

# UC Result Certificate

*Financing results yousee.in development*



This is to acknowledge the receipt of contribution from \*\*\*\*\*, from \*\*\*\*\*, towards results generated by UC in projects providing services to poor communities. Details of the contribution are presented below.

S No	Item	Detail
1	Certificate ID	UC-RC-0**
2	Contribution Area	Education & Livelihoods
3	Project Supported	Providing Primary Education and Financial Inclusion for RagPicking community in 2 Slums of Indore and investments for scaling up a Waste Recycling plant for this community. Total cost of project: INR 178,156/-, Contribution received for *.**% of project cost.
4	Certificate Project Period	01-Apr-10 to 30-Apr-10
5	Contribution to Project (A)	INR. ***
6	Operations Grant to UC (B)	INR. ***
7	Total Contribution (C)=(A)+(B)	INR. ***
8	Date of Contribution	
9	Mode of Payment	

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# United Care Development Services

(a not-for-profit company registered under section-25 of the Companies Act)

www.yousee.in

Dear Mr/Ms. \*\*\*,

\*\*\*

Sub: Acquisition of UC Result Certificate UC-RC-0\*\*

On this occasion, I wish to place my regards and thank you for choosing to acquire a UC Certificate. The Certificate serves as a record of your social investment and the document attached to this letter contains the details of the work undertaken and the social returns enabled through your contribution. Your contribution renews UC's commitment to apply further resources, including financial and intellectual, to alleviate and solve the inequities faced by the poor for accessing fundamental services like Education, Health and other livelihood services, without which their long term livelihood opportunities are at risk.

I also wish to convey UC's commitment to generate and deliver better rate of social returns for the contributions made by each of its customers. I take this opportunity to invite your feedback and suggestions in the following areas and more:

1. Improvements that you wish to see in the quality of reporting on financial data and intervention outcomes.
2. Additional areas of information that you would like to see added in future certificates.
3. Specific information on projects that you think UC should explore investing in.

This would help UC to live up to its values of Transparency, Innovation and Impact and to also deliver a higher rate of social returns to all those who are contributing to UC Certificates.

The contents of this document are intended to be open source and you are welcome to share the same with others.

P. S. Gunaranjan  
*Founder*

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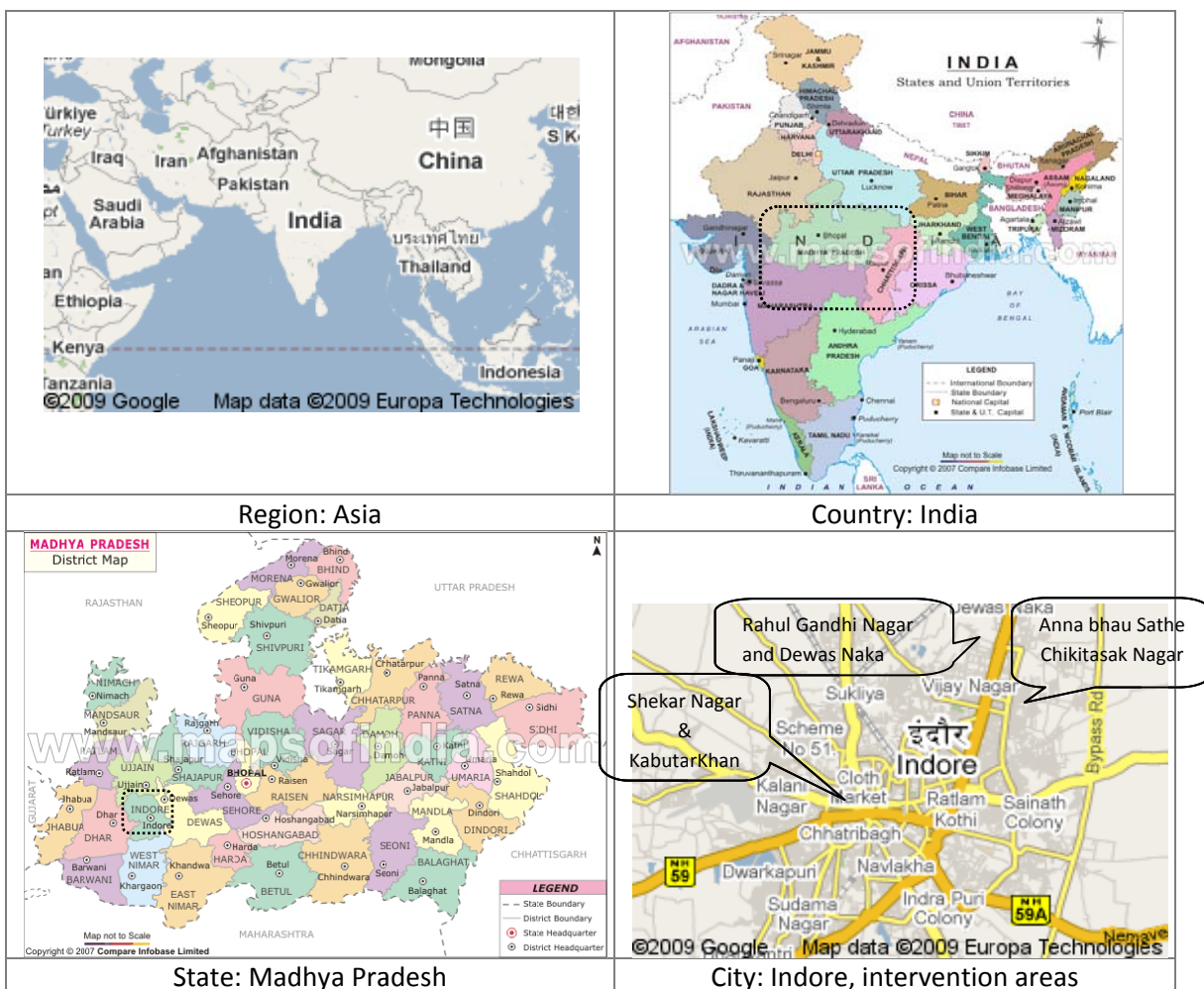
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## Introduction

As per a study conducted by Jan Vikas Sansthan in 2004-05, Indore is estimated to produce solid waste of about 500-600 metric tons per day. However, as is the case in most other Indian cities, very little of this waste is recycled. Most of it is dumped in landfills, which creates several negative long-term environmental outcomes. In such a scenario, the silent contribution of the rag pickers, estimated to be about 400 households or more in Indore, in collecting and recycling some of the wastes, especially those like plastics and paper, is a huge environmental service which goes unrecognized. At a conservative estimate of 25kg of collection per household per day, the Rag Pickers help in recycling at least 10 tons of waste per day, or 2% of the waste generated per day. Not only are the rag pickers inadequately compensated for their effort, but they also face severe disadvantages in their ability to access basic education and health services, which further compromises both their current and long-term livelihood opportunities. Therefore, these efforts to improve the livelihood opportunities in waste collection and processing by the rag pickers, presents not only several environmental benefits for the entire urban community, but it also helps to address some of the severe disadvantages faced by the rag picking community to access basic services like education and health.



In August 2009 UC decided to launch a project to work with Rag Picking Communities In Indore. Under **Phase-1** of its intervention, UC undertook a survey of 150 households in order to assess the health, education and livelihoods status of the rag-picking community in three slums in Indore, namely, Anna Bhau Sathe & Chikitsak Nagar; Rahul Gandhi Nagar & Dewas Naka; and Shekhar Nagar and Kabutar Khan . (Work undertaken is available as a UC product Certificate, for details click [http://www.yousee.in/images/UC-PC-RagPickers\\_project.pdf](http://www.yousee.in/images/UC-PC-RagPickers_project.pdf) ). These slums were earlier the focus of a livelihoods development program undertaken by Indian Grameen Services.

The results of the survey were used as the baseline for planning intervention areas and setting objectives for the next phase of the “Integrated Development Plan” for the Ragpicking Community. “**Integrated Development Plan**” outlines four potential areas of intervention , with each of the intervention areas having specific objectives to achieve in phased manner.

### UC’s Integrated Development Plan

#### Education - Objectives

**Short Term** – Ensure acquisition of basic skills by Children through CRC.

**Long Term** – Ensure smooth transition of the children into mainstream education & rendering vocational training to young adults.

#### Financial Inclusion - Objectives

**Short Term** – Ensure opening of the bank accounts & provide financial literacy.

**Long Term** – Build in Saving behavior & enable them to do financial planning. Ensure access to Insurance & Credit.

#### Supporting Livelihoods through Waste Management - Objectives

**Short Term** –To increase the plastic waste recycling capacity.

**Long Term** – To move the community up in the value chain of Waste management and ensure sustainable income generation.

#### Health - Objectives

**Short Term** – To provide basic health support system and educate on Health related risks.

**Long Term** – Ensure access to quality health care by incorporating required financial support systems.

“ClassRoom Calling” (CRC) - It is a basic education initiative, was launched as the main intervention during **Phase-2** (Oct to Nov, 2009) of the “Integrated Development Plan”. (Work undertaken is available as a UC product Certificate, for details click [http://www.yousee.in/images/UC-PC-RagPickers\\_project-Indore-Phase2.pdf](http://www.yousee.in/images/UC-PC-RagPickers_project-Indore-Phase2.pdf) )

Intervention on the education, livelihoods and financial inclusion fronts continued through **Phase-3** of the project (Dec to Jan 2009). Results achieved are available as UC product Certificate, which can be viewed at [http://yousee.in/images/UC-PC-RagPickers\\_project-Indore-Phase3.pdf](http://yousee.in/images/UC-PC-RagPickers_project-Indore-Phase3.pdf). Intervention on Health front is still in its planning stage.

Indian Grameen Services (IGS), a not for profit sec-25 company, and an affiliate of the BASIX group of companies has been involved with 136 of the households from the three slums mentioned earlier. In the year 2007, with support from the Livelihood Triad Fund(LTF) provided by SDC( [www.sdcindia.in](http://www.sdcindia.in)), IGS initiated a project to support the Rag Pickers in Indore. Through the formation of Community Self Help Groups, the communities are empowered to negotiate incremental rates (for bulk supply) with processors, through their collective waste supply, and more regularized supply potential. In addition, there has been intervention to set up a plastic recycling facility, while the ownership is yet to be formalized, the plant is already operational and forms an important link in the recycled material value chain. For the communities involved, it enables them to move upwards, and hence claim higher stake in the waste recycling value chain.

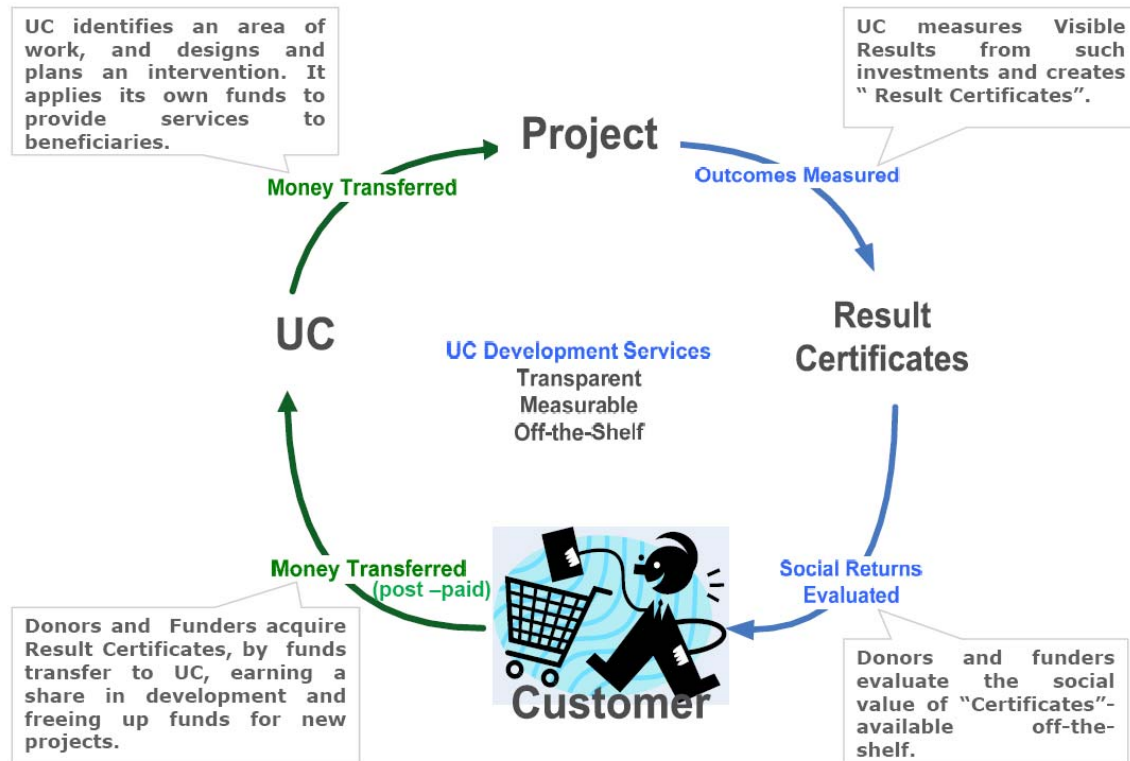
UC is presently working in partnership with IGS on the Integrated Development Plan for the communities in the slums. This allows us to place a field level team dedicated to the project, while also leveraging on past knowledge and experience of the IGS team with the communities.

**Phase-4(February to March-2010)** comprised of progressive development in the livelihoods, financial inclusion and education components of the Integrated Development Plan. **Interventions were focused in the two slums of Anna Bhau Sathe Nagar and Rahul Gandhi Nagar.**

This document gives a report on the interventions and outcomes from the programme during the month of **April 2010**. Interventions and outcomes are furnished under the headers of Education , Financial Inclusion , Livelihoods and Health .

## How UC Works?

UC's model aims to improve the scale and efficiency of financing education, health and energy & environmental services for the very poor, through a result-based and post-paid model of funding. What this means is that UC applies its own funds to provide services to beneficiaries. UC then documents the work and presents the results from these projects as Result Certificates. Interested investors and donors are then invited to post-pay for results and acquire these Result Certificates. UC's objective is to generate greater Social Returns for philanthropic investments through this model.



The following links give more information and updates about UC's work and progress:

Website: [www.yousee.in](http://www.yousee.in)

Twitter: <http://twitter.com/youseeupdates>

YouTube Channel: <http://www.youtube.com/user/youseemovies>

Facebook Page: <http://www.facebook.com/pages/YouSee/334183208934>

## Education

### Intervention

With the baseline data indicators on education from Phase 1(August,2009) of the project i.e. based on PAHELI toolkit <http://www.asercentre.org/activities/paheli.php> and working progressively in the subsequent Phases from October 2009 to April 2010, the following interventions were taken up for education initiative.

- Class Room Calling was continued for the students of Annabhau Sathe Nagar and Rahul Gandhi Nagar.
- Identifying the downward trend in attendance in the month of March , parents of children were met and their support was sought in ensuring healthy attendance of their kids for CRC program.
- Alternative space for conducting the classes in Annabhau Sathe Nagar was achieved.
- A **second laptop** was provided for CRC program to facilitate both ICT tools based learning and online classes at both the slums.
- Lessons were taught to children using **ICT tools** and **online classes** schedule is now regularized.
- Teachers were introduced to some new learning tools and alternative assessment methods to track the progress of the children.
- UC team ensured skill set standardization. UC team has identified 24 skills under the headers of Reading, Writing and Math. Progress on these basic skills can be objectively evaluated. This **standardization also helps us track the learning curve** of the children more efficiently.

Skill Area	S No	Code	Expansion
Reading	1	HS	Hindi Single digit numbers
	2	SD	Single Digit numbers-English
	3	HD	Hindi Double digit numbers
	4	DD	Double Digit numbers-English
	5	AH	Alphabet-Hindi
	6	AE	Alphabet-English
	7	MT	Hindi Matra
	8	WM	Hindi words Without Matra
	9	MW	Hindi words with Matra
Writing	10	HA	Hindi Alphabet
	11	AU	Alphabet Upper Case-English



	12	AL	Alphabet Lower Case-English
	13	NS	Numerals Single digit-English
	14	ND	Numerals Double digit-English
	15	MA	Hindi Matra
	16	HW	Hindi words Without Matra
	17	HM	Hindi words with Matra
	18	AW	Addition without Carry on
Math	19	AC	Addition With Carry on
	20	SW	Subtraction without carry on
	21	SC	Subtraction With carry on
	22	ML	Multiplication Tables 1-10
	23	MB	Multiplication Bigger numbers
	24	DI	Division

### Key Outcomes

Below mentioned Student Strength Index gives an overview and trends of student strength for **Class Room Calling** Program.

Month	# of Students in CRC @ <b>ABS*</b>	% of Children with > 80% Attendance		# of Students in CRC @ <b>RGN*</b>	% of Children with > 80% Attendance
November	18	56		NA	NA
December	20	70		NA	NA
January	23	71		30	33
February	21	74		28	64
March	21	57		28	57
April	21	76		28	57

ABS\* - Annabhau Sathe Nagar

RGN\* - Rahul Gandhi Nagar

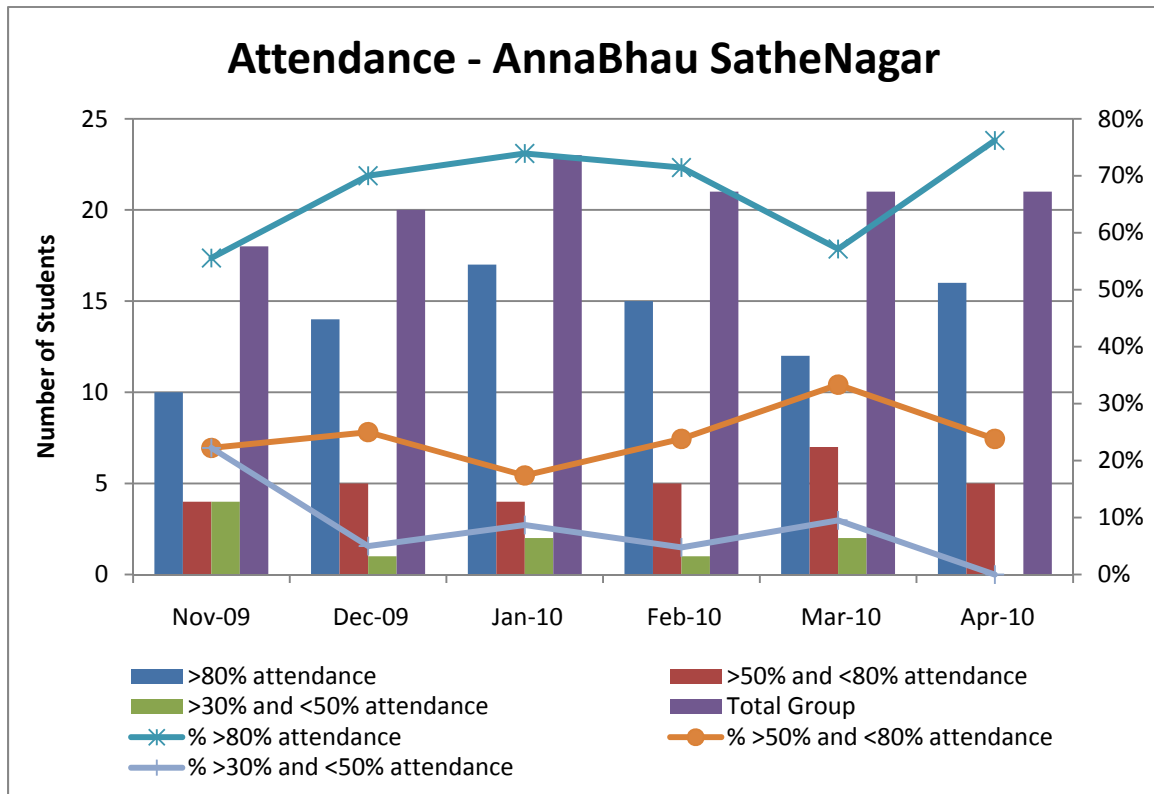
One can observe a positive trend in class strength and in attendance percentage. We have noted the down trend in attendance percentage in the month of March. Upon

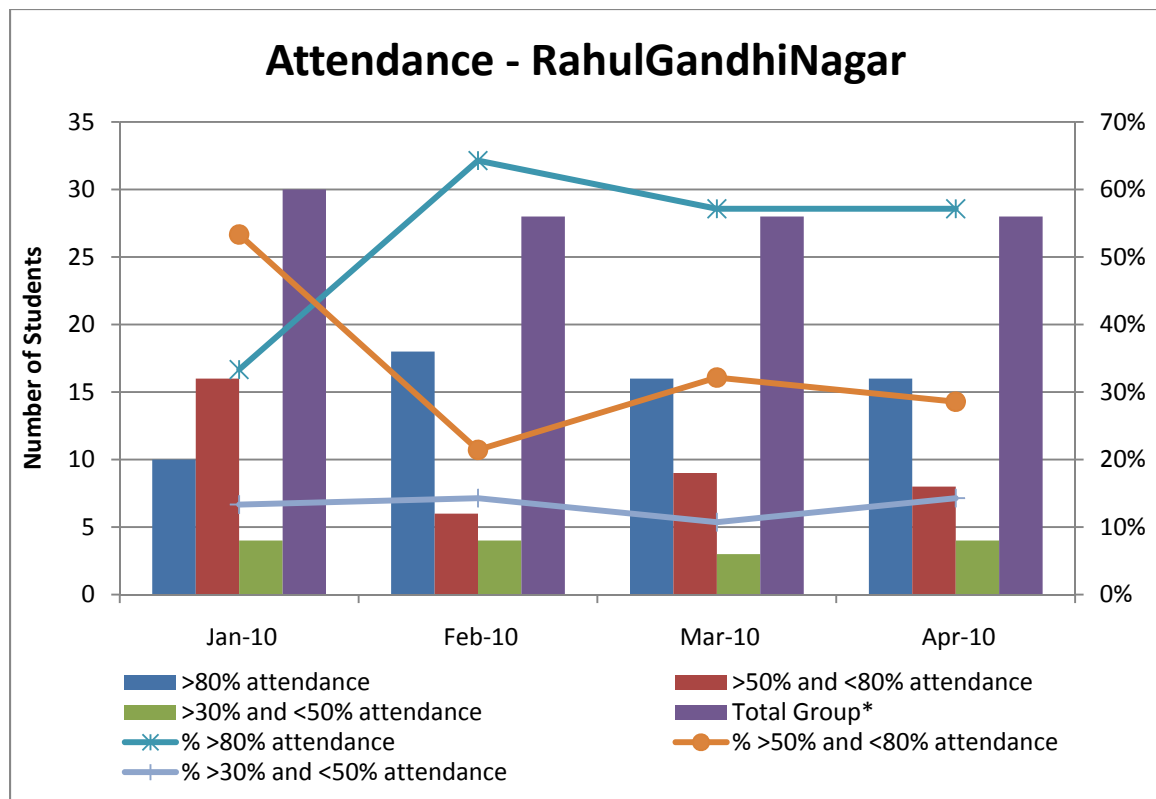
enquiring further, we figured out that temporary migration of few families in community resulted in this down trend. We are now sensitizing parents to pay more attention to children's learning needs and structure their migration plans accordingly.

You can observe that attendance at Annabhau Sathe Nagar has improved significantly, where as attendance at Rahul Gandhi nagar needs further improvement.

We are planning to introduce more modules of learning delivered through ICT tools, which can have significantly positive impact on children's attention span , learning ability and this perhaps might lead to better attendance.

Below plots show the overall attendance trend in the month of April, 2010 and the preceding period in Annabhau Sathe Nagar and Rahul Gandhi Nagar.





### An overview of the Progress on the Skill acquisition

Children's learning progress has been meticulously tracked against the standardized skill set mentioned above. Progress index of the children from both Annabhau Sathe Nagar and RahulGandhiNagar has been published below. Progress Index provides some key information about each student like

- Number of skills acquired by the child.
- Percentage of children who acquired specific skill.
- Learning pace of the child.
- Acquisition of new skills over the months.
- Teachers can develop customized learning path for each child.

The following images give learning status of children after latest assessment in the first week of May, 2010 and its comparison with learning status in previous assessment periods. Cells populated with "R" for Reading, "W" for Writing and "M" for Math indicate specific skills acquired by the respective student.

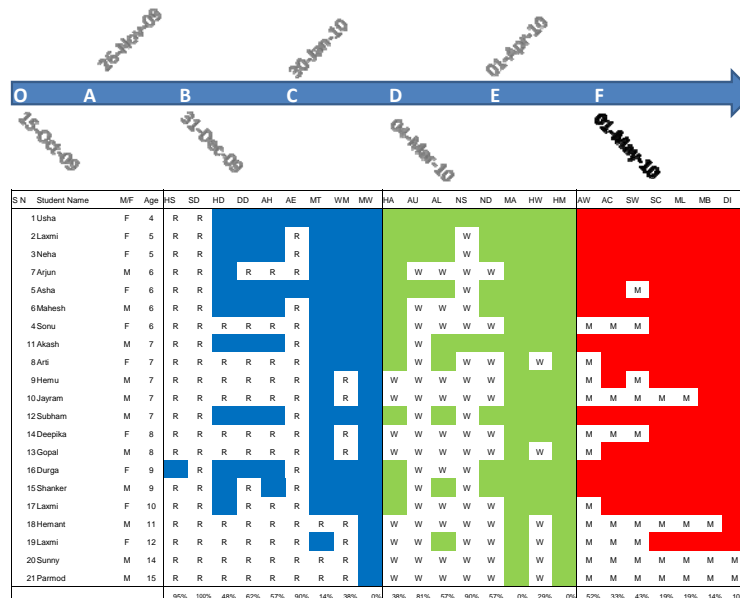
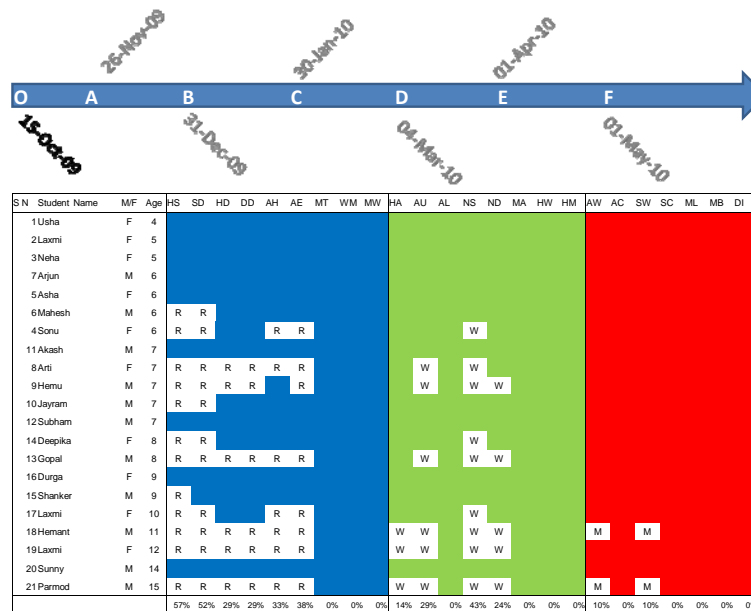
UC's endeavor is to populate the entire table below with bright squares for each of the student. The tables below clearly indicates the impact made by UCs interventions in the

area of education. Especially the percentages mentioned in the last row give clear indication that children are increasingly acquiring the new skills.

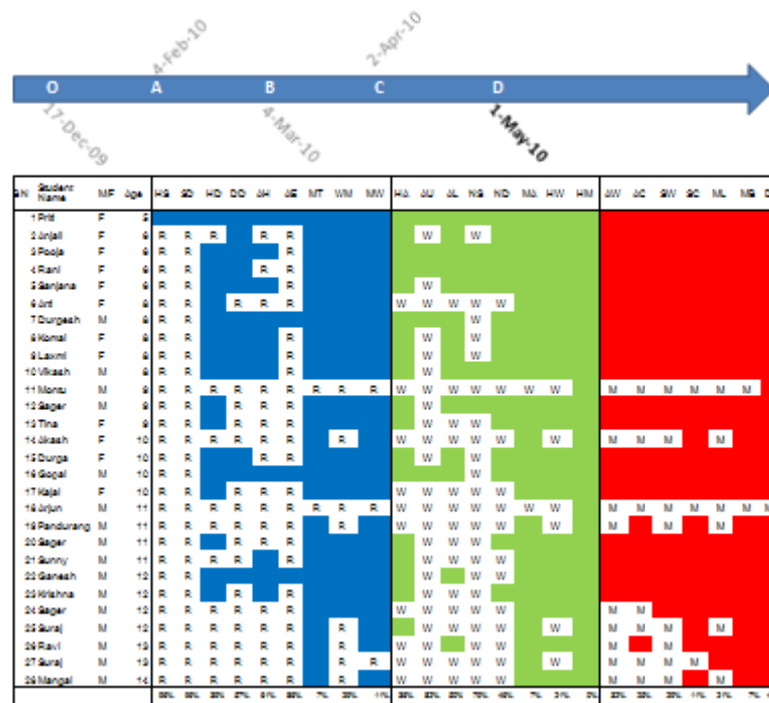
To know about the progress in the intermediate stages for both Annabhau SatheNagar and RahulGandhi Nagar CRC programs, please visit below mentioned link.

[http://www.yousee.in/images/UC\\_presents\\_-\\_Classroom\\_Calling\\_Results.pdf](http://www.yousee.in/images/UC_presents_-_Classroom_Calling_Results.pdf)

### Progress Index for Children in Annbhau SatheNagar



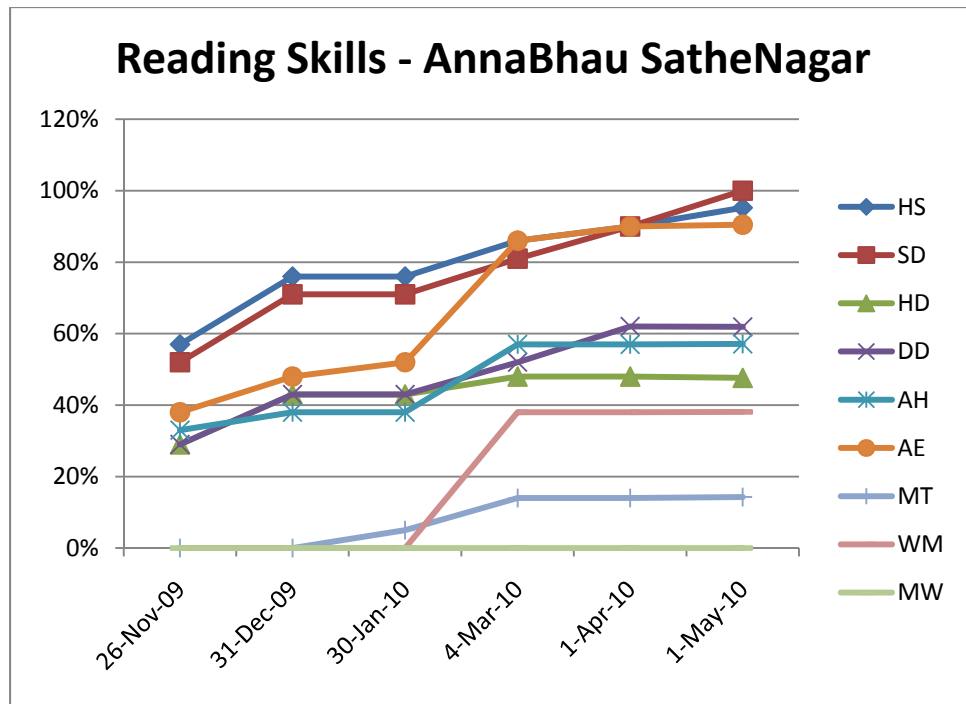
## Progress Index for Children in Rahul GandhiNagar

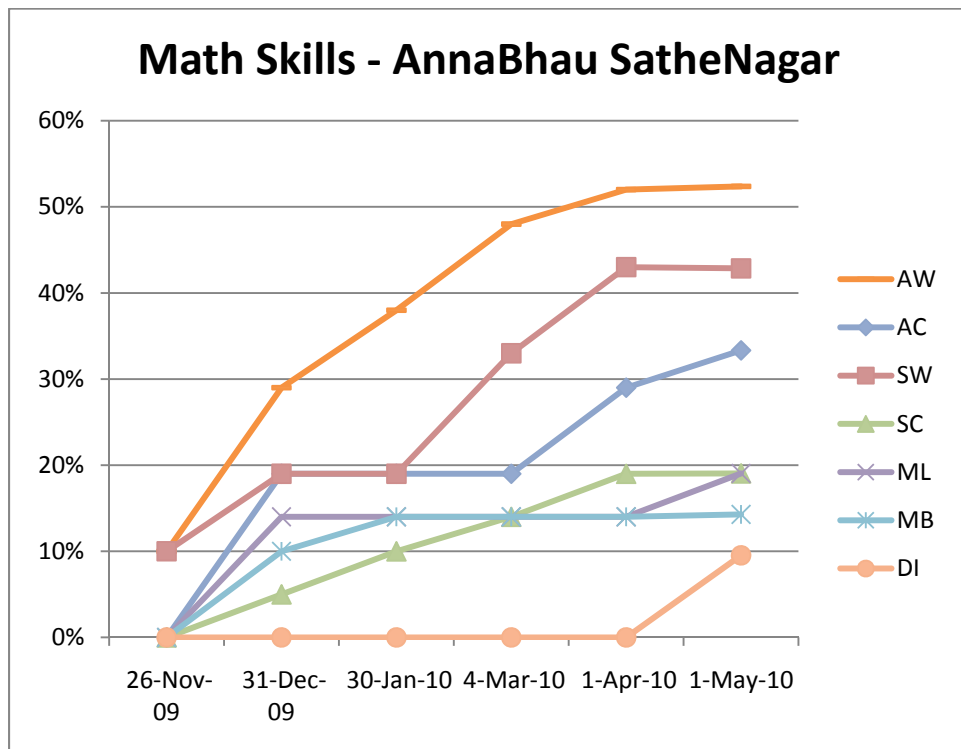
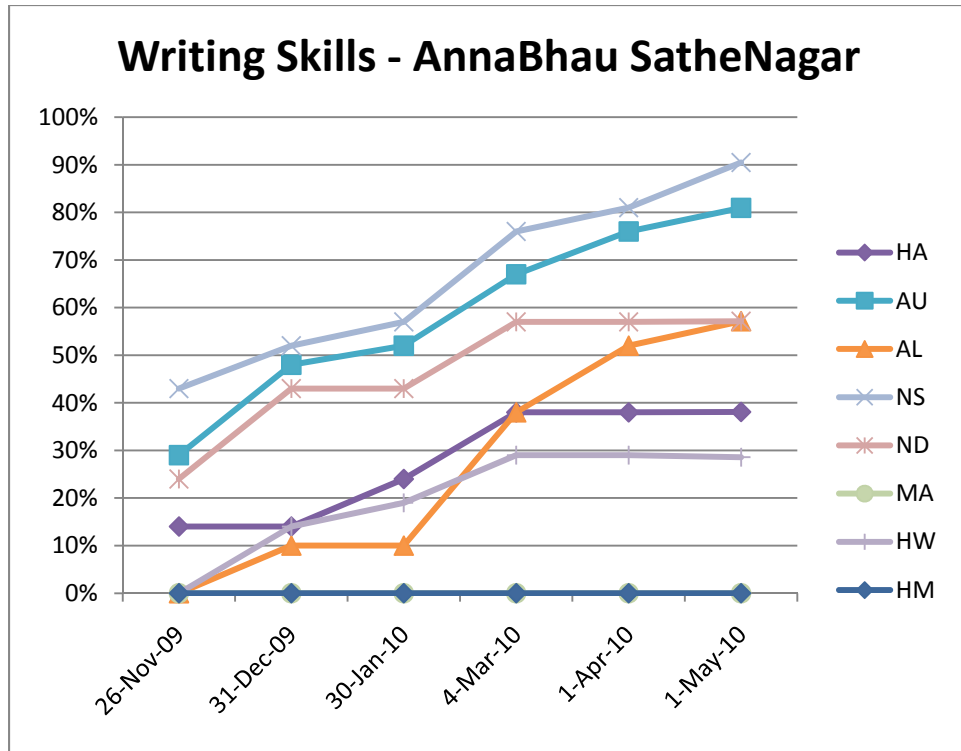


In the case of RahulGandhiNagar. The first image gives learning status as on 4<sup>th</sup> Feb, 2010. By now Class Room Calling program was initiated for one and half months. The second image gives learning status of children in RahulGandhiNagar after latest assessment done in first week of May, 2010. You can observe the rise in the percentages in the last row indicating that percentage of children acquiring that particular skill is increasing.

**Note:** There are few children who are already acquiring more complex skills like, computer skills , higher level arithmetic etc. Special attention is being rendered to these students to accelerate their learning process. We are also making an attempt to develop new skill set base which will be more advanced and complex.

Below plots give an overview in trend of skill acquisition in Reading , writing and Math amongst children from Annabhau SatheNagar CRC Program.





The color matrix tool used to track the overall progress of the class can also be effectively used to track the progress of individual students. The picture below gives a


presentation of the progress made by two of the students from Annabhau SatheNagar over the period of time that they have attended the CRC program.

### Student Progress Cards-samples


Name: Sonu; Age:6; Female

	HS	SD	HD	DD	AH	AE	MT	WM	MW	HA	AU	AL	NS	ND	MA	HW	HM	AW	AC	SW	SC	ML	MB	DI
	26-Nov-09	R	R			R	R						W											
	31-Dec-09	R	R			R	R				W		W											
	30-Jan-10	R	R			R	R				W		W											
	4-Mar-10	R	R	R	R	R	R				W	W	W	W										
	1-Apr-10	R	R	R	R	R	R				W	W	W	W				M	M	M				
	1-May-10	R	R	R	R	R	R				W	W	W	W				M	M	M				

Name: Jayram; Age:7; Male

	HS	SD	HD	DD	AH	AE	MT	WM	MW	HA	AU	AL	NS	ND	MA	HW	HM	AW	AC	SW	SC	ML	MB	DI
	26-Nov-09	R	R																					
	31-Dec-09	R	R	R	R						W		W	W				M						
	30-Jan-10	R	R	R	R						W		W	W	W			M						
	4-Mar-10	R	R	R	R	R	R		R		W	W		W	W			M		M				
	1-Apr-10	R	R	R	R	R	R		R		W	W	W	W	W			M	M	M	M			
	1-May-10	R	R	R	R	R	R		R		W	W	W	W	W			M	M	M	M	M		

Name: Jayram; Age:7; Male



	HS	SD	HD	DD	AH	AE	MT	WM	MW	HA	AU	AL	NS	ND	MA	HW	HM	AW	AC	SW	SC	ML	MB	DI
26-Nov-09	R	R																						
31-Dec-09	R	R	R	R							W			W	W			M						
30-Jan-10	R	R	R	R							W			W	W			M						
4-Mar-10	R	R	R	R	R	R		R		W	W			W	W			M		M				
1-Apr-10	R	R	R	R	R	R		R		W	W	W	W	W				M	M	M	M			
1-May-10	R	R	R	R	R	R		R		W	W	W	W	W				M	M	M	M	M		

### Overview of Online teaching – Key highlight







Our initial experience with online teaching program has been very positive. Children are responding with great enthusiasm.

- Currently, every day 45minutes of online teaching takes place.
- Ms. Madhavi ( A professional communications trainer) from Hyderabad is currently volunteering to conduct online teaching on a daily basis.
- Children from older age groups attend online teaching modules.

During the month of April 2010, the online classes were conducted using Skype on 9 days.

Following content was delivered so far through Online teaching modules.



Snapshot of Online Teaching Content			
Places of worship		Figures & Shapes	
Animals		Parts of the Face	
Flowers		Colours	

Above content is presented to kids with various animations and other interesting visuals. This approach is definitely catalyzing the children's learning process. Apart from above modules, rhyme recitations, spellings of the body parts, spellings of the colours have also been taught.

### Visual Tour of "Classroom Calling" Program for the children of RagPickers



Send your kids to CRC program –  
Mobilization by Field team.

Enroll our kids into CRC Program

—



Learning the numbers.



Learning through multi media  
is great fun



Celebrating new year  
With progress.



## Plans for next phase ( May & June, 2010)

- Structured training intervention for the teaching staff about efficient methods of learning.
- Come up with next level skill set and students who are advancing faster on the basic skill set will be put through the advance skill set learning process.
- Mobilize more number of volunteers for online teaching.
- Continue customized teaching methodology to support learning curve of every child.

## Financial Inclusion

### Intervention

Short term intervention plans for community to ensure financial inclusion are

- Active engagement with the community to open Bank Savings Accounts; enhance / trigger savings behaviour
- Increase awareness levels of the community members about the importance of savings;
- Enable the community members to open bank accounts, by assisting with account form filling, documentation, guidance and liaison with the nearest bank;
- Encourage meetings to build community cohesiveness and to track savings patterns of the community members.
- Introduce the concept and features of Savings linked insurance plan.
- Conduct **adult literacy classes** which impart functional knowledge to the community members and builds confidence in them to do bank transactions independently.

### Key Outcomes

- **53 bank accounts** have been opened by community members post UCs intervention.
- **8 women** from the community in Annabhau Sathe Nagar have started attending the Adult literacy program.
- **10 women** from the community of Rahul Gandhi Nagar have started attending the Adult Literacy Program.

A detailed report about their progress on acquiring various skills mentioned below will be provided in the next month's certificate.

a) Signing their names.

b) Filling up bank related documents like deposit forms , usage of pass books etc.

c) Ability to read the instruction boards at various locations.

**Visual Tour of “Adult Literacy Program” for the women of Annabhau Sathe Nagar.**



How many have you opened the bank  
Accounts in the last 4 months?

I and my child learn from the  
Same teacher !!



**Plans for next phase ( May & June, 2010)**

- Develop a curriculum for Adult literacy program based on the required functional skills.
- Conduct on site adult literacy program – by taking the community members to the bank and explaining to them the transaction process.
- Track the impact of the Adult literacy program on the saving habit.
- Track the savings pattern by procuring data related to savings of community members.

## Supporting Livelihoods through Waste Management.

### Intervention

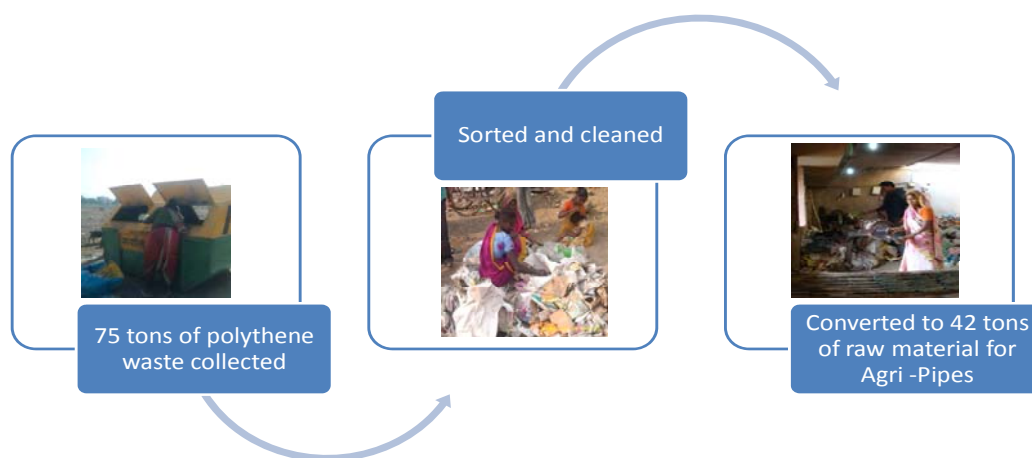
After conducting the base line survey, specific interventions were planned to increase the efficiency of the plastic waste recycling plant. Performance efficiency of the plant is mentioned in the key out comes. After monitoring the process efficiencies, UC decided to increase the capacity of the plant operations to ensure operational self sustainability.

### Key Outcomes

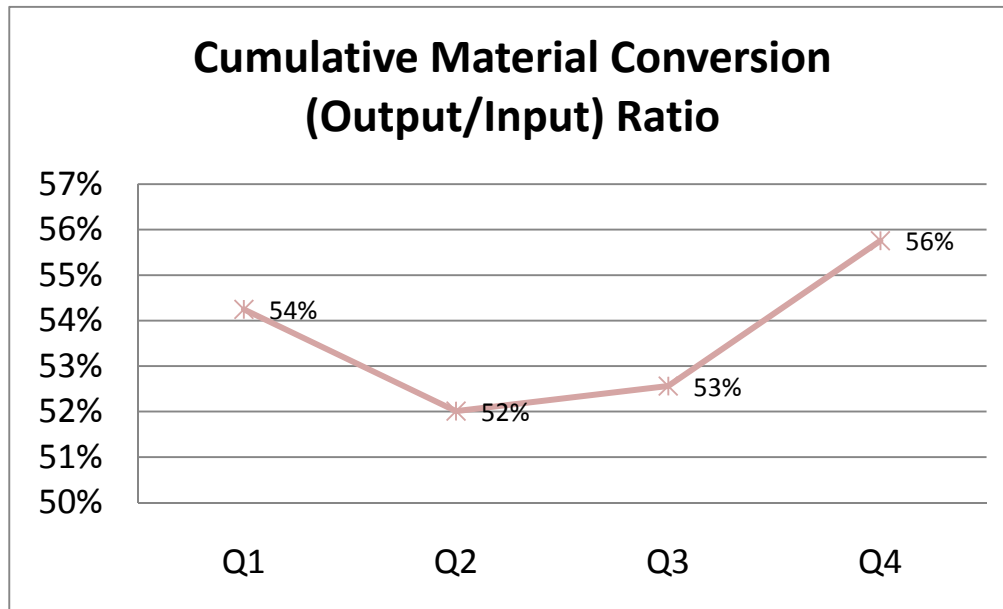
The waste recycling plant has helped recycle close to 75 tons of polythene waste during the financial year 2009-10. This waste has been processed into pellets which are used in manufacturing of pipes used in Agricultural activity. Besides the environmental benefits arising out of this initiative, the RagPickers also benefit from getting a good price and timely payments for the rags collected and supplied to this waste recycling unit.

During the last week of March and until mid-April , substantial amount of time was invested in setting up the new waste recycling plant with increased capacity. Due to this reason, the plant was not operational for about 20 days , because of which there was significant drop in output , but at the same time once the new set up was established we observe the increased efficiency in operations.

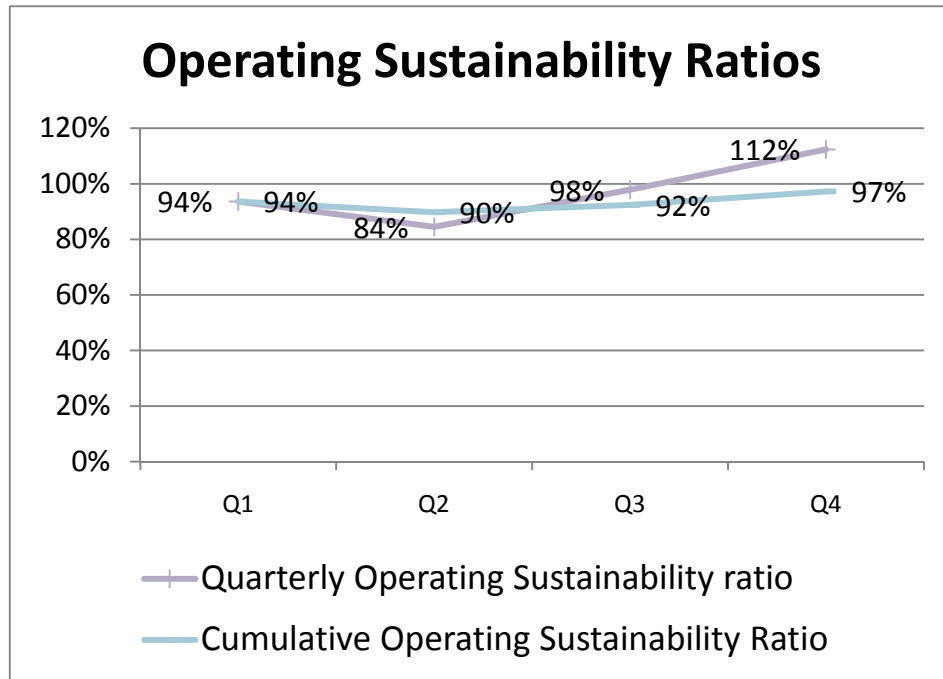
### Significant Environmental Benefit Linked to Livelihoods



Material in Kg	Q1 (15-Mar-09 to Jun-09)	Q2 (Jul-09 to Sep-09)	Q3 (Oct-09 to Dec-09)	Q4 (Jan-10 to Mar-10)
Cumulative Input Material	22,008	38,118	57,276	74,271
Cumulative Output Material Sold	11,939	19,825	30,105	41,903
<b>Cumulative Material Conversion Ratio</b>	<b>54%</b>	<b>52%</b>	<b>53%</b>	<b>56%</b>



Below furnished graph gives a picture of the Operational Self sustainability trend in the past 4 quarters during the financial year 2009-10. The first quarter figures also include the data of 15 days of March 2009 when the plant was opened. You can observe the improving operating sustainability ratios over the past six months with active management support from UC.



Reciept/ Payment	Q1	Q2	Q3	Q4	Grand Total
Payment Total (A)	314,726	233,338	262,564	262,467	1,073,095
Cumulative Payment (B)	314,726	548,064	810,628	1,073,095	
Receipt Total	294,667	197,150	257,000	294,950	1,043,767
Cumulative Rceipts (D)	294,667	491,817	748,817	1,043,767	
Quarterly Operating Surplus (C)-(A)	-20,059	-36,188	-5,564	32,483	-29,328
Cumulative Operating Surplus (D-B)	-20,059	-56,247	-61,811	-29,328	
Quarterly Operating Sustainability ratio	94%	84%	98%	112%	
Cumulative Operating Sustainability Ratio (B/D)	94%	90%	92%	97%	

Investment in an additional high capacity machine for plastic waste recycling has been done. With this the installed capacity to recycle plastic waste will reach close to 1 ton per day, which would almost triple the existing recycling capacity. Details about this can along with other operational expenditure pertaining to the plant is furnished in the Financial report of this certificate.



## Visual Tour of the Gatta Unit



New Gutta Unit



More Space & More capacity



Waste Sorting in Process



New Recycling Machine

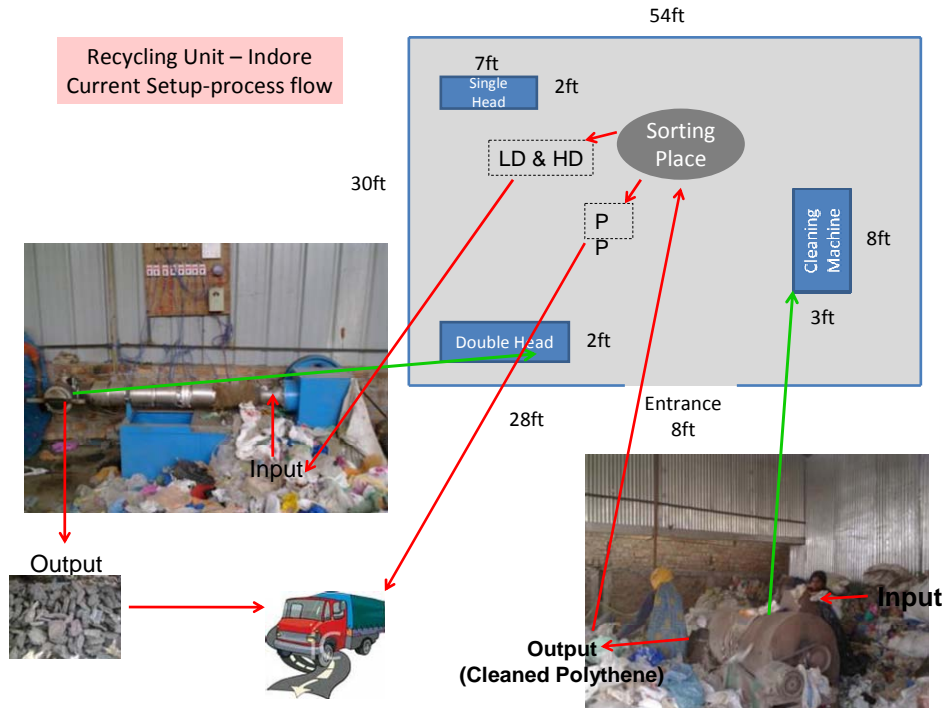


Final Product - Gutta



Gutta – Ready for Sale





### Plans for next phase ( May & June ,2010)

The waste recycling unit is being run as a community benefit enterprise. With the improving operating sustainability ratios, the plant should be able to produce operating surpluses from the 1<sup>st</sup> quarter of the financial year 2010-11. A part of this surplus would start getting ploughed back for providing some of the community services being rendered to the RagPickers, bringing in greater financial sustainability for the services being delivered.

Focus would also be given to improve the waste output to input conversion ratio. This would have a direct impact on the improving the financial sustainability of the initiative, enabling greater benefits to the community. Areas where focus would be given are:

1. Redesigning the shop floor.
2. Improving the accuracy and standardization of weighing process at raw material purchase and processed output sale point.
3. Reducing moisture content in raw material purchased.
4. Improving the machinery conversion efficiency. This is expected to improve with the new machinery being installed.
5. Minimizing any material loss in input or output material

Planning would be done to expand the waste recycling to paper waste collected by the RagPickers and integrating this into the current recycling initiatives. Planning for piloting source segregation of waste in one of the housing colonies at Indore would be initiated for introducing a more efficient waste segregation, collection and recycling process.

## Health

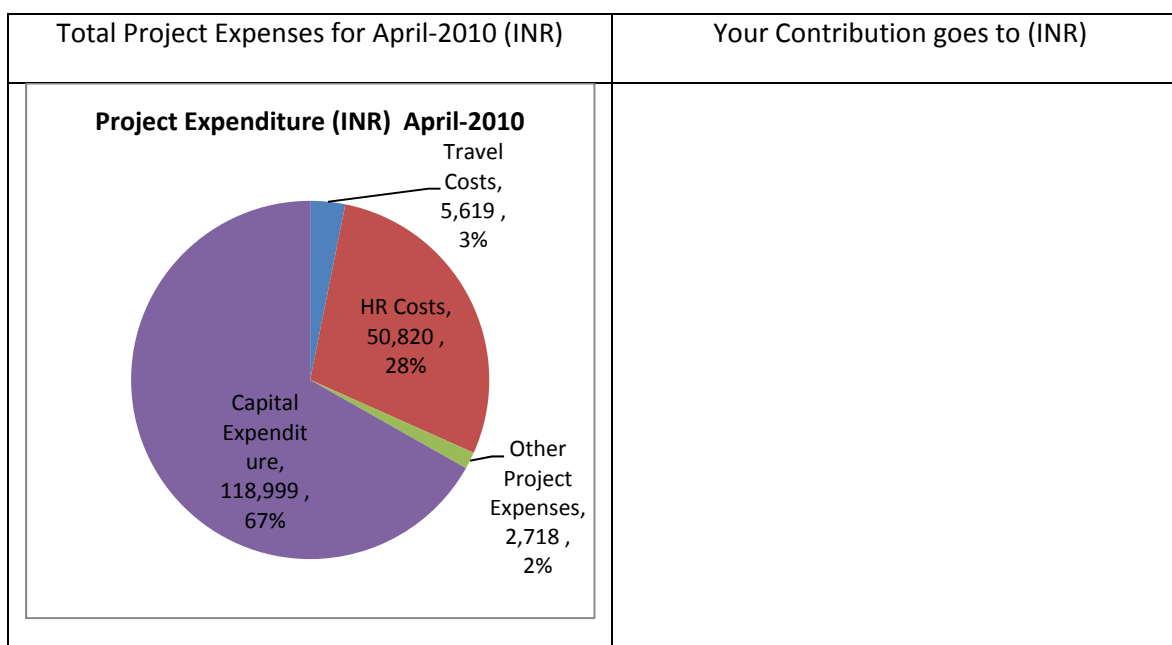
UC would also study the feasibility of adopting some of the learnings gained through its Out Patient Clinics in Chennai for application in Indore. More information on the model supported by UC in Chennai can be viewed at the following link: [http://www.yousee.in/images/UC-PC-OutPatient\\_clinics.pdf](http://www.yousee.in/images/UC-PC-OutPatient_clinics.pdf) . UC is also in discussions with insurance companies to introduce health insurance for members of the Rag Picking community. UC has also initiated our discussion with Urban Health Resource Centre (UHRC) team to design some long term health intervention programs especially focused on Mother and child health. The first Out patient Clinic for the community members of Annabhau Sathe Nagar Slum is being planned to be conducted in May-2010.

## Financial Report

The financial statement for the Certificate UC-PC-0\*\* is given below. The funding released for this project along its utilization is given thereafter.

Project Cost (a) INR	178,156
Opening Balance of Project Cost	178,156
Units	Unit 1
UC Certificate	
Unit Certificate Acquired by	
Date of Acquisition of Unit	
Unit Cost (b) INR	
% of Project Cost Acquired (b)/(a)	0.00%
Closing Balance of Project Cost INR	178,156
% of closing balance of Project Cost	100.00%
Transfer Fee (c ) INR	
<b>Total Unit Cost (b)+(c) INR</b>	<b>-</b>

Apart from the Capital Expenditure incurred for scaling up the waste recycling plant, the major cost in the execution of this project was the manpower cost. Five interns with Masters in Social Work from the local college in Indore were hired for the execution of the “Classroom Calling”, Financial Inclusion program and the Waste Management program under this project. Two staff from IGS provided the overall training, monitoring and coordination functions for the project and their time cost is allocated to the project.



**Account Statement - extension of Livelihood Services for the RagPicking Community in Indore through IGS in April-2010**

Operating Expenditure								
HR ID		No of hours put in	Active days	Mandays	Cost per day	Total Mandays cost	Travel Reimbursements	Total Payment (INR)
V-001	Volunteer-Current Student	82	24	11	-	-	1,020	1,020
I-004	Intern-Current Student	96	26	12	100	1,200	845	2,045
I-003	Intern-Current Student	99	26	13	100	1,300	1,302	2,602
I-002	Intern-Full Time	245	26	31	200	6,200	748	6,948
I-001	Intern-Full Time	252	28	32	300	9,600	1,704	11,304
S-002	Executive-IGS	139	17	18	1,050	18,900	-	18,900
S-001	Asst Manager-IGS	42	9	6	1,500	9,000	-	9,000
Total		954	156	123		46,200	5,619	51,819
Total Manpower Cost								46,200
Service Tax @ 10%								4,620
Travel Expenses								5,619
Other Expenses								2,718
<b>Total Opex(a)</b>								<b>59,157</b>
<b>Capital Expenditure</b>								
Investments for Waste Recycling Unit								90,000
<i>Direct Investments from UC</i>								
Laptop-For Indore Classroom e-learning facility								28,999
<b>Total Capex(b)</b>								<b>118,999</b>
<b>Grand total (a) + (b)</b>								<b>178,156</b>

The details of Mapower utilization, Travel and Other expense are provided in Annexures

The following funding was released from the account of Mr. P S Gunaranjan, Founder,UC and the account of UC post its incorporation, to IGS towards the execution of the activities covered under this certificate for the various phases of the project at Indore.

S No	Date of Fund Transfer	Amount Transferred to IGS (INR)	Debited to Project	Amount Debited (INR)	Closing Balance (INR)
Funding released by P S Gunaranjan(Founder UC)					
1	3-Aug-09	40,000			40,000
2	31-Aug-09	25,000			65,000
3	3-Sep-09	274	Phase-1 (Aug-09)	65,274	0
4	3-Nov-09	50,000	Phase-2(Oct to Nov-09)	44,805	5,195
5	24-Dec-09	100,000			105,195
6	26-Dec-09	50,000	Phase-3(Dec-09)	44,999	110,196
7	31-Jan-10		Phase-3(Jan-10)	48,256	61,940
8	28-Feb-10		Phase-4(Feb-10)	34,397	27,543
Funding released by United Care Development Services(UC)					
	13-Mar-10	200,000			227,543
11	31-Mar-10		Phase-4(Mar-10)	38,562	188,981
12	31-Mar-10		Capital Investment in Gatta Unit	125,000	63,981
13	30-Apr-10		Phase-5(Apr-10) Operating Expenditure	59,157	4,824
14	30-Apr-10		Capital Investment in Gatta Unit	90,000	-85,176
15	15-Apr-10	90,000			4,824
<b>Total</b>		<b>555,274</b>		<b>550,450</b>	

## Certification by UC representative

Mr. Gunaranjan and Ms. Noella from UC were personally present at Indore from 7<sup>th</sup> to 13<sup>th</sup> of October, 2009, for the planning and roll out of activities under this project for the period of December-2009 and January-2010. The day to day monitoring of the program was facilitated by Mr. Shrigopal Jagtap and Mr. Deepak Sahu from IGS. Ms Namita Borse, who is a teacher from Indore, conducted the external evaluation of the students on 31<sup>st</sup> December, 2009. Ms. Borse teaches Maths and Computer Courses at Christian Eminent School, HIG Colony, Indore. Mr. Gunaranjan and Ms. Noella Correia from UC visited Indore from 12<sup>th</sup> to 16<sup>th</sup> January, 2009, to complete the review of the progress made by students, by visiting the slum at Annabhau Sathe Nagar and Rahul Gandhi Nagar. Latest evaluation of the CRC program and review on the Gatta unit operations scale up was done by UC team in the first week of April. Mr. Gunaranjan and Mr. Ramachandra from UC team were present in Indore from 29<sup>th</sup> March to April 4<sup>th</sup>, 2010 to conduct assessment of the project. Mr. Gunaranjan and Mr. Ramachandra from UC team were present in Indore from 26<sup>th</sup> of April to 2<sup>nd</sup> May 2010 to conduct assessment of the project.

The attendance of the students is captured and reported online every day, in electronic form to UC. The test sheets of the students are preserved and have been verified. The progress on skill

acquisition by children can now be tracked online. Please click the following link to view the progress of children on a week to week basis. <http://www.yousee.in/reportoperations.html>

## Conclusion

The “Integrated Development Plan” with the Rag-picking community is one of Yousee’s long term intervention areas. During May-June 2010, we plan to increase focus on the education and financial inclusion fronts. On the livelihoods fronts, the focus will be on achieving the operational efficiencies in new plant operations. In education, scaling up of outreach to out-of-school children in numbers and graduation of skills, with increased learning experience through the use of Audio-Visual aids. Learning of language and numerical concepts will be enhanced through stories and videos. We are working with the community to enable us to scale up, by ensuring the new school room is arranged at AnnabhauSathe Nagar. Financial inclusion, would involve increased focus on savings behavior, while also opening more bank accounts. UC is now aiming at including more number of house-holds into this program from other slums of Indore.

## Annexures

Detailed data about the cost incurred relating to this certificate and also data relating to beneficiaries is available for download at <http://www.yousee.in/ucdocuments.html>

Beneficiary Report Data – File Name: Education Data-RagPickers Project April-2010

Financial Report Data - File Name: Financial Data-RagPickers Project April-2010. In case you are unable to download the information from these links, please e-mail to [gunaranjan@yousee.in](mailto:gunaranjan@yousee.in) for receiving the information directly by e-mail.