserving the environment. This collaboration has been very appreciated by the involved stakeholders.

➤ **Workshop for out-of-school youth**

One technician workshop for out-of-school youth has been arranged by VA in Shewali-Brahmenwel school. In total, 39 students completed the course and received a certificate for their participation. Further information on this activity has not been collected for the study and hence it will not be discussed at length.

4. Perceptions of Stakeholder Collaboration

Initially, VA was hesitant to engaging in a partnership with Suzlon Foundation due to Suzlon's bad reputation and negative impacts in the area (as discussed in section 2.4). However, Suzlon Foundation's openness to recognizing the mistakes done by the company in the past and the approach to not disclose the name of Suzlon in the initial stage of the project opened up for the partnership. VA views Suzlon Foundation as a trusting, understanding and flexible partner as they do not try to micro-manage the project, understand and are interested in the reality of the field and there is room for discussion, creativity and changes of activities in relation to the initial project plan. The flexibility of the partnership is especially appreciated by VA as this is what distinguishes the partnership from collaborations with the government sector, where the project conditions are fixed and there is no room for change. On the other hand, Suzlon Foundation requires frequent project reporting, which the organization is not used to, and although VA has not experienced a reduction in funding so far, there is a high degree of insecurity of funding in the partnership since this partly depends on the market performance of the company. Nevertheless, VA in general has a very positive view of the partnership as the ownership of the project (in terms of objective setting and work practices) remains with the NGO and Suzlon Foundation has contributed to the capacity building of VA in terms of improved reporting and audit practices.

During the first 2 years of the partnership, VA had no collaboration with the local Suzlon employees. However, VA has recently started to approach Suzlon to initiate collaborations on guest lectures and recycling of scrap material from the factories. This has resulted in that the schools in Dhule-Nandurbar have received some scrap material from the Chadvel factories and that employees from this unit have visited at least one of the schools. VA would like to increase these types of collaborations; however, the NGO experiences some difficulties in actually getting the Suzlon employees involved. The Suzlon employees from SECL and the HR department in Dhule-Nandurbar are interested in conducting guest lectures in the IBT schools that are located within 5 km of the factory and said that it is possible to provide the schools with scrap material from the factories. To establish such

collaborations, they however feel that the name of Suzlon needs to be disclosed in the project areas and that there is a need for better communication about the ongoing CSR activities from Suzlon Foundation and its partners. At the time of the interview, the SECL and HR departments had a quite low awareness of the CSR activities in the area. Nevertheless, they view the projects to have contributed to changing the perception of Suzlon in the area to some extent. In Satara-Sangli, where VA's presence is not as widespread as in the Dhule-Nandurbar district, the Suzlon employees felt that the CSR projects in general have not benefited the business in any way. The Suzlon employees demonstrated a willingness to participate in the projects although guest lectures and the provision of scrap material was not discussed here.

VA has a very close collaboration with the instructors and the teachers in their partner schools as each school has a local VA resource contact person. The partnership extends beyond a funding relationship as it includes the set-up of the program, the training of the instructors and the teachers and follow-up and development of the program. The representatives from the schools included in this study and the VA staff view this partnership as very well functioning.

5. Relevance, Adequacy, Efficiency, Sustainability

Relevance

The relevance of the project will here be assessed in relation to the interviewed stakeholders' perceptions of the development issues in the area. Since the IBT project has a single-sector approach, focusing only on education, the development issues that directly have been addressed are those related to students' interest in school, students' attendance and school drop-out rates. These were issues that were particularly emphasized by the school teachers and VA. In the long run, this may lead to a decrease in poverty, unemployment, migration and illiteracy rates in the area, which were development issues mentioned by all stakeholders. Conclusively, from a sector approach, the project has been highly relevant and it cannot be overlooked that the project in the long run is likely to have

positive impacts within other development sectors as well. However, the project has not addressed the negative impacts and development issues caused by Suzlon in the area.

Adequacy

Adequacy in general refers to the actual degree of coverage of the project vis-à-vis the planned outreach. However, since the original project plan for the SF-VA IBT collaboration did not include a quantitative planned outreach, assessing the project adequacy becomes problematic. Nevertheless, in the view of VA, there is a large scope for expanding the project coverage as around 17,900 schools in Maharashtra and several of the schools in the Suzlon wind park districts do not have IBT programs.

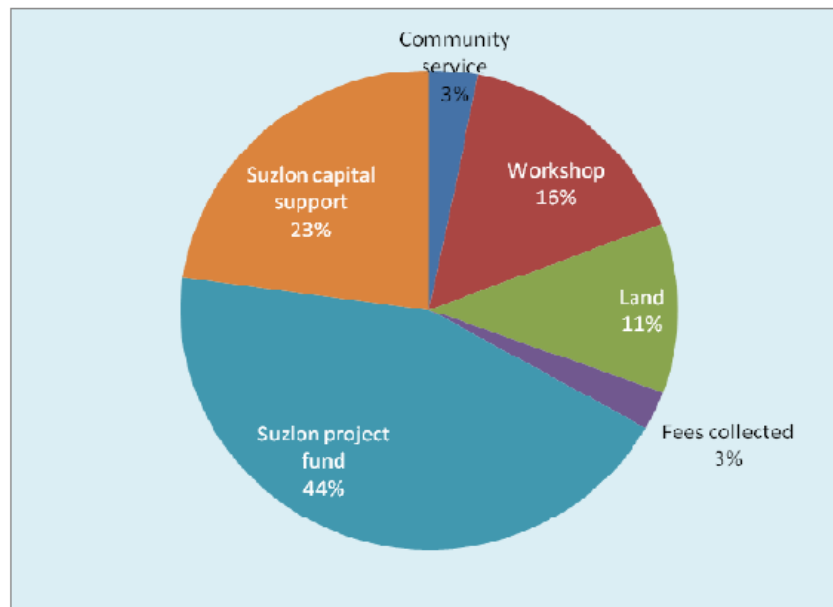
Efficiency

Efficiency in this context refers to the relationship between the use of resources like person power, time, locally available material and the outputs of the project. In the initial stage of the project implementation, the inputs, in terms of training and finances, were naturally higher than the outputs. However, from this year onwards, the outputs are likely to grow exponentially since students that have completed the IBT course are starting to graduate, the system of community services is in place and there is a pool of trained instructors. As a consequence of this, the relationship between inputs and outputs will change from having been higher on the input side to be higher on the output side and thus, the efficiency will increase. This is further reflected in that VA reduced the funding of the schools by 50 % after 3 years as they are expected to be able to sustain the programs partly on their own (this will be further discussed under sustainability).

Sustainability

Sustainability here refers to the probability of the project components and outcomes to sustain beyond the support of the project. The individual project outcomes, such as the new skills acquired by the students and the trained instructors, which in turn to some extent

have increased their employability, will be sustained beyond the project as these are not dependent on new inputs. However, for a continuous decrease in school drop-out rates and to keep new students interest in their schooling, the project components and activities also need to be sustained. In order to secure the sustainability of the project components, VA initially designed the project to promote high local ownership of the program by training local IBT instructors and emphasizing the role of community services and contributions in the funding of the program. Today, almost all schools have small but continuous incomes from student fees and community services that contribute to the funding of the IBT program. The chart below shows the general distribution of funding sources:



VA has further reduced the financial support by 50 % to the schools that they have worked with for 3 years as they are expected to be able to finance 50 % of the project through their own income-generation activities. The schools reported that they are willing and able to sustain the program in spite of the reduction in funding but that it sometimes is difficult to cover the expenses for salaries and material since not all students can pay the fees and the incomes from the community services still are low (Chadvel and Shevali). Conclusively, the project components can be assessed as partly sustainable, mainly because VA from the initial stage have designed the program to promote local ownership and prepare the schools for a future decrease in funding. The sustainability could however be enhanced if more

focus were placed on how the schools strategically can conduct community services and if the links with Suzlon for the provision of material were improved.

6. Recommendations

6.1. To Vigyan Ashram

- The project objectives are not as specified and measurable as they could have been.

When you outline project objectives, think SMART:

- **Specific** – Objectives should specify what they want to achieve
 - **Measurable** – You should be able to measure whether you are meeting the objectives or not
 - **Achievable** - Are the objectives you set, achievable and attainable?
 - **Realistic** – Can you realistically achieve the objectives with the resources you have?
 - **Time** – When do you want to achieve the set objectives?
- When reporting, relate all the outcomes to the corresponding objectives so that it is easy to follow the progress of the project
 - Explore how the schools can be guided to strategically develop their practices of community services by for example linking with other partners such as the Gram Panchayat or industries in order to enhance the sustainability of the program
 - Explore the possibility for including a session on market linkages in the IBT curriculum to enhance the students' understanding of how they can use their knowledge outside the classroom and the home
 - Consider if the IBT instructor salaries are reasonable
 - To further develop the linkages with Suzlon, provide a list of topics for guest lecturers including a list of the schools and their locations to the Suzlon Foundation state manager for coordination

6.2. To Suzlon Foundation

- Facilitate and coordinate the linkage between VA and Suzlon by assisting in arranging guest lectures and develop a process for how scrap material from the factories easily can be distributed to the schools

- Consider if the name of Suzlon can be made more visible in the project to increase the CSR aspect and Suzlon employees' willingness to participate in the project without infringing on VA ownership of, or satisfaction with, the project
- Re-orient Suzlonians on the basics of CSR and outline the clear connect between the projects' expected outcomes and the negative impacts of the company
- Share the status of degree to which negative impacts have been offset with partners