

# IMPACT ASSESSMENT OF PROJECTS IMPLEMENTED IN FY 2024 BY ORACLE FINANCIAL SERVICES SOFTWARE LIMITED

## EXECUTIVE SUMMARY REPORT



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# INTRODUCTION

## ABOUT ORACLE FINANCIAL SERVICES SOFTWARE LIMITED

Oracle Financial Services Software Limited (Oracle), headquartered in Mumbai, is a global leader in technology solutions for the banking and financial services sector. Its offerings cover core banking, risk management, compliance, customer experience, and financial crime prevention, enabling institutions to operate more efficiently, remain compliant, and innovate at scale. With a strong international presence and a diverse client base, Oracle continues to play a pivotal role in shaping the future of financial services.

Alongside its business leadership, Oracle upholds a strong commitment to social responsibility. Oracle's Corporate Social Responsibility (CSR) agenda focuses on advancing education, protecting the environment, and strengthening communities. Smaller towns and underserved regions often face greater developmental challenges than large metros. To address this, Oracle has adopted a strategy of wider geographical reach for its projects, partnering with non profit and community based organisations. It works to deliver interventions that are both impactful and sustainable, ensuring that its contributions support inclusive growth and equitable development across India.

## ABOUT CSR PROJECTS UNDERTAKEN IN FY 2024

Oracle's CSR projects during FY 2024 created meaningful impact across two key areas:

- » **Girl Child and Young Women Education:** Projects in digital education, STEM, socio emotional learning, and leadership development equipped underserved youth, particularly girls, with future ready skills, while scholarships enabled young women to pursue higher education in science and technology. Together, these projects built aspirations, confidence, and employability, creating pathways to inclusive growth.
- » **Water, Sanitation and Hygiene (WASH):** Infrastructure support to schools and underserved communities, and improved access to safe drinking water and sanitation, thus created healthier learning and living environments. By reducing absenteeism and supporting dignity and well being, especially for adolescent girls, these projects contributed to stronger educational outcomes and long term community resilience.



**Financial Year**  
**FY 2024**



**Number of Projects**  
**17**



**Project Budget**  
**₹ 48.29 Cr**



**Lives Impacted**  
**10.6+ lakh individuals**



**Thematic Areas Covered**

- 1. Girl Child and Young Women Education**
- 2. Water, Sanitation and Hygiene (WASH)**

The United Nations adopted the Sustainable Development Goals (SDGs) in 2015 as a global call to end poverty, protect the planet, and ensure prosperity for all by 2030. Oracle's CSR projects are aligned to multiple SDGs, specifically focused on equitable education and WASH outcomes.

<b>3</b> GOOD HEALTH AND WELL-BEING 	<b>4</b> QUALITY EDUCATION 	<b>5</b> GENDER EQUALITY 
<b>6</b> CLEAN WATER AND SANITATION 	<b>13</b> CLIMATE ACTION 	



## FY 2024 PROJECT SUMMARY

S. No.	Implementing agency name	Project name	Geographical outreach	Grant Amount
1	<b>Indian Institute of Technology Bombay</b>	Providing scholarship support to young women pursuing higher education in Science and Technology	<b>Maharashtra</b> (Mumbai)	₹ 47,476,480
2	<b>Sambhav Foundation</b>	Strengthening WASH infrastructure at government schools to improve student access to sanitation facilities	<b>Karnataka</b> (Raichur, Yadgir, Bengaluru, Gulbarga)	₹ 45,000,000
3	<b>Swades Foundation</b>	Empowering underserved communities through WASH projects and promoting safe WASH practices	<b>Maharashtra</b> (Raigad, Nashik)	₹ 41,400,000
4	<b>Going to School Fund</b>	Equipping young people with STEM, design thinking, and life skills to solve challenges facing their communities.	<b>Karnataka</b> (Raichur, Bengaluru) <b>Maharashtra</b> (Mumbai)	₹ 40,000,000
5	<b>CRY Child Rights and You</b>	Empowering marginalised girls through primary education support, life skills training, and leadership development	<b>Karnataka</b> (Raichur, Bengaluru) <b>Tamil Nadu</b> (Chennai)	₹ 37,524,800
6	<b>Bal Raksha Bharat (Save the Children, India)</b>	Strengthening WASH Systems in school	<b>Karnataka</b> (Raichur) <b>Maharashtra</b> (Osmanabad)	₹ 3,593,528

S. No.	Implementing agency name	Project name	Geographical outreach	Grant Amount
7	<b>Samarthanam Trust for the Disabled</b>	Empowering underserved students by strengthening sanitation and hygiene practices in schools and communities	<b>Karnataka</b> (Raichur, Yadgir)  <b>Tamil Nadu</b> (Virudhnagar, Ramanathapuram)  <b>Maharashtra</b> (Nandurbar, Jalgaon)	₹ 30,000,000
8	<b>Magic Bus India Foundation</b>	Empowering marginalised girls through life skills training and parental engagement	<b>Maharashtra</b> (Gadchiroli, Mumbai)  <b>Tamil Nadu</b> (Ramanathapuram)  <b>Karnataka</b> (Bengaluru)  <b>Delhi NCR</b>	₹ 30,000,000
9	<b>Foundation to Educate Girls Globally (FEGG)</b>	Improving enrollment, retention, and learning outcomes for out of school girls	<b>Madhya Pradesh</b> (Barwani)	₹ 29,913,194
10	<b>Teach to Lead</b>	Strengthening learning outcomes for girls by providing access to teachers in under resourced schools	<b>Delhi NCR</b>	₹ 28,000,000
11	<b>Bhumi</b>	Strengthening WASH systems and infrastructure at schools to improve student outcomes and reduce absenteeism	<b>Tamil Nadu</b> (Chennai, Thiruvallur, Chengalpattu, Thiruvannamalai, Coimbatore, Ramanathapuram)	₹ 25,000,000
12	<b>People's Action for National Integration</b>	Empowering communities and strengthen WASH infrastructure, promoting safe water, sanitation and hygiene practices	<b>Uttar Pradesh</b> (Fatehpur)	₹ 25,000,000

S. No.	Implementing agency name	Project name	Geographical outreach	Grant Amount
13	<b>MAMTA Health Institute for Mother and Child</b>	Driving knowledge and skill around WASH best practices and strengthening WASH infrastructure and training at the school	<b>Delhi NCR</b> (Gautam Buddha Nagar)	₹ 25,000,000
14	<b>Friends Union for Energising Lives (FUEL)</b>	Providing scholarship support to young women pursuing higher education	<b>Maharashtra</b> (Pune)	₹ 20,000,000
15	<b>Breakthrough Trust</b>	Empowering underserved young girls through socio emotional and leadership development and community engagement	<b>Haryana</b> (Gurgaon, Panipat, Sonipat, Jhajjar)	₹ 20,000,000
16	<b>Society for All Round Development (SARD)</b>	Providing infrastructure support to underserved schools and creating awareness to promote WASH best practices	<b>Delhi NCR</b> <b>Maharashtra</b> (Mumbai) <b>Karnataka</b> (Bengaluru)	₹ 20,000,000
17	<b>Sewa International</b>	Empowering adolescent girls and women by providing WASH services, counselling, and preventive healthcare facilities	<b>Karnataka</b> (Ramnagara, Bengaluru, Hubli, Dharwad, Belgaum) <b>Maharashtra</b> (Osmanabad) <b>Delhi NCR</b> (Delhi, Gurugram, Noida)	₹ 15,000,000

## FY 2024 PROJECT RATINGS

S. No.	Implementing agency name	Relevance	Effectiveness	Impact	Sustainability
1	Indian Institute of Technology Bombay	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
2	Sambhav Foundation	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
3	Swades Foundation	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
4	Going to School Fund	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
5	CRY Child Rights and You	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
6	Bal Raksha Bharat (Save the Children, India)	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
7	Samarthanam Trust for the Disabled	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
8	Magic Bus India Foundation	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
9	Foundation to Educate Girls Globally (FEGG)	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
10	Teach to Lead	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

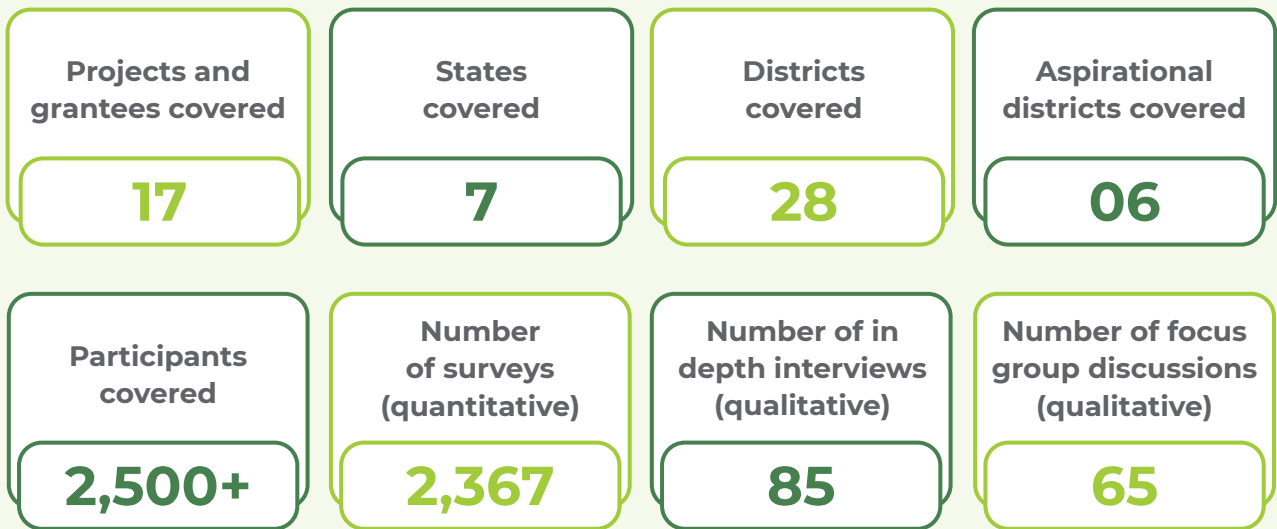
## FY 2024 PROJECT RATINGS

S. No.	Implementing agency name	Relevance	Effectiveness	Impact	Sustainability
11	Bhumi	● ● ● ● ●	● ● ●	● ● ● ● ●	● ● ●
12	People's Action for National Integration	● ● ● ● ●	● ● ●	● ● ● ● ●	● ● ●
13	MAMTA Health Institute for Mother and Child	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
14	Friends Union for Energising Lives (FUEL)	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
15	Breakthrough Trust	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
16	Society for All Round Development (SARD)	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
17	Sewa International	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

## KEY IMPACT HIGHLIGHTS

Sattva Media and Consulting Pvt. Ltd. (Sattva) conducted an impact assessment of seventeen projects implemented in partnership with a diverse set of non profit organisations during FY 2024. Through these collaborations, Oracle supported projects spanning education, skills development, and WASH, reaching underserved communities across India. The assessment followed a rigorous methodology aligned with global evaluation standards. Detailed insights for each project are presented in the following sections, with key highlights summarised below:



### STRENGTHENING EDUCATION OUTCOMES

- 1 Girls who were previously out of school were enrolled into mainstream education, while dropout risks were reduced and retention strengthened during critical adolescent years.
- 2 Scholarships created pathways for young women to pursue higher education in management, technology, and STEM, enabling greater participation in the formal workforce.
- 3 Students demonstrated improvements in mathematics, literacy, and problem solving, with many reporting better grades and stronger academic confidence.

## BUILDING SKILLS AND ASPIRATIONS

1

Adolescent girls built communication, negotiation, and leadership skills, leading to greater confidence and self expression.

2

Families and communities began to challenge traditional gender norms, delaying early marriages, investing more in daughters' education, and recognising girls as role models.

3

Exposure to STEM, coding, and digital literacy equipped girls with future ready skills and nurtured aspirations for careers in science and technology.

## ADVANCING HEALTH AND WASH OUTCOMES

1

Students and community members gained access to safe sanitation, handwashing facilities, and clean drinking water.

2

Improved awareness on menstrual hygiene and sanitation facilities contributed to better school attendance among adolescent girls.

3

Hygiene awareness sessions led to adoption of healthier practices within schools and homes, creating positive ripple effects across communities.

## DRIVING SUSTAINABLE COMMUNITY OWNERSHIP

1

Parents, teachers, and school committees became active in sustaining progress in education and hygiene outcomes.

2

Community led groups and student councils played an important role in ensuring accountability and collective responsibility.

3

Beneficiaries mentored siblings and peers, fostering a culture of shared learning and empowerment within communities.

# PROJECT 1

## INDIAN INSTITUTE OF TECHNOLOGY BOMBAY

**Project Title:** Providing scholarship support to young women pursuing higher education in science and technology

### PROJECT BACKGROUND

Supported by Oracle and implemented by the Indian Institute of Technology Bombay, the project focused on enhancing women's representation in STEM by addressing financial barriers to higher education. By providing scholarships, the project enabled young women to access advanced education and research opportunities, fostering both academic growth and career

advancement. The support not only promoted economic empowerment through reduced financial burdens but also positioned women as role models in STEM, inspiring future generations. At the same time, the project worked to challenge entrenched stereotypes, reinforcing that STEM careers are accessible and achievable for all.

### PROJECT DETAILS



**Grant Amount**  
₹ 47,476,480



**Beneficiaries Impacted**  
Direct: 153 girl students



**Geographical Outreach**  
Maharashtra (Mumbai)



**SDGs Addressed**



**Implementation Period**  
May 2023 to February 2024



**Sample Covered**

Student beneficiaries, Alumni students, Scholarship committee members

## KEY FINDINGS SUMMARY

- » **Reduced financial and emotional stress:** Participants highlighted that the scholarship eased both financial and emotional pressures, which otherwise could have led to dropouts or compromised performance. With the support in place, they were able to devote greater attention and energy to their studies and academic growth.
- » **Confidence in career and life outcomes:** Participants shared that their IIT Bombay journey, supported by the scholarship, gave them a stronger sense of direction and confidence about their career paths and overall life choices, equipping them to pursue ambitious goals.
- » **Relief from loans and debt:** For many from low income families, the scholarship removed the burden of taking education loans or incurring debt, ensuring financial security and enabling them to complete their education without long term liabilities.
- » **Greater participation and leadership:** Participants engaged more in extracurriculars, internships, and leadership roles due to financial stability.
- » **Commitment to giving back:** Many expressed a strong desire to give back as mentors or donors in the future.

## IMPACT STORY

### Tarang turning challenges into opportunities at IIT Bombay

Tarang Saxena, a 23 year old metallurgical engineering graduate from IIT Bombay, faced financial hardship when her father's limited income made higher education seem unaffordable. The Oracle supported scholarship lifted this burden, covering tuition and living expenses. This stability enabled Tarang to focus on academics and participate in entrepreneurial projects during her second year.

She graduated with pride, financial independence, and a deep sense of gratitude, determined to mentor others from similar backgrounds. Her journey, enabled through Oracle's collaboration, highlights how targeted scholarships can empower women to overcome financial barriers, thrive in STEM education, and inspire the next generation of female leaders.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The scholarships directly addressed financial and emotional stress, with 100% of participants reporting relief and 95% noting reduced need for part time work. This allowed students to focus fully on academics. More importantly, 70% applied because they could not afford tuition fees, and 65% said it enabled focus on academics and extracurriculars, highlighting the high relevance of the intervention.

### Effectiveness

The scholarship not only reduced stress but also boosted confidence, with 100% of students reporting strong confidence in career and life outcomes and 93% noting improved academic motivation. Institutional support was rated highly (98% found the process easy and accessible). However, lower percentages in areas like club participation (58%) and internship preparation (35%) indicate room for strengthening holistic engagement and employability support.

### Impact

100% participants credited the scholarship as crucial for completing their course. Without it, 83% would have taken loans, highlighting the intervention’s role in reducing debt burdens. Students also reported enhanced confidence in life outcomes (53%) and reduced risk of dropout (12% prevented from leaving due to affordability issues). This shows clear academic continuity and life outcome benefits.

### Sustainability

Sustainability was strong, with 98% rating institutional support and accessibility as very easy. Encouragingly, 78% expressed intent to give back as donors or mentors, suggesting the potential for a self sustaining cycle of support. However, this figure could be strengthened further with formal alumni engagement mechanisms to ensure higher long term participation.

## PROJECT 02

### SAMBHAV FOUNDATION

**Project Title:** Strengthening WASH infrastructure at government schools to improve student access to sanitation facilities

#### PROJECT BACKGROUND

Supported by Oracle and implemented by Sambhav Foundation, the project strengthened WASH infrastructure in government schools by constructing and upgrading safe, functional, and gender segregated sanitation facilities. Oracle's support improved access to sanitation, helping reduce absenteeism among girls, particularly those managing menstruation. Alongside infrastructure, WASH education and hygiene awareness

were integrated into school environments to build lasting daily hygiene habits. The project promoted dignity, health, and well being by reducing illness linked to poor sanitation and fostering safe, inclusive learning spaces. To ensure sustainability, the project also engaged school leadership, teachers, and student councils in taking ownership of facilities and hygiene practices.

#### PROJECT DETAILS



##### Grant Amount

₹ 45,000,000



##### Beneficiaries Impacted

**Direct:** 12,153 students and teachers

**Indirect:** 35,082 family members of beneficiaries



##### Geographical Outreach

**Karnataka** (Raichur, Yadgir, Bengaluru, Gulbarga)



##### SDGs Addressed



##### Implementation Period

May 2023 to February 2024



##### Sample Covered

Student beneficiaries, Parents, Teachers, School administrators, Sambhav Foundation project team

## KEY FINDINGS SUMMARY

- » **Functional and safe facilities:** Participants widely confirmed that new sanitation facilities are functional, safe, and regularly used.
- » **Effective WASH sessions:** WASH sessions were engaging, easy to understand, and helped students adopt lasting hygiene practices.
- » **Health, attendance, and confidence:** Improved infrastructure and awareness reduced absenteeism, improved health outcomes, and reinforced students' confidence in using school facilities.
- » **Extended benefits to families:** Families and communities benefited as students shared hygiene practices at home.
- » **Sustainability and budget concerns:** School leadership and student groups expressed readiness to sustain facilities and hygiene behaviours, though concerns remain around long term budgets for upkeep.

## IMPACT STORY

### “It’s easier to stay in school without worrying”: Restoring dignity through sanitation

At Urdu Government School, Kengeri, broken or roofless toilets without doors, soap, or sanitary pads once discouraged use, caused frequent illness, and heightened parental concern, particularly affecting girls’ dignity and attendance.

With Oracle’s support, the project constructed gender segregated sanitation facilities equipped with water, locks, lighting, and improved maintenance systems, alongside hygiene awareness sessions.

Students now use toilets confidently, report fewer illnesses, and practise better hygiene at school and home, while teachers observed calmer classrooms and improved focus.

As one student shared, “***It’s easier to stay in school without worrying.***” The intervention has restored dignity, boosted attendance, and set the school on a path toward long term improvement, even as challenges around water supply and cleaning budgets remain.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project responded to urgent gaps in sanitation and menstrual health, as validated by baseline findings. Only 20% reported old facilities were usable, 32% cited lack of privacy, and 37% of girls often missed school during menstruation. With 80% facing acute difficulties managing menstruation, the project addressed a highly relevant and urgent need, consistent with Oracle's focus on removing systemic barriers to education.

### Effectiveness

Implementation outcomes were strong, combining infrastructure with awareness. 99% participants confirmed new sanitation facilities were functional, and 91% gained knowledge from WASH sessions. Sessions were well received, with 78% finding them engaging and 86% rating them relevant, combining infrastructure improvements with effective behaviour change.

### Impact

The project created tangible improvements in health and education. 91% participants reported better handwashing habits, 95% attended school more regularly, and 98% recognised the importance of clean facilities. Wider benefits were also seen, with 79% noting long term health impacts and 62% promoting hygiene within families, showing spillover of benefits into communities.

### Sustainability

Sustainability outcomes showed promise but also risks. 86% expressed confidence in school leadership and 71% noted student commitment to hygiene, but 17% feared a return to old habits without reinforcement. Stronger community ownership and behaviour reinforcement are needed for long term continuity.



Newly constructed sanitation facilities constructed through the Sambhav Foundation project



Community awareness session on water, sanitation, and hygiene conducted through the Sambhav Foundation project

## PROJECT 03

### SWADES FOUNDATION

**Project Title:** Empowering underserved communities through WASH projects and promoting safe WASH practices

#### PROJECT BACKGROUND

Supported by Oracle and implemented by Swades, the project focused on ensuring year round availability of safe drinking water through household tap connections in participating villages. It aimed to achieve and sustain Open Defecation Free (ODF) status by enabling access to sanitation units in every household. To ensure long term impact, the project strengthened

the capacity of Village Development Committees (VDCs) and Nigrani Samitis for infrastructure maintenance and hygiene monitoring. Alongside reducing waterborne diseases and improving overall community health, the project placed emphasis on empowering women and marginalised groups by reducing drudgery, improving dignity, and ensuring equitable access to safe WASH facilities.

#### PROJECT DETAILS



**Grant Amount**  
₹ 41,400,000



**Beneficiaries Impacted**  
**Direct:** 1,682 individuals (male and female)  
**Indirect:** 7,784 household members



**Geographical Outreach**  
**Maharashtra** (Raigad, Nashik)



**SDGs Addressed**



**Implementation Period**  
May 2023 to February 2024



**Sample Covered**

Women beneficiaries, Men beneficiaries, Nigrani Samiti members, Village Development Committee members

## KEY FINDINGS SUMMARY

- » **Reduced drudgery through safe water access:** Participants reported that access to safe drinking water at home significantly reduced drudgery and time spent collecting water.
- » **Privacy, dignity, and safety:** Household sanitation units greatly improved privacy, dignity, and safety, especially for women.
- » **Better health and lower expenses:** Waterborne illnesses and related health expenses decreased, leading to improved household well being.
- » **Community ownership and maintenance:** Community ownership was strong, with VDCs and Nigrani Samitis taking responsibility for cleanliness and maintenance.
- » **Women's empowerment and safety:** Women reported feeling more empowered and safer due to reliable WASH facilities.

## IMPACT STORY

### Sanitation facilities bring dignity to Bondshet village

In Bondshet hamlet of Raigad, Sharmila Santosh Mandavkar, a single parent earning ₹ 7,000 a month as housekeeping staff, struggled with unsafe and unclean community sanitation facilities. At times, she and her daughters were forced to use open fields, compromising their health, dignity, and safety. Through the Oracle's supported project, her family received individual household sanitation facilities built with community and VDC support.

Sharmila and her daughters now have safe, hygienic facilities within their home, reducing risks and restoring confidence.

***"With individual sanitation facilities, we no longer depend on unclean community facilities. It is under our control to maintain hygiene and we feel safe at any time of day,"*** she shared.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project directly addressed critical community needs. 91% reported urgent to moderate need for tap water before the project. 81% reported urgent need for sanitation facilities. 72% of women participants reported unsafe or undignified sanitation practices before. 42% still relied on open defecation before the intervention. Oracle's support ensured that fundamental WASH gaps: clean water and safe sanitation were prioritised in line with community needs.

### Effectiveness

The project proved highly effective in delivering sustainable solutions: 97% participants were satisfied with the build quality of taps; 94% with sanitation facilities. 90% found design and location accessible and user friendly. 86% confirmed taps required no repairs over two years. 86% felt confident relying on regular water supply. The project delivered durable infrastructure that required minimal repairs, highlighting strong construction quality and usability.

### Impact

96% participants said access to modern amenities improved social status. 95% demonstrated understanding of twin pit sanitation benefits. 92% reported reduced household stress. 89% observed stronger community cohesion. 88% reported falling sick less frequently, 86% noted improved cleanliness in households and surroundings. 73% reported saving 1 to 2 hours daily due to taps, while 65% noted medical cost savings.

### Sustainability

There was strong evidence of long term sustainability. 88% felt confident managing minor repairs with tools and skills provided. 84% expressed willingness to contribute financially for maintenance. 84% believed facilities would remain in excellent condition for five years. 80% confirmed VDCs/Nigrani Samitis could resolve issues effectively. While overall sustainability is strong, consistent community engagement will further solidify long term ownership.

## PROJECT 04

### GOING TO SCHOOL FUND

**Project Title:** Equipping young people with STEM, design thinking, and life skills to solve challenges facing their communities

#### PROJECT BACKGROUND

Supported by Oracle and implemented by Going to School, the project focused on equipping school girls with STEM, digital, life, and sustainable enterprise skills to prepare them as confident, future ready problem solvers. Using design driven storytelling, interactive games, and hands on projects, the project strengthened critical thinking, creativity, and collaboration. Regular

access to laptops, digital tools, and mentoring enhanced girls' digital literacy and coding skills, while inspiring them to apply their learning in homes and communities, creating ripple effects of awareness and leadership. By integrating sustainability and gender equality into the learning process, the project promoted both agency and climate consciousness among adolescent girls.

#### PROJECT DETAILS



##### Grant Amount

₹ 40,000,000



##### Beneficiaries Impacted

**Direct:** 22,624 girls

**Indirect:** 500,000 audience via TV series broadcast



##### Geographical Outreach

**Karnataka** (Raichur, Bengaluru),  
**Maharashtra** (Mumbai)



##### SDGs Addressed



##### Implementation Period

May 2023 to February 2024



##### Sample Covered

Girl beneficiaries, Principal/PE teacher, Going to School project team

## KEY FINDINGS SUMMARY

- » **Initial awareness and interest:** Most participants began with low awareness of STEM, digital, and entrepreneurial concepts, but showed strong interest in learning.
- » **Interactive and story led learning:** Story led, interactive approaches such as Girl Hero stories and games significantly boosted engagement and comprehension.
- » **Practical digital access:** Digital access through Prime Books and laptops allowed participants to build practical coding and research skills.
- » **Confidence and leadership in technology:** Participants reported higher confidence, greater motivation to self learn, and stronger belief in girls' leadership in technology and business.
- » **Extended impact through engagement:** Families, teachers, and peers were engaged through knowledge sharing, extending the project's impact beyond schools.

## IMPACT STORY

### Anjali's path to STEM and sustainability

Anjali, a student from an urban neighbourhood, balanced schoolwork with household responsibilities but lacked structured opportunities to pursue her interest in sustainability and entrepreneurship. Through the Oracle supported project, she gained exposure to waste segregation, composting, and digital literacy using PrimeBooks, while building teamwork and financial discipline with guidance from her teacher.

The experience transformed her into an active change maker. She introduced

waste segregation at home, filled a pothole near her school, and encouraged sustainable habits in her community. She also grew confident in using digital tools and managing studies independently.

***"I feel proud when I can apply what I learned at school to solve problems in my neighbourhood,"*** she shared. Today, Anjali aspires to a career in IT that shows how creative learning models and access to digital resources can empower girls to become leaders in STEM and sustainability.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project directly addressed digital and STEM learning gaps, with 72% of participants having little or no access to laptops/tablets and 65% lacking awareness of STEM concepts before joining. Interest in digital tools was high (64%), but awareness of entrepreneurship was low (55%), making the project highly relevant.

### Effectiveness

Effectiveness outcomes were strong, with 94% collaborating with peers, 93% acquiring life skills like teamwork and communication, and 82% engaging with Girl Hero stories. Participants also showed measurable STEM and digital capabilities: 77% improved digital literacy, 75% joined skill building games, and 64% developed problem solving skills. Oracle’s support enabled consistent access to learning and tools that strengthened both technical and soft skills.

### Impact

The project created ripple effects beyond classrooms, with 93% sharing learnings with parents and teachers and 89% solving problems in schools or communities using project skills. Confidence building was also significant (76%), alongside peer and family knowledge sharing (76%). However, regular application of project skills in daily life was lower (55%), suggesting scope for ongoing reinforcement.

### Sustainability

Sustainability indicators were very strong, with 98% believing girls can be leaders in technology and business, 96% motivated to continue learning, and 93% confident in self learning independently. 73% felt they could continue using project skills after completion, indicating strong but not universal long term adoption.



Classroom session where students engage with digital tools to build problem solving skills under the Going to School project



Students using mobile phones for digital learning under the Going to School project

## PROJECT 05

### CRY CHILD RIGHTS AND YOU

**Project Title:** Empowering marginalised girls through primary education support, life skills training and leadership development

#### PROJECT BACKGROUND

Supported by Oracle and implemented by CRY, the project worked to ensure uninterrupted education for girls up to Grade 12. By engaging children, families, schools, and communities, the project strengthened smooth transitions across primary, secondary, and senior secondary levels. It also focused on building strong early childhood foundations through Child

and Adolescent Resource Centres (CARC) and creating an enabling ecosystem for sustained school enrolment. Alongside preventing child marriage and child labour, the project built girls' agency and leadership through life skills training, while sensitising parents and caregivers on the importance of education and holistic development.

#### PROJECT DETAILS



**Grant Amount**  
₹ 37,524,800



**Beneficiaries Impacted**  
**Direct:** 5,329 adolescent girls  
**Indirect:** 4,831 households



**Geographical Outreach**  
**Karnataka** (Raichur, Bengaluru), **Tamil Nadu** (Chennai)



**SDGs Addressed**



**Implementation Period**  
May 2023 to February 2024



**Sample Covered**

Girl beneficiaries, CARC teachers' groups, Community Organising Committee, CRY project team

## KEY FINDINGS SUMMARY

- » **Participant profile and support:** Most participants were in higher secondary grades, attending government schools with increased parental and community support.
- » **Reduced dropouts and improved attendance:** Intervention centres significantly reduced dropout risk, re enrolled girls who had left school, and improved attendance and engagement in schools.
- » **Confidence and leadership development:** Life skills sessions boosted confidence, motivation, and leadership, enabling girls to voice opinions and take initiative.
- » **Digital literacy and STEM exposure:** Digital literacy and STEM access challenged stereotypes, preparing participants for future careers.
- » **Family and community engagement:** Families and communities became more supportive of girls' education and more proactive in addressing harmful practices like child marriage and child labour.

## IMPACT STORY

### Shivakanthi's journey from dropout risk to confident leader

At just 15, Shivakanthi from Raichur faced the risk of dropout, child marriage, and child labour, compounded by limited academic support at home and weak exposure to science, mathematics, and digital tools.

Through the Oracle supported Children and Adolescent Resource Centre (CARC), she accessed academic coaching, STEM learning, digital literacy training, and life skills sessions that built her confidence and created safe spaces for dialogue.

She began speaking assertively in Gram Sabha meetings, organising community events, and even participating in a Taluka level science exhibition.

Reflecting on her journey, she said, "***That moment sparked a change in me. It boosted my confidence and made me realise I'm capable of achieving great things.***"

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project effectively addressed critical schooling years, with 77% of participants in Grades 9 to 12 and 70% supported by staff or peers to return to school from work. This highlights the project's role in keeping adolescent girls on the path to education during high risk transition periods.

### Effectiveness

Effectiveness outcomes were very strong, with 99% reporting exam confidence and 98% highlighting academic support and greater excitement to attend school. Life skills improved confidence for 97%, while 94% reported new skills or better marks. Daily attendance (93%) and grade progression (91%) further underlined the success of Oracle supported interventions.

### Impact

The project drove tangible family and social change, with 100% of participants receiving parental support for continued education. Confidence improvements were also noted with 97% feeling comfortable speaking in front of others and 96% saw stronger family support and improved decision making skills. Access to digital tools improved preparedness for 95%, while 91% reported smoother graduation to higher grades.

### Sustainability

Sustainability indicators were equally strong, with 98% joining children's or adolescents' collectives, 97% of community stakeholders engaged in supporting girls' education, and 95% of parents committed to continued support. Further, 93% of participants knew where to seek help in cases of child labour, marriage, or abuse, ensuring systemic resilience beyond the project.

## PROJECT 06

### BAL RAKSHA BHARAT (SAVE THE CHILDREN, INDIA)

**Project Title:** Strengthening WASH Systems in school institutions and providing behaviour change support to school ecosystems

#### PROJECT BACKGROUND

Supported by Oracle and implemented by Bal Raksha Bharat, the project aimed to ensure safe, inclusive, and hygienic learning environments by strengthening school WASH infrastructure. The project focused on renovating and maintaining separate sanitation facilities for boys and girls, alongside providing reliable handwashing stations with soap and water. Through hygiene and menstrual health awareness sessions, the project

worked to reduce stigma, improve dignity, and instill lifelong healthy practices. By engaging students in Children's Health Clubs, it fostered peer led hygiene promotion and encouraged leadership among children. Ultimately, the project sought to improve school attendance and health outcomes by reducing illness and absenteeism linked to poor WASH conditions.

#### PROJECT DETAILS



**Grant Amount**  
₹ 3,593,528



**Beneficiaries Impacted**  
**Direct:** 2,626 children and teachers



**Geographical Outreach**  
Karnataka (Raichur),  
Maharashtra (Osmanabad)



**SDGs Addressed**



**Implementation Period**  
May 2023 to July 2023



**Sample Covered**

Student beneficiaries, Teachers,  
Bal Raksha Bharat project team

## KEY FINDINGS SUMMARY

- » **Pre project needs identified:** Participants reported strong pre project needs for better sanitation facilities, privacy, and cleaner drinking water.
- » **High quality Infrastructure:** New sanitation and hygiene infrastructure was found to be of high quality, user friendly, and actively maintained.
- » **Improved attendance and hygiene practices:** Girls reported improved school attendance during menstruation, and students widely adopted handwashing practices.
- » **Pride and confidence in school environment:** Students and teachers expressed pride in their school environment, linking improved hygiene with stronger attendance and confidence.
- » **Children's health clubs for sustainability:** Children's Health Clubs emerged as a key sustainability driver, though continued teacher involvement remains essential.

## IMPACT STORY

### Children's health clubs build student leadership and lasting hygiene practices

At one intervention school, poor sanitation facilities and lack of awareness once led to absenteeism, particularly among older girls, with many students avoiding toilets and neglecting hygiene. Through the Oracle supported project, Children's Health Clubs (CHCs) were formed alongside improved sanitation facilities, giving students leadership roles in monitoring cleanliness, reminding peers to wash hands, and mentoring younger children.

***"Now we remind each other to wash our hands and keep sanitation facilities clean. Being in the Health Club makes me feel like a leader,"*** shared one participant.

Teachers and staff confirmed improved hygiene, attendance, and student confidence, while parents observed positive spillover at home as children encouraged families to adopt better practices.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ●	● ● ● ●	● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project addressed a strong need for safer, cleaner facilities, with 96% of participants feeling very private and safe in the new sanitation units and 88% recognising the urgent need for cleaner drinking water. Visual enhancements like wall paintings (92%) made schools more engaging, while 77% rated the new/ repaired sanitation facilities as excellent. 30% of girls reported missing school due to lack of menstrual facilities before the project, highlighting the need for intervention.

### Effectiveness

Sanitation facilities were consistently rated highly, with 92% of participants reporting cleanliness and 90% noting ease of use of new handwashing stations. Hygiene sessions were considered clear and understandable (86%). Children's Health Clubs were valued (74%) but not uniformly impactful, and soap availability remained a key challenge (42%), pointing to gaps in supply consistency.

### Impact

Impact was strong across well being and engagement indicators. 96% of students reported being happier, excited to attend school, and 95% felt healthier, proud of their school, and willing to share learnings at home. Older girls specifically benefited with 92% saying sanitation facilities eased menstrual management and improved attendance. Reduced teasing about hygiene (79%) shows progress in shifting peer behaviour, though handwashing at key times (65%) leaves room for further reinforcement.

### Sustainability

Sustainability indicators showed promising ownership. 98% participants felt responsible for keeping facilities clean, and 94% were very likely to continue handwashing with soap. Teachers (90%) and peers (89%) were recognised as ongoing influencers in hygiene practices. However, confidence in water and soap availability was lower (62%). Only 71% believed Children's Health Clubs would sustain activities, suggesting a need for further support to ensure continuity.

## PROJECT 07

### SAMARTHANAM TRUST FOR THE DISABLED

**Project Title:** Empowering underserved students by strengthening sanitation and hygiene practices in schools and communities

#### PROJECT BACKGROUND

Supported by Oracle and implemented by Samarthanam, the project worked to ensure inclusive, equitable, and quality education for girls by strengthening school WASH infrastructure. Renovated sanitation facilities and access to safe drinking water aimed to reduce illness and absenteeism, particularly among adolescent girls. The project also delivered

menstrual health sessions and distributed hygiene kits to address stigma and promote dignity. Alongside health and nutrition support through micronutrient supplements, the project engaged school and community leadership to build ownership of facilities and reinforce healthy behaviours, ensuring sustainability of impact over time.

#### PROJECT DETAILS



**Grant Amount**  
₹ 30,000,000



**Beneficiaries Impacted**

**Direct:** 3,535 girls  
**Indirect:** 8,208 students



**Geographical Outreach**  
**Karnataka** (Raichur, Yadgir),  
**Tamil Nadu** (Virudhunagar,  
Ramanathapuram), **Maharashtra**  
(Nandurbar, Jalgaon)



**SDGs Addressed**



**Implementation Period**  
May 2023 to February 2024



**Sample Covered**

Student participants, Teachers,  
Headmasters, Block Education  
Officer, Samarthanam project  
team

## KEY FINDINGS SUMMARY

- » **Improved access to facilities:** Participants reported major improvements in access to safe drinking water, functional sanitation facilities, and menstrual health facilities.
- » **Health and hygiene awareness:** Health and menstrual hygiene sessions helped reduce stigma, improved attendance, and boosted confidence among girls.
- » **Shift to safer practices:** Students shifted from cloth to sanitary napkins, lowering infection risks and improving well being.
- » **Consistent hygiene habits:** Hygiene practices such as handwashing and waste disposal became more consistent.
- » **Positive changes in school participation:** Teachers and parents observed improved student confidence, attentiveness, and regularity in school attendance.

## IMPACT STORY

### No more drinking river water: Restoring health and dignity in Ramanathapuram

At a school in Ramanathapuram, students once relied on untreated Cauvery River water, leading to frequent illness and absenteeism. Girls often stayed home during menstruation due to non functional sanitation facilities, while social stigma reinforced by parents further limited their participation. Teachers observed poor hygiene practices, low confidence, and inadequate nutrition.

With Oracle's support, the project installed RO purifiers, ventilated sanitation facilities, and held menstrual health sessions that included parents, breaking long held taboos.

Students now have access to safe drinking water, reducing waterborne illnesses, while girls adopted sanitary napkins, spoke openly about menstruation, and advocated menstrual dignity. ***“Earlier we hesitated to even discuss menstruation. Now we feel confident and supported,”*** shared one participant.

Teachers reported improved confidence and enthusiasm among students, and families began embracing healthier hygiene practices.

### OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ●	● ● ● ●	● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

**Relevance**

Before the intervention, sanitation facilities were inadequate, with 58% participants noting lack of bins, privacy, or running water, and 47% citing poor safety. Only 52% reported sanitary pad availability, and 44% said facilities were unclean, leading 13% of girls to skip school. These gaps highlighted the strong need for improvements, that could be addressed through Oracle’s support.

**Effectiveness**

Post renovation, 83% confirmed facilities were fully functional, and 69% rated them good or excellent. Hygiene kit usage was reported by 63%, while 67% said improved facilities enhanced hygiene awareness. Nutrition and health interventions complemented these changes, with schools also assuming responsibility for cleanliness.

**Impact**

Menstrual health sessions and improved sanitation drove 88% of participants to report better attendance. Healthier behaviours followed, with 63% regularly washing hands and 60% encouraged to choose healthy foods. Safe drinking water access rose to 47%. However, confidence in approaching teachers for sanitary pads was lower (33%), showing scope for deeper behavioural change.

**Sustainability**

Sustainability rested largely on family and peer networks. While 66% reported family willingness to sustain hygiene/nutrition practices, only 51% felt confident teaching peers about menstrual health. This indicates progress, but also a need for stronger systemic reinforcement.



School stakeholders attending an SDMC meeting on WASH projects under the Samarthanam project



Girl students accessing safe drinking water from newly installed purification facilities under the Samarthanam project

## PROJECT 08

### MAGIC BUS INDIA FOUNDATION

**Project Title:** Empowering marginalised girls through life skills training and parental engagement

#### PROJECT BACKGROUND

Supported by Oracle and implemented by Magic Bus, the project aimed to enable adolescent girls to complete secondary education with strong learning outcomes. The project focused on equipping girls with social, emotional, life, and employability skills to prepare them for future opportunities. By building resilience and agency, the project

encouraged girls to make independent decisions about their education and careers. It also strengthened parental engagement and intergenerational dialogue to ensure family support for girls' aspirations. Alongside this, the project worked to challenge restrictive gender norms and stereotypes, promoting equity and sustained participation in education.

#### PROJECT DETAILS



**Grant Amount**  
₹ 30,000,000



**Beneficiaries Impacted**  
**Direct:** 10,302 adolescent girls  
**Indirect:** 20,604 girls beyond direct beneficiaries



**Geographical Outreach**  
**Maharashtra** (Gadchiroli, Mumbai), **Tamil Nadu** (Ramanathapuram), **Karnataka** (Bengaluru), **Delhi NCR**



**SDGs Addressed**



**Implementation Period**  
May 2023 to February 2024



**Sample Covered**

Girl beneficiaries, Parents, Teachers, Principals, Life Skills Educators, Community Coordinators

## KEY FINDINGS SUMMARY

- » **Project relevance and engagement:** Learning sessions were easy to attend, with strong exposure to career options and frequent family discussions on aspirations. The project reached participants at a critical adolescent stage, ensuring high relevance.
- » **Learning and life skills development:** Participants actively engaged in life skills sessions, created and followed independent study plans, studied on their own, and completed homework regularly. They also showed active classroom participation, reflecting improved academic discipline.
- » **Confidence and aspirations:** Participants expressed confidence in self expression and employability skills. They believed in their ability to pursue careers of their choice and demonstrated independence in making educational decisions.
- » **Behaviour change and empowerment:** Life skills were applied in daily life, with participants showing excitement about future careers and growing awareness of diverse career pathways.

## IMPACT STORY

### Fueling confidence and aspirations in Gadchiroli

Ishita, a 14 year old student from Fulbodi, Gadchiroli, once struggled with shyness, hesitation in approaching teachers, and self doubt in subjects like mathematics, often depending on peers for support. Through the Oracle supported project, she joined life skills sessions and accessed Community Learning Centres that fostered teamwork, communication, and problem solving.

Ishita now speaks confidently in class, makes independent decisions about her education, and shares her aspirations openly with her family.

***"We want to study every day. We have started thinking about what we want to do in life, and we have the confidence to pursue it,"*** she said.

Exposure to career guidance further expanded her horizons, helping her see higher education and professional careers as attainable. This transformation reflects how structured support can instill resilience and ambition, creating a generation of adolescent girls ready to pursue their dreams and inspire peers in their communities.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ●	● ● ● ●	● ● ● ● ●	● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project directly targeted adolescent girls at a critical stage (13 to 14 years), ensuring relevance to their educational and career pathways. 82% participants found sessions easy to attend and 72% fell in the critical adolescent stage, while 65% spoke with families about career aspirations. However, only 26% visited Community Learning Centres daily, showing engagement gaps that could be strengthened.

### Effectiveness

Through Oracle’s support, the project ensured access to structured life skills education. 100% of participants attended life skills sessions, while 86% studied independently and 76% actively participated in class. At the same time, exposure to diverse career options was moderate (61%), suggesting stronger integration of career pathways is needed alongside life skills.

### Impact

Impact was the strongest dimension. 100% affirmed confidence in employability skills and 98% believed girls can pursue any career of their choice, reflecting a profound shift in aspirations. In addition, 86% applied life skills daily and 85% reported making independent educational choices. Even softer outcomes were strong, with 72% confident in self expression and 65% excited about future careers, showcasing real agency and empowerment gains.

### Sustainability

Sustainability indicators were highly encouraging: 99% of participants expressed a desire to continue learning beyond the project, and 84% were confident that project learnings would stay with them for life. Oracle’s support helped lay the foundation for sustainable change, though continued investment in structured platforms such as community learning centres would reinforce long term outcomes.



Girl students attending a life skills and academic learning session under the Magic Bus project



Adolescent girls participating in a menstrual hygiene awareness session under the Magic Bus project

## PROJECT 09

### FOUNDATION TO EDUCATE GIRLS GLOBALLY (FEGG)

**Project Title:** Improving enrolment, retention, and learning outcomes for out of school girls

#### PROJECT BACKGROUND

Supported by Oracle and implemented by FEGG, the project aimed to identify, enroll, and retain out of school girls by addressing barriers such as household responsibilities and lack of documentation. Alongside this, it worked to strengthen foundational literacy and numeracy for both girls and boys through targeted interventions. The project

promoted adolescent girls' agency and leadership through girls' councils while creating safer, more inclusive schools to encourage regular attendance. By engaging parents and communities, the project also built stronger commitment to girls' education, ensuring long term support for their learning and growth.

#### PROJECT DETAILS



**Grant Amount**  
₹ 29,913,194



#### Beneficiaries Impacted

**Direct:** 22,763 girls and boys  
**Indirect:** 4,703 School Management Committee members.



**Geographical Outreach**  
Madhya Pradesh (Barwani)



#### SDGs Addressed



**Implementation Period**  
July 2023 to February 2024



#### Sample Covered

Girl beneficiaries, Principal/ Headmaster, Teachers, Parents, SMC members, Field coordinators/Block Office Manager, FEGG project team

## KEY FINDINGS SUMMARY

### Enrolment

- » Enrolment of out of school girls improved significantly, supported by door to door mobilisation and documentation assistance.
- » The project helped girls overcome household barriers by securing essential documentation, reducing domestic responsibilities, and fostering greater happiness, confidence, and focus on education.

### Retention

- » Girls' councils provided leadership platforms and enhanced student safety, giving adolescent girls greater voice in school decisions.
- » Parents became more supportive of girls' education, discussing aspirations and long term plans with their daughters.
- » Sustaining girls' councils independently remains a challenge despite their strong impact.

### Learning

- » Foundational learning outcomes in mathematics, Hindi, and English improved through the Gyan Ka Pitara curriculum.
- » Participants applied new learnings in daily life, showed improvements in mathematics, literacy, and grades, and reported stronger motivation to complete schooling.
- » Girls reported feeling more confident, motivated, and future oriented, inspired to pursue more ambitious futures.

## IMPACT STORY

### Building confidence and academic strength in Singun, Madhya Pradesh

Perna Chauhan and Kajal Chaurada, both Grade 5 students from Singun, Madhya Pradesh, once struggled with Mathematics and English, balancing household responsibilities with limited study time. Their confidence was low, and teachers observed that they needed greater support to keep pace with peers.

Through the Oracle supported FEGG project, subject specific sessions and activity based learning made difficult topics more engaging and easier to understand.

Both girls now attend school regularly, complete homework independently, and participate actively in class, while their parents offer more encouragement and support for their aspirations.

As Perna shared, ***“Activities helped us learn all these subjects easily,”*** and Kajal added that colourful cards and interactive methods boosted her confidence and motivation.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ●	● ● ● ●	● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project was highly relevant, as 100% of participants were curious about school but faced barriers like household responsibilities (86%), lack of safety (43%), and poor sanitation (40%). Many reported poor grades (79%) and limited voice in school decisions (67%), showing the need for Oracle supported interventions to address systemic barriers to girls' education.

### Effectiveness

Effectiveness was moderate to strong. 89% participants applied session learnings to household or community issues, and 71% found girls' council sessions engaging. Practical support included 69% receiving help with enrolment documents and 57% benefiting from home visits. However, only 56% saw significant sanitation improvements and 49% applied girls' council learnings in real life, highlighting need for consistent reinforcement.

### Impact

The project significantly improved motivation and school engagement: 97% expressed happiness in attending school, 94% discussed aspirations with parents, and 92% confirmed girls' council suggestions were included in school agendas. Schools were perceived as safer (86%), and 80% reported routines shifting toward education. Yet academic outcomes were weaker. Only 31% secured higher grades, 25% showed stronger mathematics understanding, 16% reported literacy improvements.

### Sustainability

Parental commitment was very strong, with 97% committed to their daughters' education and 89% envisioning hopeful futures. Still, only 53% felt highly motivated to finish school, 40% believed learnings would be useful in future classes, and just 22% felt they could sustain girls' councils independently. While family engagement is strong, institutional sustainability remains limited.



**Girl students participating in classroom learning activities under the FEGG project**



**Community members and project staff engaging in household discussions on girls' education under the FEGG project**

# PROJECT 10

## TEACH TO LEAD

**Project Title:** Strengthening learning outcomes for girls by providing access to teachers in under resourced schools

### PROJECT BACKGROUND

Supported by Oracle and implemented by Teach to Lead, the project worked to strengthen academic and holistic learning outcomes in under resourced schools by placing trained Fellows. The project focused on improving students' proficiency in reading comprehension and mathematics while also nurturing their confidence, leadership, and aspirations through the Student Vision Scale (SVS). Fellows received structured

training, mentorship, and reflective practice to build their leadership capacity, ensuring quality delivery in classrooms. Alongside classroom interventions, the project actively engaged parents and communities to reinforce support for children's education, creating an enabling ecosystem for sustained learning and growth.

### PROJECT DETAILS



**Grant Amount**  
₹ 28,000,000



**Beneficiaries Impacted**  
**Direct:** 49 fellows  
**Indirect:** 1,715 students in schools



**Geographical Outreach**  
Delhi NCR



**SDGs Addressed**



**Implementation Period**  
May 2023 to February 2024



**Sample Covered**

Girl student beneficiaries, Principal, Co teacher, Parents, Fellows, Project manager of Fellows, Teach to Lead project team

## KEY FINDINGS SUMMARY

- » **Classroom reach and support:** Fellows placed in classrooms directly reached 1,715 participants, providing consistent academic instruction alongside mentoring and leadership guidance. This regular support created a structured and nurturing classroom environment, ensuring that students received both subject learning and holistic development opportunities.
- » **Academic progress:** Mid year assessments indicated tangible learning improvements, with 59% of participants demonstrating reading gains and 71% achieving grade level mastery in mathematics. These results reflect the project's success in addressing foundational gaps, strengthening core academic skills, and equipping students with the competencies needed to progress in their education.
- » **Student confidence and leadership:** Student Vision Scale results highlighted improved self confidence, teamwork, and leadership qualities. Participants demonstrated stronger decision making skills, greater willingness to engage in classroom discussions, and increased aspirations for their future, marking a shift from passive learners to active contributors in their learning journey.
- » **Fellow training and teaching quality:** Fellows benefitted from structured training and mentorship, improving classroom culture and teaching quality.

## IMPACT STORY

### Renshi's journey from silence to confidence

Previously, students in Renshi's classroom struggled with low engagement and found subjects like mathematics difficult and intimidating. Traditional rote learning methods limited their curiosity and confidence, and parents often remained disconnected from their children's education.

With support from the Fellowship, Renshi adopted interactive teaching strategies such as games, stories, and visual aids, making lessons more engaging and relatable. She also reached out to families through informal meetings and digital groups, strengthening the school home connection.

Students now participate actively in class, express greater confidence in their learning, and feel supported both academically and emotionally. Parents, too, are more involved, seeing their children develop discipline, motivation, and hope for the future.

***“Earlier we struggled with mathematics, but now we solve problems through games and it has become interesting,”*** shared one student, reflecting the transformation Renshi has fostered in her classroom.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project demonstrated strong alignment with participants' educational needs. 98% reported that school helped them catch up if behind, while 97% felt more confident in English reading comprehension and benefited from extra support sessions. Improved confidence in solving mathematics problems (82%) and significant progress in reading abilities (90%) highlight that the intervention directly addressed foundational academic gaps.

### Effectiveness

Effectiveness was evident through Fellows' teaching approaches and student engagement. 100% of participants confirmed Fellows explained mistakes and encouraged them to explore creativity, while 95% appreciated relatable real life examples that made learning engaging. Fun and enjoyable classroom environments (94%) and consistent encouragement to ask questions (94%) further underline the effectiveness of the methodology.

### Impact

99% participants reported greater confidence in sharing ideas, increased curiosity to learn, while 96% stated they spoke up more and felt motivated to help their community. Improvements in empathy, collaboration, and creativity (95%) demonstrate the project's holistic value. Equally important, 94% of participants felt hopeful about the future, showing that Oracle's backing of this project has gone beyond academics to shape aspirations and leadership among girls.

### Sustainability

Sustainability indicators were very strong, with 99% affirming that skills learned will help them solve future problems independently, and 98% believing schools will continue supporting life skills alongside academics. Fellows' good teaching practices (97%) and emphasis on digital safety and life skills (96%) were seen as enduring contributions. Parent commitment (93%) provides further assurance of continuity.



Students attending a classroom led by a Fellow under the Teach to Lead project



A fellow conducting an interactive mathematics activity with students to build conceptual clarity and confidence under the Teach to Lead Project

# PROJECT 11

## BHUMI

**Project Title:** Strengthening WASH systems and infrastructure at schools to improve student outcomes and reduce absenteeism

### PROJECT BACKGROUND

Supported by Oracle and implemented by Bhumi, the project strengthened WASH infrastructure in underserved schools across Tamil Nadu. Oracle's support enabled the installation of Reverse Osmosis (RO) water purifiers to ensure safe drinking water, along with the construction and upgradation of gender specific sanitation facilities that prioritised cleanliness, privacy, and safety, especially for adolescent girls.

Complementing the infrastructure, hygiene and menstrual health awareness sessions were conducted to build knowledge and promote lasting behavioural change among students. By creating healthier and more supportive school environments, the project contributed to reduced absenteeism and dropout rates, improved dignity and well being, and stronger educational outcomes for children, particularly girls.

### PROJECT DETAILS



**Grant Amount**  
₹ 25,000,000



**Beneficiaries Impacted**  
**Direct:** 12,781 students  
**Indirect:** 551 teachers



**Geographical Outreach**  
**Tamil Nadu** (Chennai, Thiruvallur, Chengalpattu, Thiruvannamalai, Coimbatore, Ramanathapuram)



**SDGs Addressed**



**Implementation Period**  
May 2023 to February 2024



**Sample Covered**

Students, Principal, Teachers, School Management Committee (SMC) members, Bhumi project team

## KEY FINDINGS SUMMARY

- » **Improved school environment:** The project improved access to safe drinking water and sanitation, creating a healthier and more supportive school environment.
- » **Student comfort and confidence:** Students reported greater comfort in using the facilities and felt more confident in managing their hygiene and menstrual health.
- » **Role of teachers and trainers:** Teachers and trainers played a strong role in reinforcing good hygiene practices and encouraging lasting behavioural change.
- » **Better attendance and retention:** The project contributed to better attendance and reduced absenteeism by making schools safer and more welcoming for students.
- » **Extended community impact:** Students began sharing hygiene knowledge with peers and families, extending the project's benefits beyond the school.
- » **Ownership and sustainability:** The project encouraged a sense of ownership and sustainability, with students and schools committed to maintaining the improvements.

## IMPACT STORY

### Ensuring safe drinking water: Teachers lead change in Thiruvallur and Chengalpattu

At Government Girls Higher Secondary School, Ayapakkam, and Panchayat Union Primary School, Thailavaram, the absence of safe drinking water once forced students to rely on untreated tap water or carry small supplies from home, leading to illness, fatigue, and absenteeism.

With support from Oracle, Bhumi installed customised RO water purifiers and conducted hygiene awareness sessions, ensuring regular access to clean water while reinforcing healthy habits.

The change has reduced illness, improved attendance, and empowered teachers to lead as advocates of health and hygiene within their communities.

As one teacher explained, "**Children no longer fall sick from unsafe water. Having clean drinking water in school has made learning easier and attendance more regular.**"

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ●	● ● ● ● ●	● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

Relevance

Before the project, sanitation challenges were severe: only 47% regularly used facilities, just 7% felt they were clean, and only 3% approached teachers for menstrual health information. Many resorted to unsafe alternatives (42%) or avoided drinking water due to concerns (30%). These gaps highlight the project's high relevance and necessity, aligning with Oracle's focus on addressing systemic barriers.

Effectiveness

Implementation outcomes were stronger, with 79% affirming the quality of new sanitation facilities and 84% confirming functionality. Access to clean water was reliable (97% reported RO water availability), and 94% valued trainer support. However, only 66% found facilities consistently clean and 50% rated menstrual hygiene sessions as highly useful, showing scope for improvement in delivery quality.

Impact

The project created meaningful change: 96% participants reported attending school more regularly, 100% enjoyed coming to school, and 94% felt healthier and more comfortable. 89% highlighted WASH as critical, and 87% observed hygiene improvements in families. More importantly, 87% managed menstruation with greater comfort, demonstrating strong wellbeing and behaviour change outcomes.

Sustainability

While 78% of respondents expressed confidence in the continued condition of facilities and 60% showed interest in participating in maintenance committees, only 48% believed in collective ownership and 41% suggested reinforcement of practices. These gaps underline the need for ongoing reinforcement through school led mechanisms and clear communication to strengthen long term sustainability.



Students accessing safe drinking water facilities at school under the Bhumi Project



Newly constructed sanitation facility with Oracle support under the Bhumi project

## PROJECT 12

### PEOPLE'S ACTION FOR NATIONAL INTEGRATION

**Project Title:** Empowering communities and strengthen WASH infrastructure, promoting safe water, sanitation and hygiene practices

#### PROJECT BACKGROUND

Supported by Oracle and implemented by PANI, the project focused on advancing universal and equitable access to safe drinking water and sanitation in rural communities. By building and upgrading WASH infrastructure, it aimed to provide adequate and gender sensitive sanitation facilities, with special attention to the needs of women and girls. The project sought to eliminate open defecation and unsafe bathing practices while strengthening

community capacity to take ownership of facilities for long term maintenance.

In addition to sanitation infrastructure, the project introduced new solar powered water stations, ensuring reliable access to improved water quality. Alongside these efforts, it promoted hygiene and menstrual health awareness to improve health outcomes, uphold dignity, and advance gender equality across communities.

#### PROJECT DETAILS



**Grant Amount**  
₹ 25,000,000



**Beneficiaries Impacted**  
Direct: 9,000 women and girls



**Geographical Outreach**  
Uttar Pradesh (Fatehpur)



**SDGs Addressed**



**Implementation Period**  
July 2023 to February 2024



**Sample Covered**

Women and girl beneficiaries, Gram Pradhan members, PANI project team

## KEY FINDINGS SUMMARY

- » **Inadequate WASH facilities as a barrier:** Participants confirmed that inadequate WASH facilities before the project were a major problem affecting their health and dignity.
- » **Improved access through solar powered stations:** Access to new solar powered water stations improved water quality, ease of collection, and reduced household drudgery.
- » **Women's safety, dignity, and awareness:** Community bathrooms and Menstrual Hygiene Management (MHM) training enhanced women's safety, dignity, and awareness, though consistent usage remains a challenge.
- » **Reduction in open defecation and better hygiene:** The project significantly reduced open defecation, improved waste management, and strengthened handwashing practices.
- » **Ownership and sustainability concerns:** A strong sense of ownership was observed, but concerns remain about repair mechanisms and long term sustainability.

## IMPACT STORY

### A new chapter of comfort and dignity in Samda Sahodarpur

In Samda Sahodarpur, Fatehpur, women once relied on unsafe wells and handpumps for water and lacked private spaces for bathing, compromising their health, hygiene, and dignity, particularly during menstruation. Frequent illness also drove up medical expenses, straining already limited household incomes.

With Oracle's support, the project introduced solar powered water stations, bathing facilities, and hygiene training, creating safe spaces for dialogue that helped break taboos around menstruation.

Women now save time and effort, access clean water, and enjoy greater privacy and awareness of menstrual health. The intervention has improved health outcomes, restored confidence and dignity for women and their families, though participants emphasised the need for more tanks, additional bathing facilities, and stronger community ownership.

One participant shared, "**Earlier, we spent hours fetching water and bathed in the open. Now, clean water and a bathing space are close by, and we feel healthier and safer.**"

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ●	● ● ● ●	● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The baseline findings highlighted severe WASH challenges. 80% participants identified poor facilities as a major issue, while 69% reported practising open defecation. Women faced particular risks, with 66% describing bathing and sanitation arrangements as unsafe and 41% experiencing waterborne illness. These gaps reinforced the project’s strong relevance, aligned with Oracle’s focus on improving health, dignity, and equity.

### Effectiveness

Interventions included water stations, sanitation facilities, and awareness. 92% participants found training sessions useful, and 61% rated new stations and bathrooms as strong and well built. Water quality also improved, with 61% reporting better outcomes compared to before. While training reached participants effectively, infrastructure perceptions were more mixed, pointing to areas for improvement.

### Impact

The project improved safety, dignity, and health outcomes. 94% participants reported women’s sense of dignity improved, 86% noticed better waste management and health, and 71% said water collection became easier. Importantly, 63% reported adopting better handwashing, while 53% noted reductions in open defecation. These shifts demonstrate how Oracle supported interventions created meaningful change at household and community levels.

### Sustainability

Sustainability outcomes showed cautious optimism. 91% were willing to contribute financially, and 77% expressed ownership over facilities. However, 79% feared benefits might not last without external support, and 58% were unsure whom to contact for repairs. Long term success will depend on strengthening accountability and building stronger maintenance mechanisms.



Village stakeholders participating in a Gram Panchayat meeting on sanitation planning under the PANI project



Community members attending a WASH awareness session under the PANI project

## PROJECT 13

### MAMTA HEALTH INSTITUTE FOR MOTHER AND CHILD

**Project Title:** Driving knowledge and skill around WASH best practices and strengthening WASH infrastructure and training at school

#### PROJECT BACKGROUND

Supported by Oracle and implemented by MAMTA HIMC, the project focused on repairing and upgrading WASH infrastructure in schools, including sanitation blocks, handwashing stations, and water tanks, to ensure reliable access to safe drinking water. The project aimed to improve adolescent girls' health and dignity through menstrual hygiene management (MHM) sessions while reducing stigma and absenteeism. It also delivered hygiene training for all students, equipping them with awareness and

healthy daily practices. By strengthening the capacity of teachers, principals, School Management Committees (SMCs), and Bal Mantri Mandals (student councils), the project promoted ownership of WASH improvements and encouraged long term sustainability. Alongside reducing illness and absenteeism, the project created safer, more inclusive learning environments and fostered behaviour change communication to instill lifelong hygiene habits.

#### PROJECT DETAILS



**Grant Amount**  
₹ 25,000,000



#### Beneficiaries Impacted

**Direct:** 12,587 students and principals/teachers  
**Indirect:** 59,640 parents and household members



**Geographical Outreach**  
Delhi NCR (Gautam Buddha Nagar)



#### SDGs Addressed



**Implementation Period**  
April 2023 to February 2024



#### Sample Covered

Student beneficiaries, Teachers, School mentors, SMC members, MAMTA HIMC project team

## KEY FINDINGS SUMMARY

- » **Urgent need addressed:** Participants strongly agreed that improved sanitation and water facilities were the most urgent needs, and felt their hygiene needs were well understood.
- » **Engaging hygiene education:** Students learned extensively about hygiene, reported consistent handwashing practices, and found sessions engaging.
- » **Confidence in menstrual health:** Girls gained confidence in menstrual health, including proper use of reusable pads and open discussion of menstruation.
- » **Health, cleanliness, and attendance:** The project improved health, cleanliness, and motivation to attend school, with girls feeling more comfortable managing menstruation at school.
- » **Ripple effect to families:** Hygiene lessons spread to families, with many households adopting improved practices.
- » **Reinforcement and sustainability:** Teachers and student councils played a vital role in reinforcing practices, though external support will remain important for long term upkeep.

## IMPACT STORY

### Shivang's journey: From unhygienic facilities to a healthier school environment

Shivang, a 12 year old from Hathras studying in a Gautam Buddha Nagar school, once faced broken sanitation facilities, inadequate handwashing areas, and unsafe drinking water that compromised health, comfort, and learning for all students.

With Oracle's support, the project repaired and upgraded sanitation infrastructure, ensured reliable water access, provided soap and hygiene materials, and introduced hygiene education sessions. Students now use

clean toilets, access safe drinking water, and practice improved hygiene daily. ***"We now have clean sanitation facilities and drinking water. It feels safe and healthy, and we want to keep it that way,"*** Shivang shared.

The intervention boosted confidence, reduced health risks, and inspired students to carry hygiene practices into their homes. Sustainability is reinforced through teachers, students, and the cleanliness club, ensuring good practices continue for future generations.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project demonstrated very high relevance, with 99% of participants feeling their hygiene needs were well understood and 90% agreeing that water and sanitation upgrades were urgently needed. Gaps such as stigma in discussing menstruation (67%), absence of soap near taps (56%), and broken sanitation facilities (50%) highlighted the strong need for Oracle supported interventions.

### Effectiveness

The project proved extremely effective in delivering results. Post intervention, 99% of participants reported washing hands properly most of the time, and 99% of girls learned correct use of reusable pads and responsible waste disposal. Teachers (97%) and Bal Mantri Mandals (95%) played a vital role in reinforcing hygiene lessons, while 97% of participants described project sessions as engaging and enjoyable.

### Impact

The project had a transformative impact on school environments and student well being. A vast majority (98%) reported improved health, safer and cleaner schools, and visible infrastructure improvements, while 91% felt greater comfort with facilities. Although satisfaction with new sanitation facilities and water taps was slightly lower at 78%, the intervention overall restored dignity, health, and attendance among girls.

### Sustainability

A large majority (93%) confirmed that participant led hygiene projects remain active, while 80% expressed confidence in external support for upkeep. However, only 72% reported actively contributing to cleanliness, showing partial reliance on outside facilitation. While Oracle backed support has created a strong base for continuity, additional focus on internal ownership and resource mobilisation will help sustain the gains in the long term.



Girl beneficiaries showcasing WASH awareness models during a school event under the MAMTA project



Girl beneficiaries receiving hygiene kits during a menstrual health awareness drive under the MAMTA project

# PROJECT 14

## FRIENDS UNION FOR ENERGISING LIVES (FUEL)

**Project Title:** Providing scholarship support to young women pursuing higher education

### PROJECT BACKGROUND

Supported by Oracle and implemented by FUEL, the project empowered 40 young women from underserved and low income households to pursue postgraduate studies in management and technology. Oracle's support went beyond scholarships, enabling beneficiaries to access residential accommodation, meals, transportation, mentorship, and career placement assistance. As a result, participants were equipped with industry relevant

technical and soft skills, digital literacy, and workplace readiness training, which not only enhanced their employability but also fostered economic independence and opened pathways into the formal workforce. Early outcomes point to increased confidence among the women, stronger job market preparedness, and improved access to opportunities that were previously out of reach due to structural and financial barriers.

### PROJECT DETAILS



**Grant Amount**  
₹ 20,000,000



#### Beneficiaries Impacted

**Direct:** 40 young women pursuing higher education  
**Indirect:** 120 family members of beneficiaries



**Geographical Outreach**  
Maharashtra (Pune)



#### SDGs Addressed



**Implementation Period**  
April 2023 to February 2024



#### Sample Covered

Women beneficiaries, Placement Coordinator / PGDM faculty, Principal / Head of Department, Parents of women beneficiaries, FUEL project team

## KEY FINDINGS SUMMARY

- » **Target group reached:** The project successfully reached the intended group of 40 young women from underserved backgrounds, with course content well aligned to their aspirations.
- » **Strong participation and satisfaction:** All participants completed PGDM course modules, engaged actively in assessments, and reported high satisfaction with trainer responsiveness.
- » **Growth in confidence and career clarity:** The project significantly enhanced participants' confidence and clarity on long term career goals, with families showing increased support for their education and career pathways.
- » **Pathways to employment and higher learning:** A large majority of women secured internships or jobs, while others continued skill building through further studies, personal projects, or professional development.
- » **Ripple effect in communities:** Many beneficiaries have taken on mentorship roles and see themselves as role models, demonstrating the project's wider impact within their communities.

## IMPACT STORY

### Jyoti's journey from financial hardship to higher education in management

Jyoti Shankar Pawar, a 21 year old PGDM student from Pune, comes from a middle class family that faced severe financial strain after her father, a driver, was diagnosed with bone cancer. With her mother managing the household and limited income sources, pursuing higher education seemed out of reach. Through the scholarship, Jyoti was able to continue her studies without adding to her family's burden, gaining access to academic, technical, and professional development opportunities.

The support has provided stability, enabled her to focus on long term growth, and prepared her for a future career in business and management.

Reflecting on the impact, Jyoti shared, "***Without this scholarship, I would not have been able to pursue my studies. It gave me the confidence to focus on my future and the motivation to support others like me.***"

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

Relevance

The project reached the intended audience effectively, with 97% of participants agreeing it reached the right students. Further, 90% reported that the course content aligned with their goals, showing that the project was well targeted and meaningful to participant aspirations, reflecting the thoughtful design supported by Oracle.

Effectiveness

Delivery quality was strong, with 100% completing at least one PGDM module and 100% finding assessments clear, with timely feedback. Further, 97% highlighted trainer responsiveness and 90% attended professional development sessions, 83% rated support services as high quality, pointing to consistent delivery standards.

Impact

The project created clear impact, 97% participants reported greater confidence and independence, and 100% gained clarity on long term career goals. Career outcomes were notable, with 93% securing internships or jobs and 100% experiencing stronger family support. Additionally, 97% participants reported guiding and mentoring peers, siblings or juniors indicating the ripple effect of the project in communities.

Sustainability

Sustainability outcomes were encouraging, with 100% feeling their skills will benefit them long term and 100% willing to recommend the project. Continued engagement was evident, with 100% active in alumni or mentor groups, while 86% felt confident navigating their future independently. In addition, 83% continued to build skills beyond the project, showing durable outcomes aligned with Oracle's emphasis on lasting impact.



**Students attending classroom sessions at FUEL**



**Students attending practical sessions in the computer lab at FUEL**

# PROJECT 15

## BREAKTHROUGH TRUST

**Project Title:** Empowering underserved young girls through socio emotional and leadership development and community engagement

### PROJECT BACKGROUND

Supported by Oracle and implemented by Breakthrough, the project empowered adolescent girls to recognise and challenge gender based violence and discrimination in their schools and communities. Oracle's support helped strengthen life skills such as communication, negotiation, and collaboration, equipping girls with the confidence to voice their aspirations and make informed choices. The

project also fostered intergenerational dialogue on education, careers, and delayed marriage, creating spaces where families and community members could positively engage with girls' ambitions. As a result, the project not only enhanced girls' agency and self expression but also encouraged shifts in community attitudes towards gender equality and the value of girls' education.

### PROJECT DETAILS



**Grant Amount**  
₹ 20,000,000



**Geographical Outreach**  
**Haryana** (Gurgaon, Panipat, Sonipat, Jhajjar)



**Implementation Period**  
May 2023 to February 2024



#### Beneficiaries Impacted

**Direct:** 21,579 adolescent girls and young women

**Indirect:** 60,643 adolescent and youth boys, adults, community members



#### SDGs Addressed



#### Sample Covered

Beneficiary girls, parents, SMC member, Panchayati Raj member, Anganwadi worker, Boys' group, Breakthrough project team

## KEY FINDINGS SUMMARY

- » **Safe spaces and confidence:** The project created safe spaces for adolescent girls to build confidence and decision making skills, enabling them to challenge restrictive gender norms.
- » **Stronger communication and family support:** Participants reported stronger communication skills, greater participation in household discussions, and increased support from families to pursue education and career aspirations.
- » **Shifting community attitudes:** The project shifted community attitudes, with boys, parents, local leaders beginning to recognise the value of girls' education, equality, and leadership.
- » **Emerging youth leaders:** Young women developed leadership skills, began to identify as role models, mentors, and change makers, sustaining the impact in their communities.
- » **Multi stakeholder engagement:** Engagement of parents, teachers, frontline workers, and Panchayat leaders reinforced the project's effectiveness and legitimacy.
- » **Foundation for sustainability:** The project has laid the foundation for sustainability, with adolescent groups and youth leaders committed to continuing advocacy, mentoring peers, and engaging with governance structures.

## IMPACT STORY

### From silence to leadership: Rashmi and peers inspire change in their community

In Haryana's Daula village, adolescent girls who were once silent within their households often lacked the confidence to voice their opinions or pursue their aspirations.

Through the Oracle supported project, girls like Rashmi, an 18 year old Team Change Leader, participated in socio emotional learning sessions, community engagement activities, and leadership opportunities that built skills and created supportive ecosystems.

Parents and Anganwadi workers reported delayed marriages, higher education pursuits and stronger communication between mothers and daughters, while boys observed girls becoming more empowered and aware of their rights.

Reflecting on her journey, Rashmi shared, ***"I have become more confident and a leader. People recognise me as a change maker in the community."***

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project worked with three cohorts: Ujjwal Taras (11 to 14 years), Roshan Taras (15 to 18 years), and Youth Women (19 to 25 years). While aspirations were high (95% of Ujjwal Taras sought independent futures; 96% of Youth Women saw leadership potential), barriers persisted. 44% of Roshan Taras faced limited mobility and 42% of Youth Women cited patriarchal norms. This underscores the project’s relevance in addressing systemic challenges, aligned with Oracle’s focus.

### Effectiveness

Sessions proved useful across age groups, though with variation. 91% of Ujjwal Taras found sessions engaging and 81% learned about rights for the first time, while 96% of the participants from Roshan Tara found the practical skills to be effective. Youth Women valued leadership training (83%) and stakeholder engagement (83%), but only 38% found workshops on gender and patriarchy most useful, showing uneven resonance with certain formats.

### Impact

The project helped strengthen confidence and agency. 75% of Ujjwal Taras were involved in household decisions, with 77% of parents more supportive. 96% of Roshan Taras became more focused on studies, though only 55% described themselves as leaders. Among Youth Women, 87% reported family support for mobility and 78% described life altering gains in agency, but just 43% identified as change makers.

### Sustainability

97% of Ujjwal Taras believed in collective power, and 83% of Roshan Taras felt responsible for continuing work. Among Youth Women, 74% felt confident to function independently and 60% planned to pursue leadership or advocacy roles. Continued emphasis on long term support will be critical to sustain these gains.



Adolescent girls participating in a group discussion session under the Breakthrough project



Community level dialogue with youth and women facilitated through the Breakthrough project

## PROJECT 16

### SOCIETY FOR ALL ROUND DEVELOPMENT (SARD)

**Project Title:** Providing infrastructure support to underserved schools and creating awareness to promote WASH best practices

#### PROJECT BACKGROUND

Supported by Oracle and implemented by SARD, the project aimed to ensure clean, safe, and functional water and sanitation facilities in schools. By improving hygiene infrastructure and promoting regular handwashing practices, the project created healthier and more inclusive learning environments. Special focus was placed on girls' comfort, dignity, and privacy during menstruation

through access to improved facilities and awareness sessions. The project also worked to build a culture of hygiene by engaging WASH clubs, teachers, and school leadership to take ownership of practices and facilities. Together, these efforts contributed to reducing absenteeism, preventing illness, and fostering safe, supportive school environments for all students.

#### PROJECT DETAILS



**Grant Amount**  
₹ 20,000,000



#### Beneficiaries Impacted

**Direct:** 85,150 including girls, boys, teachers, school staff  
**Indirect:** 103,273 parents and household members



**Geographical Outreach**  
Maharashtra (Mumbai),  
Karnataka (Bengaluru),  
Delhi NCR



#### SDGs Addressed



**Implementation Period**  
May 2023 to February 2024



#### Sample Covered

Student beneficiaries, Teachers, Principal, School Inspector, SARD project team

## KEY FINDINGS SUMMARY

- » **Improved sanitation and drinking water facilities:** Participants reported major improvements in the cleanliness, safety, and usability of school sanitation facilities and drinking water facilities.
- » **Daily hygiene practices:** Handwashing with soap and regular hygiene practices became a daily routine for most students.
- » **Confidence and safety for girls:** Girls reported feeling safer and more confident using sanitation facilities, though privacy during menstruation still requires attention.
- » **Better attendance and health:** Improved infrastructure and hygiene awareness contributed to better attendance and overall health.
- » **Commitment and sustainability challenges:** Teachers and school leaders showed strong commitment to sustaining facilities and practices, though maintenance budgets remain a challenge.

## IMPACT STORY

### Teachers as champions of clean and healthy schools

Previously, poor infrastructure and limited awareness compromised the cleanliness, safety, and usability of sanitation and drinking water facilities in schools, particularly affecting girls' comfort and attendance. With Oracle's support, facilities were improved, and hygiene awareness sessions promoted daily routines like handwashing with soap.

Students now practise regular hygiene, girls feel safer and more confident using facilities, and

attendance and health have improved. Teachers and school leaders have demonstrated strong commitment to sustaining these changes, though maintenance budgets remain a concern for long term upkeep.

***"The facilities are clean and safe, and students now wash hands without being reminded,"*** noted one teacher, reflecting the project's positive influence on school environments.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project addressed urgent gaps in school WASH infrastructure. Almost all participants agreed that hygiene (98%) and water conservation (97%) were crucial, and 90% emphasised the importance of sanitation facilities for staying healthy. Many noted that better handwashing places (77%) and improvements in water and sanitation were long overdue, validating the project's strong alignment with student needs.

### Effectiveness

The project proved highly effective in improving daily hygiene practices. Nearly all students reported consistently washing hands with soap before meals (97%), and sanitation facilities were rated very clean by 96%. Access to clean drinking water was greatly improved (96%), and 91% attended hygiene awareness sessions. With 89% receiving hygiene kits and 81% using handwashing stations regularly, the project clearly translated into strong behavioural outcomes.

### Impact

Every participant reported feeling safer and more comfortable using sanitation facilities (100%), and 99% highlighted water conservation and responsible use among peers. Cleaner facilities (97%) and widespread hygiene discussions with families (93%) created ripple effects beyond schools. Students also reported improved learning environments (97%) and better overall health (83%).

### Sustainability

The project demonstrated strong sustainability potential, with 100% of participants confident that teachers and WASH Clubs would reinforce hygiene habits. High expectations were set for ongoing provision of soap and cleaning materials (99%), while 98% believed sanitation and water facilities would remain functional. Importantly, 96% observed peers continuing hygiene practices, indicating that habits are likely to persist beyond the project lifecycle.



Young student accessing safe drinking water at a school sanitation facility under the SARD project



School children participating in a cleanliness awareness drive under the SARD project

# PROJECT 17

## SEWA INTERNATIONAL

**Project Title:** Empowering adolescent girls and women by providing WASH services, counselling, and preventive healthcare facilities

### PROJECT BACKGROUND

Supported by Oracle and implemented by SEWA International, the project focused on improving school WASH infrastructure to ensure cleanliness, privacy, and accessibility for all students. Renovated sanitation facilities, water purifiers, and handwashing stations provided safe drinking water and promoted better hygiene, directly addressing absenteeism and illness. The project advanced menstrual hygiene

management (MHM) through training and distribution of reusable sanitary kits, fostering dignity and reducing stigma for adolescent girls. By building the capacity of teachers, principals, and School Management Committees (SMCs), and establishing WASH Clubs to drive peer led hygiene promotion, the project created sustainable ownership and awareness within schools and communities.

### PROJECT DETAILS



**Grant Amount**  
₹ 15,000,000



#### Beneficiaries Impacted

**Direct:** 17,235 adolescent girls  
**Indirect:** 18,865 boys and school staff



#### Geographical Outreach

**Karnataka** (Ramnagara, Bengaluru, Hubli, Dharwad, Belgaum), **Maharashtra** (Osmanabad, Palghar, Beed), **Delhi NCR** (Delhi, Gurugram, Noida)



#### SDGs Addressed



#### Implementation Period

May 2023 to February 2024



#### Sample Covered

Student participants, Teachers/ Principals, WASH Club students, SEWA International project team

## KEY FINDINGS SUMMARY

- » **Improved WASH facilities and usage:** Participants reported significant improvements in sanitation, drinking water, and handwashing facilities, with daily usage becoming routine.
- » **Menstrual health and confidence:** Participants expressed greater comfort and confidence in managing menstruation, supported by reusable sanitary pads and open discussions during sessions.
- » **Health, comfort, and school experience:** Participants felt healthier, more comfortable at school, and proud of the transformation in their learning environment.
- » **Awareness and community ripple effect:** WASH sessions, campaigns, and clubs helped spread awareness, with positive ripple effects across families and communities.
- » **Sustainability and support needs:** While behaviour change was strong, continued external support is needed for long term upkeep of infrastructure and WASH Club activity.

## IMPACT STORY

### Menstrual hygiene as a turning point in Doddi, Karnataka

At VG Government School in Doddi, Karnataka, broken sanitation facilities, lack of soap, and water scarcity once forced girls to skip school during menstruation, reinforcing stigma and absenteeism.

With Oracle's support, the project renovated sanitation facilities, installed water purifiers and handwashing stations, and distributed reusable sanitary napkins alongside menstrual health sessions.

Girls now attend school during their periods without hesitation, feel comfortable using the facilities, and speak openly about menstrual health.

Teachers reported reduced absenteeism and greater attentiveness, while WASH Club members led cleanliness drives and parents became more supportive, breaking cultural taboos.

As one teacher shared, "***Girls no longer miss school because of periods. They come with confidence and participate fully.***" The intervention restored dignity and confidence for adolescent girls, embedding lasting hygiene practices in the school community, though sustaining infrastructure and consistent WASH Club activity remain ongoing needs.

## OECD DAC RATING

Relevance	Effectiveness	Impact	Sustainability
● ● ● ●	● ● ● ●	● ● ● ● ●	● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

### Relevance

The project addressed a critical gap, with 89% of participants reporting WASH improvements as a crucial need. Prior to the intervention, old sanitation facilities were often unclean (51%), unsafe (47%), and not always providing potable water (47%). Knowledge of menstrual health was limited (43%), highlighting the importance of awareness building efforts.

### Effectiveness

The project proved highly effective in expanding access to facilities. 92% participants gained access to water purifiers and 91% used them daily, while 88% accessed handwashing stations. Menstrual health sessions reached 72% of girls, and 73% regularly used reusable sanitary pads. However, only 59% engaged in broader WASH awareness events, showing scope to deepen community involvement.

### Impact

The impact was transformative, with 99% participants expressing pride in improvements and 86% reporting better health outcomes. Girls particularly benefited, 77% felt more confident managing menstrual health and 74% reported greater comfort during periods. Schools were perceived as significantly cleaner (75%), and the wider community confirmed positive impacts on girls (79%).

### Sustainability

Sustainability outcomes were mixed. On the positive side, 83% participants confirmed sanitation facilities and purifiers remain functional, 79% expressed confidence in lasting behaviour change, and 86% said schools fix issues when they arise. However, only 43% confirmed WASH Clubs remain active, raising concerns about the continuity of peer led hygiene practices without external support.



Girls attending a menstrual hygiene awareness camp under the SEWA International project



School children standing beside a newly installed water purifier under the SEWA International project

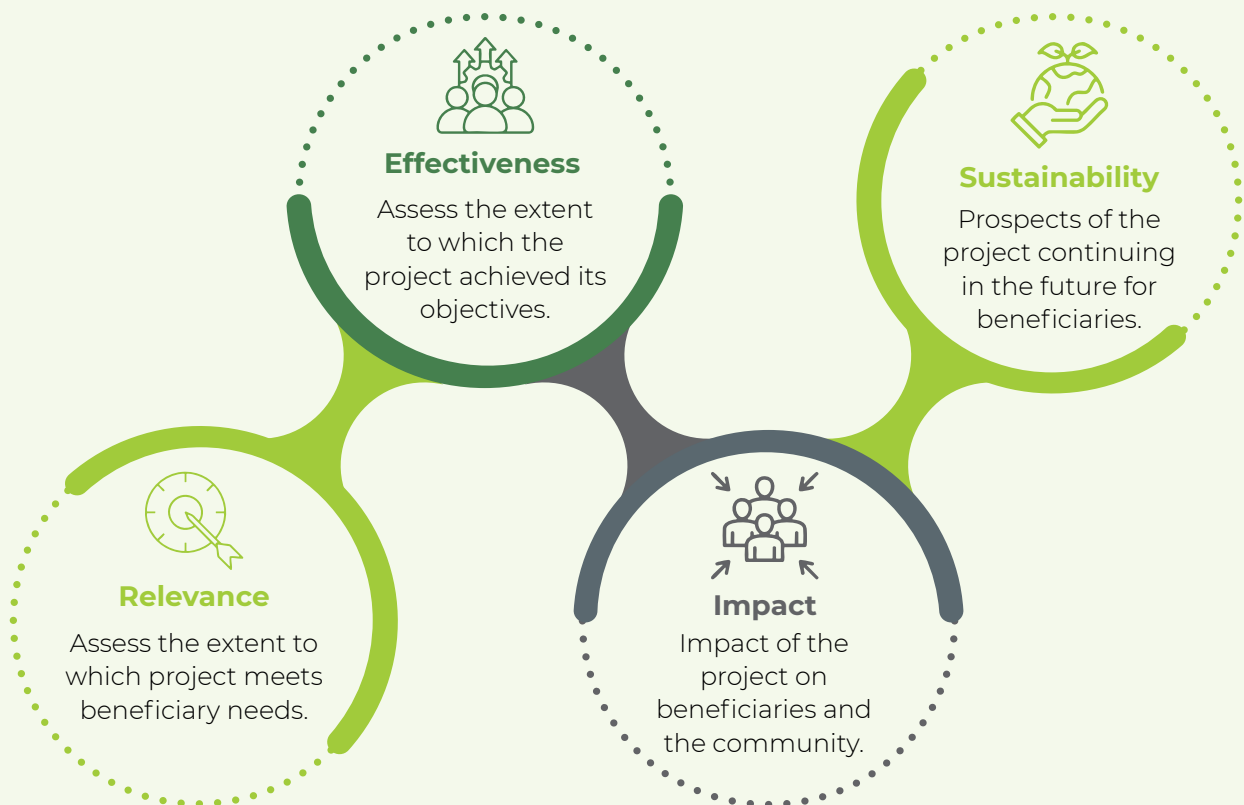
# LIST OF ABBREVIATIONS

Abbreviation	Description
<b>BRB</b>	Bal Raksha Bharat
<b>CHC</b>	Children's Health Club
<b>CRY</b>	Child Rights and You
<b>CSR</b>	Corporate Social Responsibility
<b>FEGG</b>	Foundation to Educate Girls Globally
<b>FPO</b>	Farmer Producer Organisation
<b>FUEL</b>	Friends Union for Energising Lives
<b>FGD</b>	Focus Group Discussion
<b>IIT</b>	Indian Institute of Technology
<b>IDI</b>	In Depth Interview
<b>MHM</b>	Menstrual Hygiene Management
<b>NGO</b>	Non Governmental Organisation
<b>PANI</b>	People's Action for National Integration
<b>PTA</b>	Parent Teacher Association
<b>PTM</b>	Parent Teacher Meeting
<b>SARD</b>	Society for All Round Development
<b>SDG</b>	Sustainable Development Goal
<b>SDMC</b>	School Development Management Committee
<b>SMC</b>	School Management Committee
<b>TFI</b>	Teach For India
<b>TLM</b>	Teaching Learning Material
<b>ToT</b>	Training of Trainers
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>WASH</b>	Water, Sanitation and Hygiene

# OVERALL RESEARCH METHODOLOGY

## RESEARCH FRAMEWORK (OECD DAC)

Sattva Media and Consulting Pvt. Ltd. (Sattva) undertook an impact assessment of seventeen projects funded by Oracle in FY 2024, ensuring rigor and alignment with global evaluation standards. Using the OECD DAC research framework, Sattva focused on four evaluation criteria for each project i.e. relevance, effectiveness, impact and sustainability as outlined below.



## Methodology

Sattva adopted a mixed methods approach to comprehensively collect quantitative and qualitative data, combining insights from multiple project stakeholders for a 360 degree assessment. The study analysed each project's success in meeting its objectives and goals, and collated insights on achieved impact and beneficiaries' experiences. Quantitative insights were gathered through surveys of primary beneficiaries, while qualitative insights were collected through In Depth Interviews (IDIs) and Focus Group Discussions (FGDs) with additional beneficiaries and associated project stakeholders such as Teachers / School Staff, parents / community members, government / local authorities (Block Education Officers, DEOs, panchayat leaders) etc. as well as implementation agencies' teams. Key outputs and outcomes were subsequently analysed for each project to present triangulated insights.

## Sampling approach

Data was gathered from primary beneficiaries who participated in the

project across 28 districts, including six aspirational districts, in 7 states. Grantee organisations supported in mobilising identified beneficiaries, while on ground teams of data collectors and researchers from Sattva collected data across each location.

## Approach to Rating Metrics

The OECD DAC rating framework was applied across four dimensions: Relevance, Effectiveness, Impact, and Sustainability, to translate quantitative findings and qualitative insights into a standardised 1 to 5 scale.

- » **(5)** Very High: 90% and above of participants reported positive outcomes
- » **(4)** High: 75% to 89% of participants reported positive outcomes
- » **(3)** Moderate: 50% to 74% of participants reported positive outcomes
- » **(2)** Low: 30% to 49% of participants reported positive outcomes
- » **(1)** Very Low: Below 30% of participants reported positive outcomes



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