

COLLECTIVE LEARNING IN **Challenging Times**

CAREWORKS FOUNDATION

ANNUAL REPORT 2021-2022



CONTENTS

1. COLLECTIVE LEARNING IN CHALLENGING TIMES	1
Forward by Managing Director	
2. ADMINISTRATION	2
Enlightened Leadership and Support – Trustees & Managing Team	
3. CAREWORKS FOUNDATION	3
Better Lives	
4. OUR JOURNEY	4
Nurturing Better Lives from 2014	
5. CWF STRATEGY TO PRACTICE	6
Ensuring Enriched Environment in Schools	
6. STUDENT ENRICHMENT PROGRAM	7
6.1 Acquainting with Digital Learning	8
6.2 Switching to Adaptive Instruction	9
6.3 Embodying Character and Values	10
6.4 Equipping for Multidisciplinary Learning	11
6.5 Supplying Educational Kit	11
6.6 Recognizing the Young Talents	12
7. SCHOOL UP-GRADATION	13
7.1 Adopting Beyond Borders	14
7.2 Transforming to Quality Institution	15
7.3 Striving for Standardization	16
7.4 Promoting Diversity and Inclusion	17
8. HEALTH AND WELLBEING	18
8.1 COVID – 19 Response: Resistance and Hope	19
8.2 Educating on Hygiene Etiquettes and Benefits	20
8.3 Strengthening Sexual and Reproductive Health	21
8.4 Providing Psychosocial Care	22
9. TEACHER MENTORING	24
9.1 Empowering Through Guidance	26
10. CELEBRATING VOLUNTEERISM	
11. GRANTS	31
12. OUR PARTNERS (LOGOS)	33
13. CWF TEAM	34
14. NURTURING BETTER LIVES FOR NEXT YEAR OR IN THE FUTURE	35
15. ANNEXURES & DISCLOSURES	36



COLLECTIVE LEARNING IN CHALLENGING TIMES

"BETTERING LIVES" THAT HAS BEEN OUR MOTTO SINCE THE INCEPTION, AND TO GO BEYOND THAT OF OUR PEOPLE AT QUESS. THROUGH THE JOURNEY TRAVELLED THUS FAR, WE HAVE REALIZED THAT FOR SUCH A MASSIVE UNDERTAKING, DEEPER ISSUES NEED TO BE ADDRESSED FIRST. EDUCATION, HEALTHCARE, AND WELFARE ARE THE DNA OF CWF.

As I reflect on the year 2021-2022 of the Careworks Foundation (CWF) journey, I'm humbled by the support and dedication of my colleagues to achieve great strides for this endeavour. When we started out on this remarkable quest in 2014 to improve outcomes in the society, our vision was to spearhead community outreach and transformation through careful deliberation. We started from grounds-up, working on establishing a solid infrastructure and supporting local initiatives since they serve as both builders and repairers of a society.

"Bettering lives" that has been our motto since the inception, and to go beyond that of our people at Quess. Through the journey travelled thus far, we have realized that for such a massive undertaking, deeper issues need to be addressed first. Education, healthcare, and welfare are the DNA of CWF. As custodians of public trust and welfare, we've been cognizant of the growing needs of associate communities in the past, and have marched towards catering to those and more. Today, this vision has supersized into addressing the emerging need of sound digital infrastructure for children and going beyond the emblematic surface concerns.

The pandemic, by exacerbating the resource gap (and transforming into a digital crevasse), has only complicated matters. In the face of these obstacles, our agenda—inspired by the United Nations' 17 Sustainable Development Goals (SDGs)—takes a comprehensive approach to ensuring sustainable development for all. We are expanding on the notion of "leaving no one behind," encouraging children from all backgrounds to reach their full cognitive as well as affective potential.

United Nations Children's Fund research shows that in India, "29 children out of every 100 drop out of school before finishing the whole cycle of elementary education". They are typically found in the most disadvantaged groups. Problems persist because even when the cost is not an issue, the lack of sanitation, hygiene, and adequate learning practices discourage students from enrolling. Parents are particularly wary of enrolling their children in school after the pandemic – increased poverty, frequent labor migrations, and the threat of exposure to infection together falter their steps to school.

CWF removes this bottleneck through its back-to-school programs. Apart from offering sanitation and safe drinking water facilities, we've made it our mission to make classrooms joyful spaces to learn. Skilled teachers, age-appropriate and long-lasting educational resources, that consist of tab labs, digital modules, and Strength Life Skill programs help lay the groundwork for kids who will one day serve as the social and economic framework of our country.

We simultaneously work with the government to fortify our public systems against the onslaught of black swan events like the pandemic. Looking out for the health and safety of all those involved in the educational process – teachers and students alike – we hope to bring everyone together on the road to progress.

So far, we have enriched the lives of over 25,000 children from underprivileged backgrounds through our flagship School Enhancement Program, which targets the school and its students as a whole. CWF is pleased to announce that its partnership with 75 government schools, its work with 400+ school teachers, and focused infrastructure investment in these schools brought nearly 14,000 students to school, day after day. Thus far, our Scholarship Program has provided 605 meritorious students from underrepresented demographics with financial support to help them achieve higher education.

Digital Learning and Life Skill Learning are now the crux of our School Enrichment Program, even as it continues to focus on School Upgrades, Student Enrichment, Health & Well-being, Teacher Mentoring Program, and Stakeholder Engagement.

Being involved with children at the foundational level of their development has not only allowed us to zero in on a specific area of the issue but also blessed us with the insight to see the big picture of our social influence.

This report serves as a testament of progress, one that is continual, constant, and ever-growing. I sincerely hope you enjoy and get some insightful takeaways from this report. We invite you to join us as we push forward with a relentless commitment to social progress and usher in a better tomorrow for our children.

ENLIGHTENED LEADERSHIP AND SUPPORT



NAME	MR. AJIT ISAAC
POSITION	TRUSTEE CAREWORKS FOUNDATION



NAME	MR. MARCEL PARKER
POSITION	TRUSTEE CAREWORKS FOUNDATION



NAME	MR. GURUPRASAD SREENIVASAN
POSITION	EXECUTIVE DIRECTOR AND GROUP CEO - QUESS CORP



NAME	MR. RAJESH KHARIDEHAL
POSITION	CHIEF BUSINESS OFFICER - QUESS CORP

CAREWORKS FOUNDATION TEAM



NAME	KIRANA C.L
POSITION	ASSISTANT MANAGER - FINANCE



NAME	SHIMITH O.P
POSITION	ASSISTANT MANAGER - PROJECTS



NAME	MALLIKARJUNA S.V
POSITION	ASSISTANT MANAGER - PROGRAMS



NAME	SMITHA B SREENIVAS
POSITION	DGM-CSR



NAME	POOHJA R.B
POSITION	PROJECT COORDINATOR



NAME	SUMAN S HUDDAR
POSITION	SR. PROGRAM OFFICER



NAME	RAVI KUMAR MG
POSITION	SR.PROJECT COORDINATOR

CAREWORKS FOUNDATION

BETTER LIVES

That momentous first step was taken in 2011 when the need was felt to create a platform for the associates of Qness to tackle their workplace issues as well as solve their personal problems. This followed an internal study conducted by the company which revealed that out of 85,000 employees, about 80% of people were from the margins of society and needed assistance for their children's education and personal health and hygiene.

A small team was set up then to provide education and health-related assistance to the employees under employee assistance programme (EAP). Seeing the impact of this program, Qness decided to set up a not-for-profit organization for the benefit of the larger society.

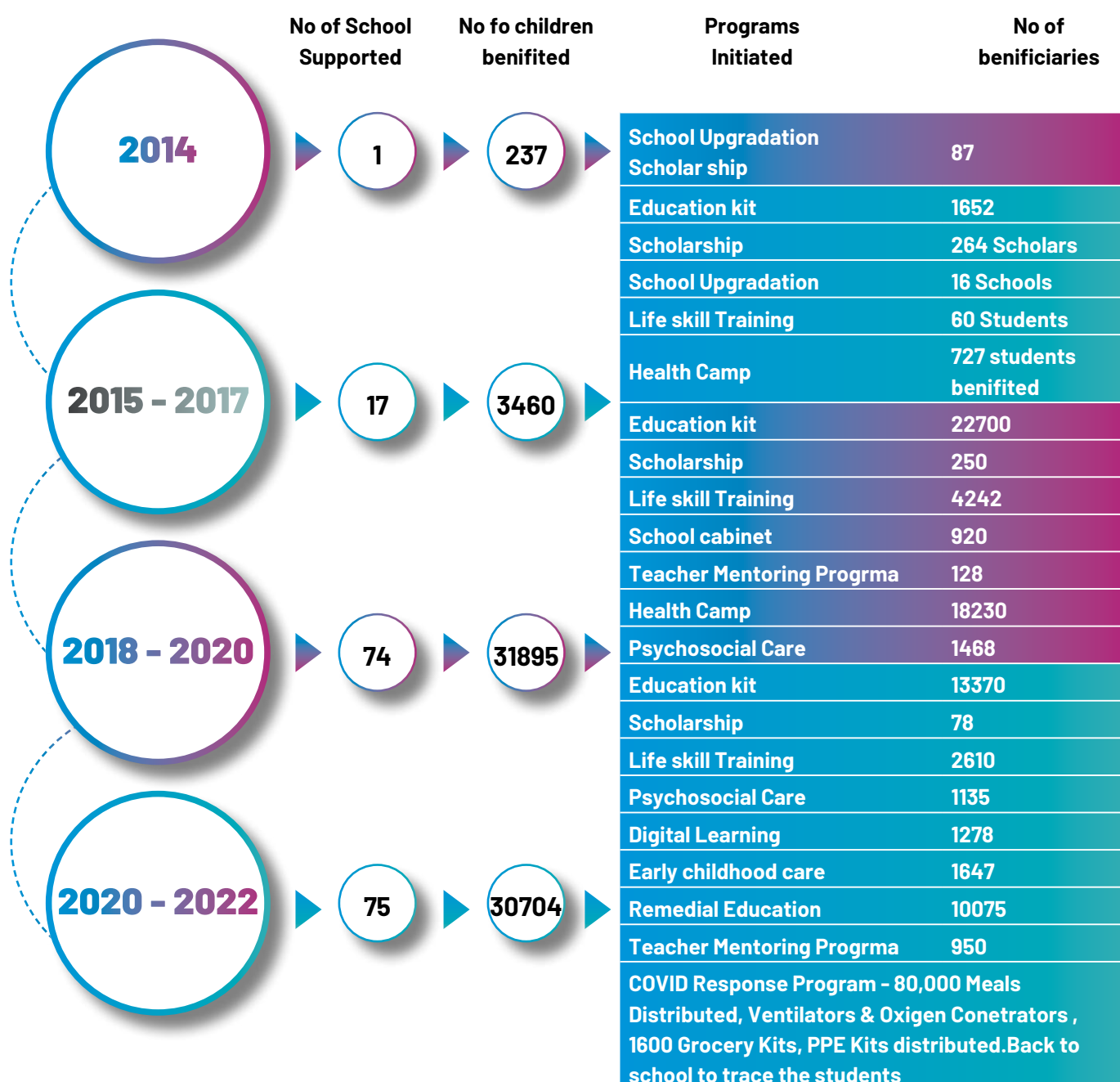
Driven by the belief that education and health are the two major pillars to accelerate growth in a society, Careworks Foundation (CWF) was formed in 2014.

IT IS SAID THAT A JOURNEY OF A THOUSAND MILES BEGINS WITH A SMALL STEP. WHAT BEGAN AS A SMALL EMPLOYEE ASSISTANCE PROGRAM WAY BACK IN 2011 FOR QNESS CORP HAS NOW EVOLVED INTO A FULL-FLEDGED NON-GOVERNMENT ORGANISATION KNOWN AS CAREWORKS FOUNDATION WITH THE AVOWED MISSION OF ACTING AS A CATALYST FOR CHANGE TO CREATE BETTER LIVES.



OUR JOURNEY

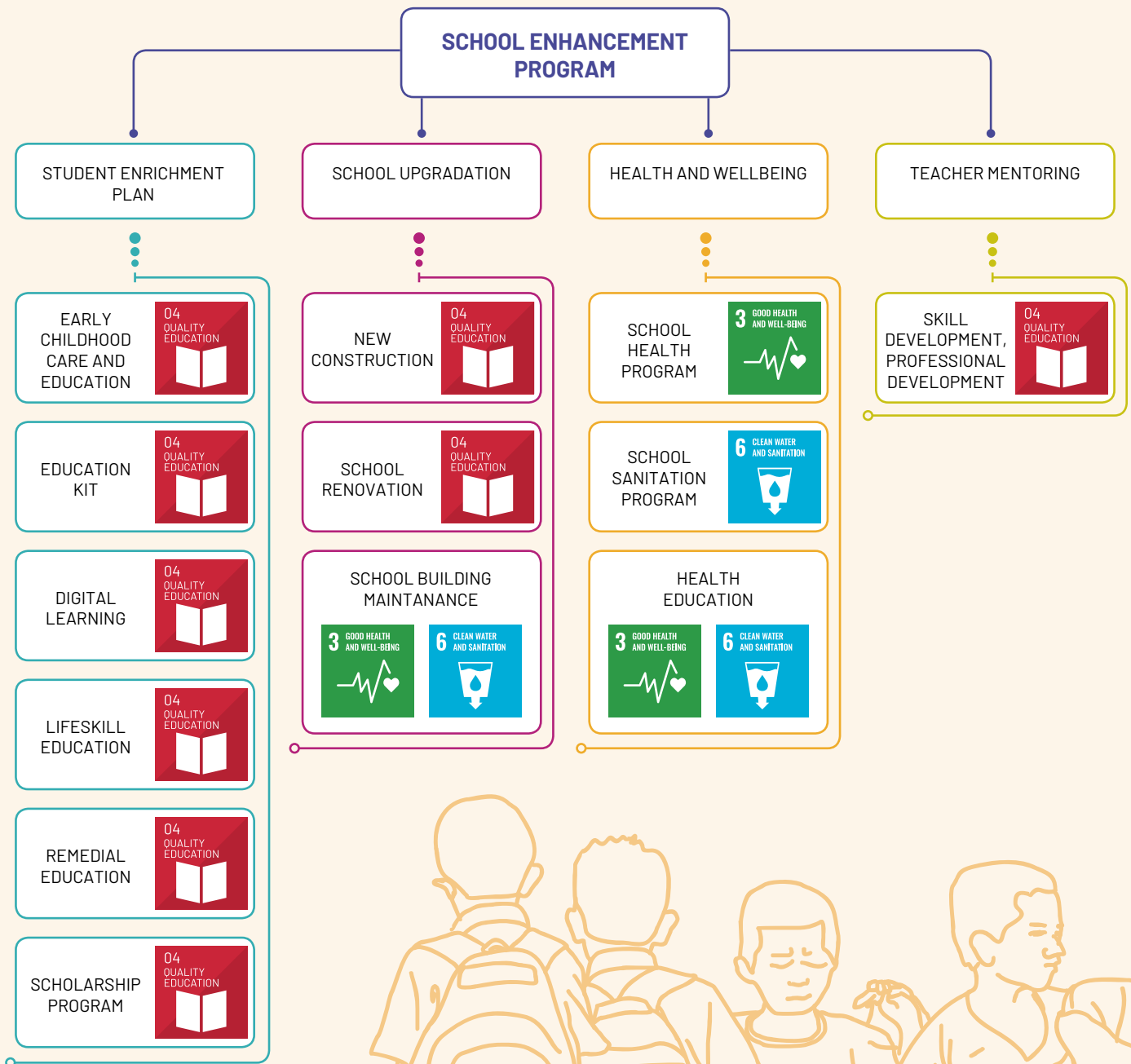
NURTURING BETTER LIVES SINCE 2014...



CWF STRATEGY TO PRACTICE

ENSURING ENRICHED ENVIRONMENT IN SCHOOLS





STUDENT ENRICHMENT PROGRAM

CHILDREN TODAY REQUIRE FLEXIBLE THINKING AND MULTIDISCIPLINARY LEARNING TO COPE WITH THE CHALLENGES OF A COMPETITIVE ENVIRONMENT. ONE OF THE FIRST THINGS THAT WE AT CWF DID WAS TO DESIGN A STUDENT ENRICHMENT PROGRAM THAT TAKES A DIFFERENT PEDAGOGICAL APPROACH FROM THE ONE NORMALLY FOLLOWED IN GOVERNMENT SCHOOLS ACROSS THE COUNTRY. THE COMPONENTS OF THE PROGRAM INCLUDE COLLABORATIVE AND ACTIVITY-BASED LEARNING AND IS DESIGNED TO HELP STUDENTS UNDERSTAND CONCEPTS AND DEVELOP THEIR COGNITIVE SKILLS IN AN EFFECTIVE MANNER.



The COVID-19 pandemic has further added to the pressure on students as well as the parents who come from disadvantaged families. Due to severe financial constraints, they are unable to provide good education to their children. Realizing this, CWF decided to supply educational materials to students so that they can get on with their learning without any disruption. We also provided tablets for students to engage in digital learning and installed new Computer Labs in government schools to help bridge the digital learning divide and encourage students to get on track.

Furthermore, CWF took the initiative to improve the abilities and skills of students who suffered a setback to their education due to the pandemic and lost their foundational moorings. Both Early childhood care and education and Remedial and Life Skill Education (LSE) empowers students to engage in an alternative learning process through projects and fun activities. This creates a positive impact among students who benefit from a conducive learning environment.

KEY HIGHLIGHTS OF STUDENT ENRICHMENT PROGRAM 2014-2022

66,296

STUDENTS
BENEFITED



37,722

EDUCATION KITS
DISTRIBUTED



21,386

STUDENTS OFFERED
COMPUTER EDUCATION



6,475

ENROLLED
IN LIFE SKILL
PROGRAM



679

SCHOLARSHIPS
GIVEN



1,647

CHILDREN BEFITTED
FROM EARLY CHILD HOOD
CARE AND EDUCATION.



10,077

CHILDREN
UNDERGONE
REMEDIAL EDUCATION



1,617

BENEFITED FROM
DIGITAL LEARNING
THROUGH TABS



Scan me for more info

EMBODYING CHARACTER AND VALUES

Precisely with this aim in mind, CWF has started an early childhood care program to provide quality education and holistic development to children in their early and formative years of development in 27 Anganwadis. This program embodies a meaningful learning environment where children develop early mastery of cognitive, social, and emotional competencies.

Early education and care are important determinants of the growth and development of children. Parents and Anganwadi (pre-school) teachers play a vital role in recognizing children's abilities and fostering their character and values with fun and activities.

This program builds a safe and protective environment for children to improve cognitive, social, and emotional abilities through effective early interventions. It empowers the Anganwadi teachers to focus on a joyful learning curriculum and take a holistic approach to child development. It also motivates parents to participate in integrated childhood programs and create a base for developing productive skills and traits in children.

Our Intervention focus on developing key skills in the area of Cognitive , Social, Emotional, Motor Skills & Speech & Language Skills through activity based learning approach.

Despite the darkness of the pandemic we ensured the light of knowledge continues. The entire project was executed through the online mode, through webinars, training and sharing digital content.

CATCHING CHILDREN YOUNG IS THE SINE QUA NON OF A GOOD EDUCATIONAL ENDEAVOUR. STUDIES HAVE SHOWN THAT 90% OF BRAIN DEVELOPMENT IN CHILDREN HAPPENS BEFORE THEY REACH 6 YEARS OF AGE. WHILE THE GOVERNMENT OF INDIA HAS INITIATED SOME COMMENDABLE STEPS TOWARDS THE DEVELOPMENT OF CHILDREN UNDER THE INTEGRATED CHILD DEVELOPMENT SCHEME (ICDS). GROUND-LEVEL SUPPORT OFFERED BY NON-GOVERNMENT ORGANIZATIONS LIKE OURS ADD TO THE REACH AND DEPTH OF THE SCHEME.

KEY HIGHLIGHTS OF FY 2021- 2022

27 PRE-SCHOOLS 

27 ANGANAWADI TEACHERS 

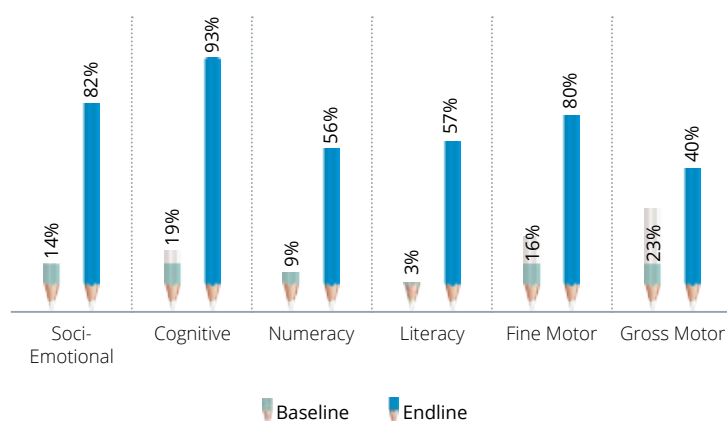
845 STUDENTS 

24 ANGANAWADI HELPERS 





Baseline v/s Endline



I enjoy being with children and teaching them to the best of my ability. I also find it very fulfilling to share the importance of early childhood care education with parents. I would like to make the anganwadi centres an attractive and joyful learning space. Encouraging many children in the area to attend daily classes gives me immense satisfaction. It is important to learn at least one new thing every day.

Gayathri || Anganawadi Teacher-Munnekolala Bangalore

IMPACT ON CHILDREN **3-6** YEARS OLD CHILDREN

Every child needs to be given an opportunity to learn each day. The learning kit we developed helped children to continue their education at home even after the anganwadis are closed. The lessons were shared on the parent's WhatsApp group on a daily basis with clear instructions that helped the child to continue learning at home. The mother's meeting and teacher webinars created awareness around the significance of early childhood care education. Thank you Careworks Foundation and Makkala Jagriti for implementing such a wonderful program for our children.

Lakshmi Bai || Parent: Anganawadi, Sanjayanagar, Bangalore

82
PER CENT



CHILDREN ACROSS AGE GROUPS HAVE SCORED HIGH IN THE SOCIO-EMOTIONAL DOMAIN.

74
PER CENT



JUMP IN THE COGNITIVE DEVELOPMENT OF CHILDREN AS WELL. WITHIN THIS DOMAIN, WE ASSESS KEY CONCEPTS LIKE IDENTIFICATION, SORTING, LISTENING, AND JUSTIFICATION.

57
PER CENT



CHILDREN ARE NOW ABLE TO HOLD THE BOOK IN THE RIGHT MANNER, RECOGNIZE LETTERS, AND COMPREHEND BETTER.

20
PER CENT



CHILDREN IMPROVED IN COGNITIVE SKILLS.

80
PER CENT



CHILDREN SHOWED IMPROVEMENT IN FINE MOTOR SKILLS DEVELOPMENT.



SUPPLYING EDUCATIONAL ACCESSORIES

This is where we at CWF stepped in – to supply educational kits to students so that they can continue learning without any disruption. Though it is an annual activity, the endeavour assumed additional significance for CWF last year as resource distribution ensured that they are able to continue with their education. This is a fundamental human right enshrined in the Constitution. Our resource kits are quantitative and age appropriate thus facilitating good learning outcomes for children despite COVID-19.

The mass exodus from private to government schools has been beyond one's imagination during these times and this is where our educational kits have assumed added significance.. It has boosted the confidence of children and given them a sense of pride and dignity to attend school thereby bolstering school attendance.

COVID-19 BROUGHT IN GREAT UNCERTAINTY IN THE LIVES OF PEOPLE ACROSS THE COUNTRY. BESIDES ENDANGERING THE HEALTH OF MILLIONS, IT ALSO RESULTED IN JOB LOSS FOR MANY PEOPLE WHO ENDURED HUGE FINANCIAL PRESSURE AS A RESULT. EDUCATION OF CHILDREN NEEDLESS TO SAY BECAME A CASUALTY AS THE ECONOMIC HARDSHIPS PUT A PREMIUM ON THE RESOURCES LIKE NOTEBOOKS, BAGS AND STATIONERIES THAT THEY NEEDED TO CONTINUE THEIR EDUCATION.

KEY HIGHLIGHTS OF FY 2021- 2022

2

STATES



45

SCHOOLS



13169

STUDENTS



12071

BAGS



53396

BOOKS



CWF provided bags and books to us during the academic year 2021-22. School bags contain good quality material like books and other necessary items. I am using these books to write notes in the classroom. I am very thankful to CWF for initiating this unique program

Yellalinga 7th Standard || GHPS –
Somasundara Palya, South-3 Bangalore //

Due to Covid 19, learning was interrupted for a year and half for students. I believe this program will bridge the learning gap and engage students in learning. This program also reduced the financial burden of parents as most of the families are below the poverty level.

I thank CWF on behalf of the school, students, teachers, parents and SDMC from the bottom of my heart.

Sunanda.S. Head Mistress || GHPS
Sanjaynagar, South-4 Bangalore //



ACQUAINTING WITH DIGITAL LEARNING

This is when we realized that facilitating digital learning among children and in government schools can put the smile back on the face of a child and enable them to access learning. The joy of returning to education knew no bounds in children who were able to pursue their education.

We provided tablets to 9th & 10th-grade students with Audio-Visual modules. It was exhilarating to witness first-hand how a simple device like a tablet did the amazing job of acquainting children with new technology and pursue quality education during the pandemic with the help of experts and teachers. The program has been a boon for students and our tablet enabled them to broaden their horizons of knowledge in an efficient way, like a wish fulfilling genie.

ANOTHER FALLOUT OF COVID-19 WAS THE DISCONNECT FROM CLASSROOM EDUCATION THAT CHILDREN ACROSS THE COUNTRY HAVE BEEN USED TO. FACE-TO-FACE INTERACTION WITH TEACHERS WAS REPLACED WITH INADEQUATE ENGAGEMENT THROUGH DIGITAL LEARNING. FOR MANY, IT WAS A COMPLETE DISCONNECT FROM LEARNING AS A SIMPLE ACCESSORY LIKE A MOBILE PHONE OR TAB WAS BEYOND THEIR REACH.

04
QUALITY
EDUCATION



05
GENDER
EQUALITY



KEY HIGHLIGHTS OF FY 2021-2022

9 High School
9th & 10th GRADE
STUDENTS



665 Tabs
DISTRIBUTED
UPLOADED WITH
AUDIOVISUAL
CONTENT WITH
ASSESSMENT

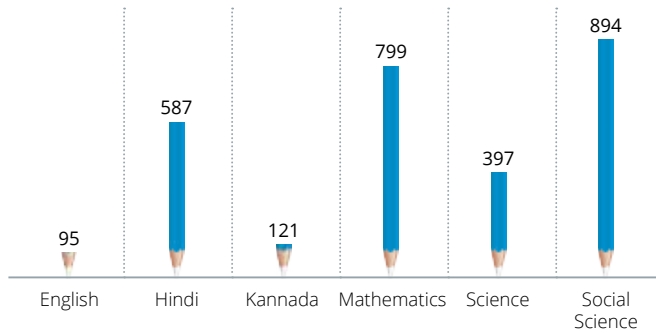


2892 Hours
STUDENTS
ENGAGED IN
ONLINE LEARNING
THROUGH TAB LAB



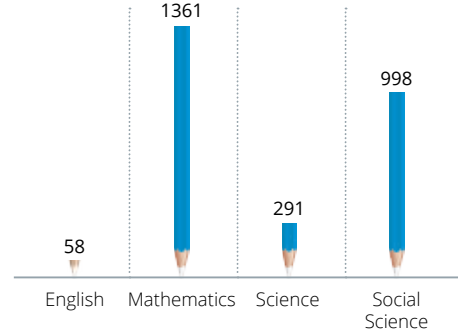
Subject v/s Hours

Hours Spent



Subjects v/s Activities

No. of Activities



It has been difficult to engage students in learning mode in these difficult times of COVID19, especially in Thirthahalli taluk students as houses are very far from schools. CWF provided tablets to 9th & 10th standard students, which is beneficial to engage student in learning process. DSERT approved subjects was uploaded in these tablets & it was made available in the offline mode. Student can go through and understand content whenever possible. Students dependency on, TV and Mobile has significantly reduced after they started using these tablets. I am confident that these tablets have helped students to perform better in exams. I wholeheartedly thank team CWF for donating tablets to our school students.

Sowmya Head Mistress || KPS Konanduru, Thirthahalli Shimogga

The tablets provided by Careworks Foundation are of very good quality. The quiz, explanation through animated video and the sound quality was helpful to understand various concepts. Every day, I use the tablet to glance through different subjects taught in classes and I got good marks in exams.

Nithya V J 10th Standard || GHS-Guddekeri, Thirthahalli Shimogga



EQUIPPING FOR MULTIDISCIPLINARY LEARNING

CWF has designed a life skills program to create meaningful learning experiences for children aged 6-14 years and delivered through teachers and parents. CWF life skill modules were prepared in association with the National Institute of Mental Health and Neuro Sciences-Bangalore. The curriculum has been reviewed and endorsed multiple times by experts so that suitable and interesting lessons can be included for optimum learning.

The modules are divided into four components: Physical Health, Reproductive Health, Academic Success and Positive Mental Health, and Social Health. The idea is to enable the learner to develop 21st-century skills, develop the right perspective and make a positive impact in their immediate social circle and on the society. It is intended to involve learners, parents, and teachers and make them active collaborators in the learning process through various exercises and fun activities.

WHEN IT COMES TO EDUCATION, IT IS NOT JUST THE ACADEMIC CURRICULUM THAT IS OF GREAT SIGNIFICANCE. STUDENTS MUST LEARN TO COPE WITH THE EMOTIONAL VAGARIES OF LIFE AND THIS IS WHY LIFE SKILLS EDUCATION IS EQUALLY SIGNIFICANT. IT PLAYS A VITAL ROLE IN PROMOTING THE PSYCHOSOCIAL WELL-BEING OF LEARNERS AND HELPS THEM RECOGNIZE THEIR STRENGTH AND CAPABILITIES.

KEY HIGHLIGHTS OF FY 2021-2022

12

SCHOOLS



2601

STUDENTS



71

TEACHERS



330

PARENTS

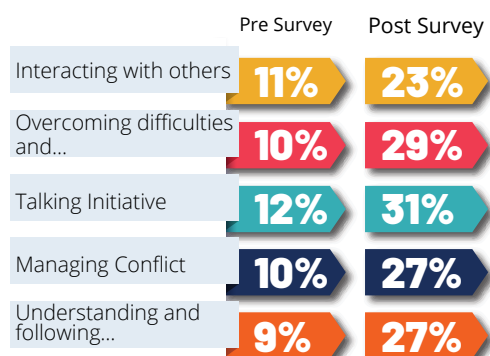


1st-8th

STANDARD

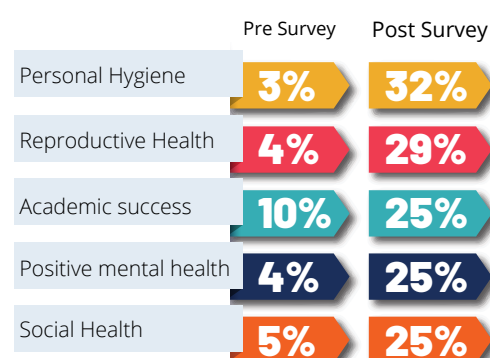


IMPACT OF THE PROGRAM



According to presurvey results majority of students lack life skills. As an impact of life skill training, students displayed great positive behavior in their immediate circle comprising family, friends and teachers.

LIFESKILL COMPONENTS



This graph indicates the significant impact the life skill program had on students. Life skills classes empowered them to progress in all areas of life such as Personal Hygiene, Academic Success, Positive Mental Health, Social Health, and Reproductive health compared to pre-survey results.



SUCCESS STORY



Arun (name changed), a seventh standard student at GHPS Ibbaluru, belongs to a socio-economically backward family. He did not take any interest in studies, kept aloof most of the time and used to often doze off in classrooms.

However, this is not the case anymore. CWF initiated a life skill education program for school students focusing on life skills components such as physical health, reproductive health, academic success and positive mental health, and social health, which changed all that. All sessions were activity-based, engaging each child and ensuring no one was left behind. Arun has shown significant changes in his behaviour and social interactions after participating in study and sleeping habits classes. Soon he started putting things to practice. Earlier, he used to sleep late at night but is now going to bed on time. He has also started reading and writing in the morning as well as evening. His class teacher is very happy with him after witnessing the positive change in him and other students who undertook life skills education. The class teacher now uses the life skill classroom method to engage students and address their challenges.

REMEDIAL EDUCATION

SWITCHING TO ADAPTIVE INSTRUCTION

Based on Makkala Jagriti's experience and success following a series of interventions with children in government schools before and during the pandemic, CWF bolstered their efforts to provide uninterrupted learning opportunities to children in government schools in Karnataka. Children were supported with bridge course sessions to address learning gaps once they returned to school.

DISRUPTION IN EDUCATION DUE TO THE PANDEMIC RESULTED IN MILLIONS OF CHILDREN SIGNIFICANTLY MISSING THE LEARNING OPPORTUNITIES THEY USED TO GET IN THE CLASSROOM. IN ADDITION TO LEARNING LOSS, SCHOOL CLOSURES AFFECTED THEIR MENTAL HEALTH, CONCENTRATION, SOCIAL SKILLS, AND CONFIDENCE.

KEY HIGHLIGHTS OF FY 2021- 2022

42

SCHOOLS
1st-8th STANDARD



10077

LEARNING
KITS



10077

STUDENTS
BENEFITED



321

TEACHERS



04
QUALITY
EDUCATION



05
GENDER
EQUALITY



PROGRAM IMPACT

a) Numeracy Level 1st -8th Standard

THERE IS A SIGNIFICANT IMPROVEMENT IN END-LINE ASSESSMENT RESULTS COMPARED TO BASELINE ASSESSMENT.

1. **91%** students do addition during end line assessment; it was **49%** during baseline.
2. Only **8%** students did Subtraction in baseline; as an impact of math sessions it increased to **73%**.
3. **63% & 51%** students do multiplication and division at end line respectively, whereas it was only **2% & 1%** in base-line assessment.

b) Kannada Literacy Level 1st -8th Standard

1. **71% & 56%** of students were able to write Kannada alphabets and Kagunita at baseline.

After our intervention it has shown significant growth and stands at **97%** and **92%** respectively.

2. **69%** students can describe correctly write words and **48%** can write sentences respectively for given pictures at the end of the program. It was too low during baseline assessment.

TESTIMONIALS

Our students liked the activity-based sessions and Learning Materials (TLMs). I observed that students participated with great interest and curiosity. Through these activities, students had exposed to experiential learning. Online classes also helped students to continue their studies during the lockdown. Math day and science day celebration was a wonderful initiative. Remedial education programs increased literacy and numeracy level among students.

REKHA II Teacher HPS Kariammanagrahara-South-4 Bangalore.

ಅನನ್ಯಾ, ೭ನೇ ತರಗತಿ, ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ-ಸಂಜಯನಗರ.

ಕನನ ಡುತ್ತು ಗಣಿತ ತರಗತಿಗಳಲ್ಲಿ ಎಲ್ಲಾ ಬರುತ್ತೆ ಅಂದುಕೊಂಡಿದ್ದೆ, ಅದರೆ ಅಕ್ಷರ, ಪದಗಳು, ವಾಕ್ಯಗಳು ಮತ್ತು ಗಣಿತದ ಮೂಲ ಕ್ರಿಯೆಗಳ ಬಗ್ಗೆ ಮರೆತುಹೋಗಿದ್ದೆ. ಧನಲಕ್ಷ್ಮಿ ಮೇಡಂವರು ಕಲಿಕೋಪಕರಣಗಳು, ಗಂ ಪು ಚಟುವಟಿಕೆಗಳ ಮೂಲಕ ಹೇಳಿಕೊಟ್ಟರು. ನಾನು ಈಗ ತಪ್ಪಿಲ್ಲದೇ ಕನನ ಡುರೆಯುವುದು, ಓದುವುದನ್ನು ಕಲಿತಿದ್ದೇನೆ ಹಾಗೂ ಗಣಿತ ಮೂಲ ಕ್ರಿಯೆಗಳನ್ನು ಮಾಡಲು ಸಾಧ್ಯವಾಗುತ್ತಿದೆ.

ವರ್ಷ, ೭ನೇ ತರಗತಿ, ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ-ಆಶ್ವತ್ ನಗರ.

ಸೇತುಬಂಧ ತರಗತಿಗಳು ನನಗೆ ಕುತೂಹಲ ಮತ್ತು ಆಸಕ್ತಿ ಉಂಟು ಮಾಡುತ್ತಿದೆ ಹಾಗೂ ಕಲಿಯಲು ಸುಲಭವಾಗಿದೆ. ನಾನು ಕನಡೆ ವರ್ಣಮಾಲೆ, ಕಾಗುಣಿತ ಪ್ರಾಶ್ ಕಾರ್ಡ್ ಗಳನ್ನು ಮಾಡಿದ್ದೇನೆ ಹಾಗೂ ತಂಡಗಳನ್ನು ರಚಿಸಿ ಗುಂಪು ಕಲಿಕೆಯಲ್ಲಿ ತೊಡಗಿಸಿರುವುದು ಬಹಳ ಸಹಕಾರಿಯಾಗಿದೆ. ನಾವು ಕಲಿಯುವುದರ ಜೊತೆಗೆ ನವೆ ಸ್ನೇಹಿತರಿಗೆ ಕಲಿಸುತ್ತಿರುವುದು ಹೆಮ್ಮೆಯ ವಿಷಯವಾಗಿದೆ.



RECOGNIZING YOUNG TALENTS

The result is all too glaring to be seen. The All India Survey on Higher Education (AISHE) report 2019-2020 revealed the Gross Enrolment ratio (GER), a ratio of enrolment in higher education belonging to the eligible age group 18-23 in 2019-2020 was 27.1 percent. This means very few students in India go on to enrol themselves in higher educational institutions and those who complete it are fewer still.

Despite various steps initiated to improve the student enrolment and process, inequality still exists in terms of gender, medium of instruction, ethnic groups, location, and financial and social status.

We at CWF have always been conscious of the fact that the higher education system in India needs a push. That is why we came up with the CWF scholarship program in which we identify meritorious students of government schools and handhold them up to the post-graduate level. The program encourages learners to actively participate in the learning process without any barriers and thus endeavours to break the disparity in society. As a result of our program, young students from government schools march hand-in-hand with the rich students thus breaking the class and caste barrier. It has been a delight for us at CWF to be an instrument for this transformation and we have really been surprised to see how a program like this can create equity in society.

We also develop a one-to-one mentoring program that empowers young minds to develop confidence, give orientation, evaluate their progress, and excel in their chosen field with the help of professional leaders and guidance.

INDIA HAS ONE OF THE LARGEST HIGHER EDUCATION SYSTEMS IN THE WORLD. HOWEVER, LACK OF QUALITY, ACCESSIBILITY AND LOWER STANDARDS ARE SOME MAJOR IMPEDIMENTS TO ACHIEVING EXCELLENCE.

KEY HIGHLIGHTS OF FY 2021- 2022

47

SCHOLARSHIPS



88%

AVERAGE MARKS
SCORED

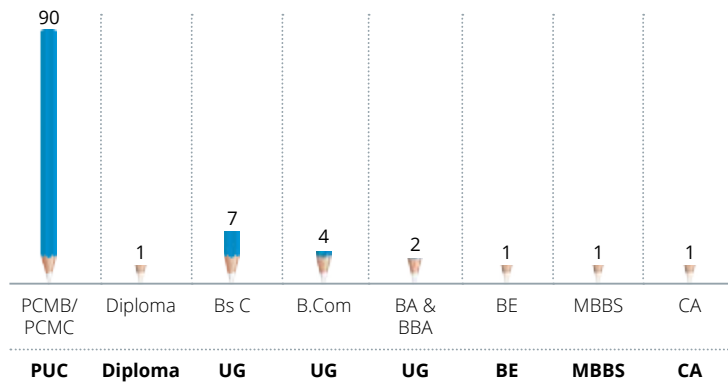


BANGALORE,
SHIMOGGA,
CHENNAI



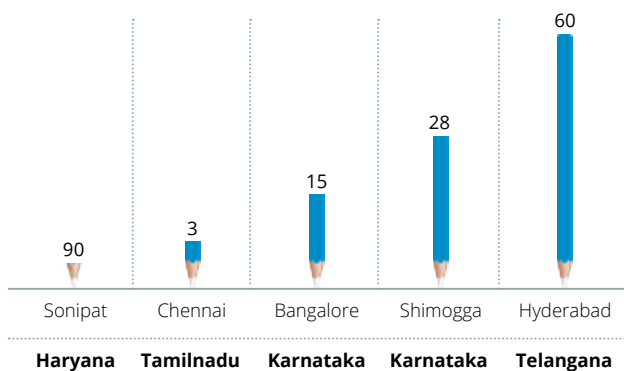
SCHOLARS PURSUING COURSE FY21-22

Scholars V/S Course 2021-22



SCHOLARSHIP PROGRAM REACH FY21-22

CWF Scholarship Program 2021-22



TESTIMONIALS

I am from a poor family and was deprived of opportunities to pursue good quality education of my choice as I belong to the general category. Every year until my course completion, I require a lot of money to pursue my dream. I am indeed grateful CWF for providing scholarships. I have been able to pay my college fees through it. Keep supporting students like me in the future also.

Sumukha || 2nd Year BSc MGM College Udupi

Since 2018-19, I have been receiving a scholarship from CWF. This scholarship amount has been very helpful to me to pay college fees and meet other expenses related to my studies, especially during the COVID-19 lockdown. Thanks a lot for the support.

Raveen || 2nd Year BA Govt. First Grade College-Thirthahalli



Pursuing Medicine is a dream for many students and our CWF School alumni achieved it by beating all the odds. Rudresh S studied at GHPS-Doddakannelli school Bangalore from 1st -8th Standard. Currently, he is residing in a rented house at Janatha colony, Doddakannelli along with his mother and younger brother. He is a single-parent child and his mother works as a housekeeping staff in a private college, making sure their children get higher education. Since his childhood, he wanted to become a doctor and treat needy people. As a first step towards his dream in the year 2019-20, he secured 91% marks in the 12th Board exams despite facing financial difficulties. Now he is studying Second Year MBBS at MS Ramaiah Medical College-Bangalore, which is the most prestigious medical college in Karnataka. After completion of his M.B.B.S, he wants to pursue M.S. in Cardiology. He is inspired by the work of well-known Cardiologist Dr.Devi Prasad Shetty-Chairman and founder of Narayana Health inspire him, Rudresh aims to excel as a cardiologist and serve the people.

Rudresh || 2nd Year BA Govt. First Grade College-Thirthahalli

SCHOOL UPGRADATION PROGRAM

FOR US AT CWE, EVERY SINGLE ASPECT OF EDUCATION AND QUALITY LEARNING COUNTS. SOMETIMES EVEN SMALL AND THOUGHTFUL MEASURES CAN YIELD GREAT DIVIDENDS. THE SCHOOL UPGRADATION PROGRAM (SUP) WHICH IS AN INTEGRAL PART OF CWE, IS ONE SUCH STEP. THROUGH THIS, WE AIM TO CREATE A JOYFUL LEARNING SPACE FOR STUDENTS AND TEACHERS.



During the course of our journey, we realized that the school infrastructure is not only a contributing factor to the attainment of knowledge and skills but also serves as a purposeful learning environment that is safe, comfortable, and student-friendly. We also realized that it defines the needs of the students and teachers, provides flexible and technical education spaces, focuses on different pedagogies, and maintains educational facilities.

That is why we took the decision to act as a catalyst of change transforming government schools into quality institutions by building spacious, well-lighted, and ventilated classrooms, libraries, ramps, adequate furniture, wall arts, gate, and compound wall with fencing that provides a joyful learning environment with utmost care and support.

As a result, school has become like a second home for children where we implemented this program. In addition, to this, we built urinals and restrooms for both genders to develop hygiene etiquette and practices, ensuring a healthy community in schools and free from all infectious diseases. We also set up digital learning classrooms and computer labs as an alternative for learning where volunteers and teachers have been assigned to teach technical skills and impart knowledge through project-based learning.

Our program has helped substantially in increasing the enrolment rate in CWF-adopted schools and motivate teachers to use a personalized learning approach, work in teams, and collaborate effectively. It has also impacted students to learn in a conducive learning environment and makes them responsible, creative, and smart through school up-gradation.

KEY HIGHLIGHTS OF SCHOOL UPGRADATION PROGRAM 2014-2022

75

SCHOOLS



35

COMPUTER
LAB



10

SCIENCE LAB



423

TOILETS



68

HAND WASH



50+

WATER
PURIFIERS



ADOPTING BEYOND BORDERS

Ever since we undertook our journey, we at CWF initiated various programs for school development to achieve the goals of student enrichment, school up-gradation, health and wellbeing, teacher mentoring, and stakeholders' engagement. The journey was full of challenges and difficulties. There were hurdles all around.

Moreover, there was a lack of support and coordination among teachers in schools. There were times when we, as an organization, were faced with a crisis of confidence. Nevertheless, we did not let our guards down and with sincere cooperation and collaboration with the school administration, we crossed several milestones one after the other.

Our journey has been continuing and this year we moved to the neighbouring State of Tami Nadu where we commenced our school enhancement program in one school in Kanchipuram district and soon moved to these schools expanding to neighbouring Chengalpattu district as well. We are now adopting beyond borders and extending our services to Tamil Nadu. Our team's unfailing belief helps to fulfil our objectives and adapts a new approach to the changing times.


WE AT CWF ARE CONSCIOUS OF THE FACT THAT INDIA IS A LARGE COUNTRY AND CHILDREN ELSEWHERE ALSO NEED OUR SUPPORT. THAT IS WHY WE DECIDED TO MOVE BEYOND KARNATAKA WHICH HAS BEEN OUR BASE FOR THE PAST FEW YEARS AND LOOK BEYOND BORDERS. WE BEGAN OUR WORK ON THE SCHOOL ENHANCEMENT PROGRAMME IN TAMIL NADU IN THE YEAR 2017. IT INSPIRED AND CONVINCED US ABOUT THE NEED TO LOOK AT THINGS FROM A NEW PERSPECTIVE.

KEY HIGHLIGHTS OF FY 2021- 2022

2 SCHOOLS  **910** STUDENTS 

3 CLASSROOMS CONSTRUCTED 

11 CLASSROOMS RENOVATED 

2 COMPUTER LAB RENOVATED 

20 TOILETS RENOVATED 

1 HAND WASH CONSTRUCTED 

TRANSFORMING TO A QUALITY INSTITUTION

As our team surveyed government schools, it also became clear to them that lack of adequate facilities, quality assurance, accreditation, qualified teachers, competition, value-based learning, and pedagogical knowledge often act as barriers. Our staff also identified some positives there is an annual development plan in all government schools for the growth and development of students through academic performance, skill utilization, and pedagogical philosophy. We realized that we could work with the government system and improve it considerably..

Our response has been manifold. From building spacious, well-lighted, and ventilated classrooms, to libraries, ramps, lunch hall, kitchen adequate furniture, wall arts, gate, and compound wall with fencing and sufficient urinals and restrooms for boys and girls as well as teachers, we helped boost the school infrastructure. We also built digital learning classrooms and computer labs to create alternative spaces for learning with a thrust on special learners

Our strategies help to monitor and review the process of development, which is effective for our model. We manage strategically and beneficially to work with the school's stakeholders and maintain a conducive learning environment. We also empower the teaching and learning community for their optimal participation and standardization through school up-gradation.

AS WE CONTINUED IN OUR JOURNEY AND EXPANDED OUR PROGRAM, WE REALIZED THAT QUALITY EDUCATION IS VITAL TO THE LEARNING, GROWTH, AND DEVELOPMENT OF STUDENTS. TIME AND AGAIN IN OUR JOURNEY WE HAVE WITNESSED THAT GOVERNMENT SCHOOLS HAVE BEEN STRUGGLING TO IMPROVE THE QUALITY OF TEACHING AND LEARNING AND ARE BATTLING THEIR OWN CHALLENGES AND LIMITATIONS. FINANCIAL AND OPERATIONAL DIFFICULTIES OFTEN COMPOUND THE SITUATION.

copy to come.

..... II

KEY HIGHLIGHTS OF FY 2021- 2022

11

CLASSROOMS
CONSTRUCTED



11

CLASSROOMS
RENOVATED



2

LUNCH HALLS
CONSTRUCTED



2

COMPUTER
LABS SET UP.



5

HAND WASH
AREAS CONSTRUCTED



2

KITCHENS
CONSTRUCTED



20

TOILETS
RENOVATED



12

SCHOOL WALL
ART WORK, 2700 SQ.
FT UNDERTAKEN



FURNITURE
SUPPLIED IN

7

SCHOOLS



HEALTH & WELL BEING

As we expanded our work, we realized that schools face significant constraints in attempting to promote better health and wellbeing due to a lack of awareness on what constitutes good health. We find that school children are physiologically vulnerable and more prone to health problems and spread of diseases. Unhygienic practices, poor nutritious diet, exercise, lack of vaccination, and the absence of a safe and protective environment are the contributing factors to various health problems.

APART FROM EDUCATION, WHICH CONTINUES TO BE THE FOCUS OF OUR PROGRAMS, WE AT CWF ALSO STRESS ON ADEQUATE PHYSICAL AND MENTAL WELL-BEING OF STUDENTS AS WE ARE CONSCIOUS OF THE FACT THAT HEALTH IS A FUNDAMENTAL RIGHT OF EVERY HUMAN BEING AND EVERY STATE IS COMMITTED TO PROMOTING AND PROTECTING THE HEALTH OF CITIZENS WITH ADEQUATE FACILITIES AND SOCIAL MEASURES AT ANY COST. THE WORLD HEALTH ORGANISATION (WHO) HAS DEFINED HEALTH AS "A STATE OF COMPLETE PHYSICAL, MENTAL AND SOCIAL WELLBEING AND NOT MERELY THE ABSENCE OF DISEASE OR INFIRMITY".



Our team realized the urgency to promote personal and public hygiene practices among students in these unprecedented times. We use various measures and techniques to assess the health conditions and well-being of the students and help them to prepare a health and wellbeing programs with the guidance of professionals.

EY HIGHLIGHTS OF HEALTH & WELLBEING PROGRAM 2014-2022

19000+

CHILDREN SCREENED



3618

CHILDREN TREATED



355

CHILDREN GIVEN
PSYCHO-SOCIAL CARE



IN **74** SCHOOLS

TOILETS URINALS, HAND WASH, DRINKING
WATER MAINTENANCE PROVIDED



IN **30** SCHOOLS

SANITARY PAD VENDING
MACHINE INSTALLED



AMONG **23000** STUDENTS & **400+**

TEACHERS COVID AWARENESS PROGRAM
CONDUCTED



32

OXYGEN CONCENTRATORS
DONATED



EDUCATING ON HYGIENE ETIQUETTE & BENEFITS

When we interacted with students and teachers, we found that conventionally there is a huge gap in knowledge and attitudes among students on practicing hygiene etiquette. So, we initiated a program that ensures the provision of hygiene facilities to all schools like separate urinals and toilets for boys and girls, hand wash area with sufficient water supply, and even distribute brooms, brushes, buckets, mops, consumables, and chemicals for cleaning and washing. Furthermore, we supported the hiring of a cleaning staff to maintain a clean school environment and curtail the spread of diseases.

Not stopping at that, we encourage students to change their behaviour and attitudes towards good hygiene with the help of health professionals. Awareness posts were created and pasted in schools by our staff. We conduct activities and awareness sessions to elicit maximum participation among students and increase vigilance on reducing the risk for infection and other health problems.

WHILE WORKING WITH STUDENTS ON HEALTH AND THEIR PSYCHO-SOCIAL WELL-BEING, WE REALIZED THAT HYGIENE ETIQUETTES ARE ESSENTIAL TO GUARANTEEING BETTER HEALTH AND IN GENERAL AN IMPROVED QUALITY OF LIFE, ESPECIALLY IN THE PREVENTION OF SPREADING DISEASES.

REACH

350+

TOILETS, URINALS & HANDWASH, DRINKING WATER MAINTENANCE



DEEP CLEANING **72** SCHOOL



WATER PURIFIER MAINTENANCE -

62 SCHOOL



CHEMICALS & CONSUMABLES -

74 SCHOOL



SANITARY PAD VENDING MACHINE -

30 SCHOOL



IMPACT:

- 1) 13,000+ Students now have access to clean toilets, urinals, and handwashing throughout the year.
- 2) 62 Schools students have access to clean drinking water
- 3) sanitary pad vending machines installed in over 30 schools.



COVID RESPONSE

RESISTANCE & HOPE

We worked hard to create a joyful and safe environment for children through a safe school initiative program during COVID that had the following components

STANDARD OPERATING PROCEDURE FOR SCHOOL SAFETY

Our team developed a manual of school safety guideline & trained Head

COVID 19 HELP DESK

Each school is equipped with Thermal Scanners, Oximeters, Sanitizers with frequent fumigation and sanitization, done in addition to daily maintenance

COVID RESPONSE TEAM

we facilitated the formation of Covid Response team in 74 schools to handle suspected Covid cases, the team includes Anganwadi Teachers, ASHA workers, Teachers, SDMC, Parents and Primary Health Centres Doctors

COVID AWARENESS

Age-wise Activity Books were distributed to students and Covid awareness sessions were conducted to prevent the spread of Covid 19 among students in and outside of the school premises.

OXYGEN CONCENTRATORS

We also donated Oxygen concentrators under COVID Relief Program

WE HAVE ALWAYS BELIEVED THAT A HOLISTIC APPROACH TO EDUCATION THAT ADDRESSES STUDENTS' LEARNING, SOCIAL AND EMOTIONAL NEEDS IS CRUCIAL, ESPECIALLY IN TIMES OF CRISIS. DURING THE CURRENT COVID-9 PANDEMIC, WE WITNESSED STUDENTS FROM DIVERSE BACKGROUNDS BECOMING INCREASINGLY VULNERABLE AND RECEIVING LESS SUPPORT FOR MEETING THEIR RESOURCE NEEDS. ONCE THE LOCKDOWN LIFTED, CHILDREN WERE EXCITED TO COME BACK TO SCHOOL.

REACH & IMPACT

74 SCHOOL

STANDARD OPERATING PROCEDURE



SETUP **74**

COVID RESPONSE TEAMS & HELP DESK



FIVE CLASSROOM

SESSIONS PER CLASS ON COVID AWARENESS



DONATED **32**

OXYGEN CONCENTRATORS



1000+ STUDENTS

SPREAD COVID AWARENESS AMONG THROUGH THE ACTIVITY BOOK





PSYCHOSOCIAL CARE

SUPPORT SYSTEM FOR THE CHILD

Our team was quick to realize that psychosocial problems such as social, emotional, and behavioural problems are highly prevalent among children and adolescents. We also found that this interferes with the everyday functioning of children and their families. We support schools in managing the psychosocial issues of schoolchildren, conduct an assessment of the issues and provide care and referral. We have also provided assistance in developing skills among stakeholders to ensure holistic development of the schoolchildren.

OUR WORK IN SCHOOLS HAS MADE US REALIZE THAT EDUCATION AND PSYCHO-SOCIAL CARE GO HAND IN HAND. WHILE OUR EDUCATION INTERVENTIONS HAVE SERVED TO CREATE A SAFE AND STABLE ENVIRONMENT FOR LEARNERS AND RESTORES A SENSE OF NORMALCY, DIGNITY, AND HOPE BY OFFERING STRUCTURED, APPROPRIATE AND SUPPORTIVE ACTIVITIES, PSYCHOSOCIAL CARE IS ABOUT HELPING CHILDREN DEVELOP LIFE SKILLS AND BECOME WELL-ROUNDED PERSONALITIES. IT IS ONE OF THE IMPORTANT ASPECTS TO PROVIDE HOLISTIC CARE FOR SCHOOLCHILDREN.

REACH

1049 CHILDREN

SUPPORTED 355
CHILDREN WITH
SPECIAL NEEDS



DONATED **18**

ASSISTIVE DEVICES
FOR CHILDREN WITH
SPECIAL NEEDS



LINKED **25**

CHILDREN WITH SPECIAL
NEEDS TO NIRAMAYA
HEALTH INSURANCE
SCHEME



EMPOWERING THROUGH GUIDANCE

TO MAKE OUR WORK SUSTAINABLE AND IMPROVE PROCESSES IN SCHOOL, IT IS ESSENTIAL TO WORK HAND IN HAND WITH TEACHERS.

Teachers are the pivot of learning in schools and therefore, we also work with them to upgrade their learning. We do this by providing teacher-learning programs designed to equip teachers with the knowledge, skills, and behaviour required to perform their tasks effectively in the classroom.



KEY HIGHLIGHTS OF TEACHER MENTORING PROGRAM 2014-2022

990

TEACHERS TRAINED



TARGETED **74**

SCHOOLS IN
KARNATAKA & TAMIL NADU



TEACHER MENTORING PROGRAM FY2021-22

- 1) Teacher's Professional Development:- Through our work, have endeavoured to empower teachers to facilitate the holistic development of children. We emphasize on a child-centric approach, with emphasis on their needs in the present situation of teaching children both remotely as well as in-person.
- 2) Early Childhood Care & Education Training: - To enhance their knowledge, attitude and practices towards early childhood learning and giving children positive experiences of care and learning during the time they spend in an Anganwadi.
- 3) Life skill Training: - We live in a world full of challenges and we need life skills to cope with the challenges of students. We trained teachers on the impact of life skills on personal and professional life.



JOY OF GIVING

CELEBRATING THE JOY OF VOLUNTEERISM

WE AT THE CAREWORKS FOUNDATION ORGANIZE AN ANNUAL EVENT ORGANIZED EVERY YEAR. KNOWN AS THE JOY OF GIVING, THE EVENT IS DIVIDED INTO THREE SEGMENTS: I) JOY OF GIVING-TIME II) JOY OF GIVING-MONEY III) JOY OF GIVING-MATERIALS. QUESS CORP EMPLOYEES CONTRIBUTE THEIR VALUABLE TIME, MONEY AND MATERIALS TO SUPPORT THE CAUSE.

This year we intend to support our children with special needs and students from rural parts of Karnataka.



KEY HIGHLIGHTS OF JOG PROGRAM 2014-2022

JOG TIME:

5307 HOURS



JOG MONEY:

4214696
RUPEES



VOLUNTEERS
ENGAGED:

3371
VOLUNTEERS



IN 2021-22 THE MONEY WE RAISED THROUGH THE JOY OF GIVING EVENT FROM QUESS EMPLOYEES HAS BEEN UTILIZED FOR THE FOLLOWING PROGRAMS

1. Assistive Device:

Assistive devices are available to help individuals with many types of disabilities from cognitive problems to physical impairment. CWF through psychosocial care intervention identified the needs of children with special needs and distributed assistive devices for children with special needs at the Government Lower Primary School –Konanduru.

Impact: 11 children with special needs received assistive devices, which enable children to live healthy, productive, independent, and dignified lives, and participate in education.

2. Geometry Box Distribution:

Access to quality education is the right of every child. In the same way, students need appropriate education accessories based on the request from schools. CWF distributed geometry boxes to students of 10th Standard.

Impact: 744 students from 7 Government high schools received geometry boxes.



DONATIONS TO NGOS



1. Indian Cancer Society

ICS provides financial assistance for diagnosis or initial, limited-time treatment to needy low-income group patients diagnosed with any kind of curable cancer. Aid from the fund is used to quickly commence treatment for the patient. The amount for early diagnosis/initial treatment is set as INR 25000. The Indian Cancer Society pays directly to the hospitals against duly supported bills.

Impact: 8 Patients received Early Cancer treatment through the Indian Cancer Society.

2. Help the Blind Foundation

HTBF is involved in assisting visually impaired students to get a university education and skills training with the ultimate goal of making them employable. Help the blind foundation provide financial support to visually impaired students to prevent them from dropping out and motivate them to pursue and complete their studies successfully.

Impact: 23 Scholarships for Visually students pursuing graduation at Mumbai.

3. Madras Dyslexia Association

CWF supported MDA in developing MDA READER AWAZ APP, which enables easy learning and reading of English for those with English as a second language. The NGO is working towards "Creating a "Dyslexia Sensitive" society that identifies and nurtures children with Dyslexia to reach their potential". - Free subscriptions of the app to 100 students from underprivileged students from 20 Schools.

Impact: 23 Scholarships for Visually students pursuing graduation at Mumbai.



4. Ashoka Trust for Research In Ecology and the Environment (ATREE)

ATREE is a global non-profit organization that generates interdisciplinary knowledge to inform policy and practice toward conservation and sustainability.

Impact: Supporting 2 research projects mentioned below.

- a) Nature-based solutions (Nbs) are green infrastructures that mimic natural processes to address risks related to climate change, water security, and public health
- b) Effective river, affective river- Interdisciplinary chronicling of ecological flows, well-being effects, and affective relations of two Western Ghatian rivers

5. Soul Free

Aimed to spread awareness about the seriousness of spinal cord injury and to improve the quality of life of those living with permanent paralysis due to SCI in India, with a special focus on women and persons living below the line of poverty.

Impact: Provided Rehabilitation services to 5 Spinal cord injured patients.





CAREWORKS FOUNDATION

Registered Office :

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Bangaluru - 560103

