

# **Social Responsibility**

14 October 2013

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(Prepared as an input for Voluntary Financing)

## Contents

Quotes.....	3
United Nations’ Ten Principles for Corporate Social Responsibility .....	4
Models of Philanthropy .....	5
1. Shubhada Joshi – Khelghar .....	5
2. Solapur model of volunteerism .....	6
3. Richard Turere – a 12 year old boy-Founder of Lion Lights .....	6
4. Building bridges: The Need for Mentorship in India .....	7
5. The Spark: Creating access for Haryana's rural children through computer literacy .....	8
6. Sugata Mitra – Hole in the Wall .....	9
7. Breaking new ground in leveraging the Right To Information.....	10
8. Jill A Warren and Rev. Robert D. Schoenhals.....	12
9. Richard Semmler .....	12
Some Statistics .....	13
NDTV interview on philanthropy in India .....	15

# Social Responsibility/ Volunteerism

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## Quotes

**"No Man Is An Island" ~ John Donne**

No man is an island,  
Entire of itself,  
Every man is a piece of the continent,  
A part of the main.  
If a clod be washed away by the sea,  
Europe is the less.  
As well as if a promontory were.  
As well as if a manor of thy friend's  
Or of thine own were:  
Any man's death diminishes me,  
Because I am involved in mankind,  
And therefore never send to know for whom the bell tolls;  
It tolls for thee.

**"The best way to find yourself is to lose yourself in the service of others." ~ Mahatma Gandhi**

**"Service to others is the rent you pay for your room here on Earth."**

~Muhammad Ali (Boxer)

**"You make a living by what you get, but you make a life by what you give. "**

~ Winston Churchill

## United Nations' Ten Principles for Corporate Social Responsibility

The UN Global Compact's ten principles in the areas of human rights, labour, the environment and anti-corruption enjoy universal consensus and are derived from:

1. The Universal Declaration of Human Rights
2. The International Labour Organization's Declaration on Fundamental Principles and Rights at Work
3. The Rio Declaration on Environment and Development
4. The United Nations Convention Against Corruption

The UN Global Compact asks companies to embrace, support and enact, within their sphere of influence, a set of core values in the areas of human rights, labour standards, the environment and anti-corruption:

### **Human Rights**

**Principle 1:** Businesses should support and respect the protection of internationally proclaimed human rights; and

**Principle 2:** make sure that they are not complicit in human rights abuses.

### **Labour**

**Principle 3:** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

**Principle 4:** the elimination of all forms of forced and compulsory labour;

**Principle 5:** the effective abolition of child labour; and

**Principle 6:** the elimination of discrimination in respect of employment and occupation.

### **Environment**

**Principle 7:** Businesses should support a precautionary approach to environmental challenges;

**Principle 8:** undertake initiatives to promote greater environmental responsibility; and

**Principle 9:** encourage the development and diffusion of environmentally friendly technologies.

### **Anti-Corruption**

**Principle 10:** Businesses should work against corruption in all its forms, including extortion and bribery.

<http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html>

## Models of Philanthropy

### 1. Shubhada Joshi – Khelghar

Shubhada Joshi, an architect by profession, got involved in Palakneeti work in 1994. Observing the work helped her in many ways, more importantly made her sensitive to the realities of poor people around. The exposure to children's harsh realities proved a starting point and Khelghar's activities started in Laxminagar slum, albeit on a small scale to begin with.

The slum comprising colony of construction workers is located near Shubhada's house. As it is situated on hill slope, it is not likely to get government recognition and consequently the basic amenities like electricity and water. In most of the houses both parents have to work leaving children to take care of themselves. Older children take responsibility of younger ones in the absence of their parents and therefore miss out on schooling. In their struggle for survival, parents hardly find any time to take their children to school or to provide basic essentials, even if they attend schools. Invariably schools lack child friendly environment and fail to maintain children's interest in education. All this combined leads to deprivation of education for these children. Their surrounding locality has innumerable social problems like alcoholism, drug addiction, disputes & fights on a regular basis. Instead of thinking on case to case basis Shubhada started Khelghar for children in Laxminagar in her own house in 1996. Interacting and playing with children helped her to understand their realities and problems. She realized it was possible to engage children in meaningful education and learning.

Eventually many children and even their parents got associated with Khelghar work. With their support, Khelghar broadened scope of its work in 1998 by starting 'Anand Sankul' in a tiny tin shade in the slum itself. A situated in center slum gives easy access to many children, especially younger ones who could not earlier come all the way to Khelghar situated one and a half kilometer from the slum. Many activities were also streamlined at this juncture; agewise play groups, study groups, discussion groups and also separate sessions for girls.

#### Impact:

The team of 15 volunteers is working with devotion and commitment. Some senior students and parents also participate in this work.

Children are away from fights, alcoholism, drugs

Confidence level is high

Can express well and articulate their thoughts

Good team work

Awareness of social responsibility

Urge for post SSC study

The children who have enrolled at young age are progressing academically quite well.

Dropout rate of girls from schools is reduced. Many girls now continue education till SSC.

<http://english.palakneeti.org/khelghar>

## 2. Solapur model of volunteerism

PATH (a Delhi based organization) along with its lead project partner HALO Medical Foundation implemented “Sure Start” in Maharashtra from 2007-2011. Their objective was to influence behaviours at the individual, family and community levels to improve maternal and newborn health.

The volunteerism model was followed for Solapur. Invitations were sent to various colleges, Solapur University and various SHGs to volunteer for the programme. Over a period of 4 years, 1634 volunteers were trained in behaviour change communication. These volunteers provided support to 200 women SHGs involved in the programme.

Identification of women for ante-natal care was done by the volunteers and the information was passed on to the local SHG and facilitator. SHGs were tasked with following up with the women for 42 days after delivery.

Key Achievements:

- A network of 270 SHGs with knowledge of maternal and neo-natal health is available in Solapur city.
- The volunteerism model was adopted by Solapur Municipal Corporation and financial provision for the model has been provided.
- Positive changes were observed in the attitudes of the volunteer students toward community welfare.
- The project brought more community attention and response to maternal and neonatal health. It increased the level of awareness in the community and motivated people to provide voluntary services
- Good practices during pregnancy have significantly increased in Solapur

[http://www.path.org/publications/files/CP\\_india\\_maharashtra\\_city\\_models.pdf](http://www.path.org/publications/files/CP_india_maharashtra_city_models.pdf)

## 3. Richard Turere – a 12 year old boy-Founder of Lion Lights

A 12-year-old Masai (African) Richard Turere’s family raises livestock on the edge of a vast national park, and one of the biggest challenges is protecting the animals from lions—especially at night. Richard had noticed that placing lamps in a field didn’t deter lion attacks, but when he walked the field with a torch, the lions stayed away. From a young age, he’d been interested in electronics, teaching himself by, for example, taking apart his parents’ radio. He used that experience to devise a system of lights that would turn on and off in sequence—using solar panels, a car battery, and a motorcycle indicator box—and thereby create a sense of movement that he hoped would scare off the lions. He installed the lights, and the lions stopped attacking. Soon villages elsewhere in Kenya began installing Richard’s “lion lights.”

<http://hbr.org/2013/06/how-to-give-a-killer-presentation/>

#### 4. Building bridges: The Need for Mentorship in India

Young and enthusiastic, Arundhuti Gupta started Mentor Together after receiving five gold medals at the 41st Bangalore University Convocation and returning from Manchester Business School, UK. A university topper from Mount Carmel College, she made the most of every opportunity before she was selected for a Global Fellowship offered by Goldman Sachs to be a part of their Leadership Retreat. Realising that there is more that a student can do other than just be a 'good student', she spent time volunteering and exploring her abilities and interests until she met Dr. Gowda, a professor at IIM, Bangalore, who helped co-found Mentor Together. Noticing that a lot of youngsters were chasing education without realising their true potential, they wanted to address the issue. While they were organising different education programmes for children, they noticed that the students did not react to lectures or ask questions. Most of them were uncomfortable discussing their problems with their families and needed more time to solve all their problems. This is when the idea of a mentorship programme struck them.

Mentor Together aims at building mentoring relationships between the disadvantaged youth population and young committed volunteer mentors, which improve the capabilities of such youth to pursue their valued goals and dreams. She believes in the quote, 'A lot of people have gone further than they thought they could, because someone else thought that they could.' Mentor Together has been helping school and college students who are mostly concerned about their careers.

When asked if she had faced any criticism, Arundhuti replies, 'I think you should always expect criticism if you are doing something remotely interesting or different. If you don't receive any, it means your work is not something that excites people'. One of the major challenges she faced at first was maintaining partnerships with people. People walked out, disagreed or broke promises and this proved disheartening for Mentor Together. Backlashes had to be tackled with a firmly. After all, Arundhuti along with her group were the managers and the others were just helping them out. She could not have given up on all the students who were relying on her and Mentor Together. 'People want to do you favours and in return they want you to listen to them and don't necessarily respect you', she adds.

Now that Arundhuti has learned from different experiences, she does not accept favours blindly unless the other person also sees some value in it. 'You don't necessarily have to agree to everything just to look good in the eyes of the society', she asserts. Apart from managing Mentor Together, Arundhuti is also a researcher with the Center for Public Policy at IIM, Bangalore. She suggests that being obedient, a quality that is valued in India, stifles the freedom to progress. 'If you are obedient, it means you are willing to do anything you're asked and you do it without questioning it or putting forward your opinion,' she asserts. She could have had a brilliant career in finance with all her achievements and impressive experience but with time she has realised that it's not necessary to follow a stereotyped society.

<http://india.ashoka.org/building-bridges-need-mentorship-india>

## 5. The Spark: Creating access for Haryana's rural children through computer literacy

Situated near the dusty, millennial city of Gurgaon in Haryana, Choma is Amit Kataria's native village. "I want to be remembered by my community for having done something unique," says the 25-year-old.

Emerging from the margins of a mega city can never be easy. Yet stories like that of Kataria inspire hope in the youth dividend growing up in small towns and villages not unlike Choma. Riddled with polio since an early age, Kataria couldn't attend the high school a few kilometers away from his village. "There was only a primary school in Choma. My parents, both farmers had to tend to their business. The nature of the sector demands that till you sell your produce in the morning, there will be no food on the table in the evening. Thus neither one of them could drop me to the high school," says Kataria.

Fortunate enough to find an outlet through a kindly relative in Delhi, he moved to complete his higher education. "But I always wanted to go back and do something for my village," he says. On his return, Kataria realised that while the villagers had enough to fulfill their basic necessities, it was skills like computer literacy they sorely lacked. Commonplace knowledge for most city-bred kids, in the 1500-strong Choma, it was a luxury.

Big ideas often have small beginnings--that's how Kataria's Rose academy started. Built on the belief that every household in the village must have computer-literate members, Kataria has worked tirelessly to create access to quality computer education.

Rose Academy started off with four chairs, a mat and Kataria's personal computer. After striking out with the local primary school that refused to let him introduce a computer course as part of the curriculum, Kataria decided to go it on his own. He began to tutor neighbourhood kids and with his meager savings of Rs 23,000 and a loan of 1 lakh from his uncle, he set his dream into motion. "We found an old house that we repaired ourselves to save on expenses, Whatever we earned, I plugged back into the centre," says Kataria.

His experiment didn't take long to prove itself. Within the first few months, he had about 65 students keen on learning. In 2007, he was charging a modest fee of Rs 25 for a month, but soon realised to make his idea sustainable, he needed to generate more income. "Through constant revision over six years, the fee structure now stands at Rs 2,000 for the entire course. Its encouraging to see that most patrons are able to pay the entire amount upfront and see value in investing in such education," adds Kataria.

He's now trained close to 5000 students and expanded the number of centres to four, serving a cluster of ten villages each. "My goal is to reach out to every village in Haryana with limited access and maybe even beyond to other states," he says. His projected aim is 350 centres in Haryana alone by 2017. The graduates of the Rose Academy find themselves with competitive skills that help them get jobs as data entry operators and call center executives. For students who are not able to finance their course, Rose provides an annual scholarship and also the opportunity to share costs with another student on sharing a computer.



Kataria's concept of community is an evolved one. It is through the progress of his community that he is able to envision his own. Like-minded colleagues however, have been hard to find. "The biggest challenges I face now are scaling both quantitatively and qualitatively. I need better trainers, better administrative staff and more finance to make it all possible," adds Kataria. He refuses to let the quality of his training dilute and has to monitor it personally. Strategically, Rose wants to build a name for itself within the community and a good marketing push also what Kataria is keen on getting. For now he's a one-man force behind fueling a better future for his community.

<http://india.ashoka.org/spark-creating-access-haryanas-rural-children-through-computer-literacy>

## **6. Sugata Mitra – Hole in the Wall**

Educational researcher Dr. Sugata Mitra's "Hole in the Wall" experiments have shown that, in the absence of supervision or formal teaching, children can teach themselves and each other, if they're motivated by curiosity and peer interest. In 1999, Mitra and his colleagues dug a hole in a wall bordering an urban slum in New Delhi, installed an Internet-connected PC, and left it there (with a hidden camera filming the area). Through the video feed, they observed children from the slum playing around with the computer, teaching themselves how to use it and sharing with others their amazing discoveries. What they saw was kids from the slum playing around with the computer and in the process learning how to use it and how to go online, and then teaching each other.

When a child hits a button, he or she is asked his or her age. Based on that, there are educational games on mathematics, geography, and other subjects. There are information storing devices on these computers, which look at the patterns of usage. Residents of Dakshinpuri, Delhi said that they have trouble pulling their children away from these computers. "Our children often tell us they learn more on them than at school. They even seem to do better at examinations now"

The "Hole in the Wall" project demonstrates that, even in the absence of any direct input from a teacher, an environment that stimulates curiosity can cause learning through self-instruction and peer-shared knowledge.

[http://www.ted.com/speakers/sugata\\_mitra.html](http://www.ted.com/speakers/sugata_mitra.html)

## 7. Breaking new ground in leveraging the Right To Information

Tanuj Kalia, a student of the National University of Juridical Sciences, Kolkata formed the initial group. It was then called "Infocracy". The basic premise was imbibe the principals of the RTI in India's education sector and channel the power of the emergent Indian youth into the Act. I jumped on board the idea and took it forward in Bangalore city. We soon had quite a following. Several amongst my friends were deeply committed to the idea of harnessing the legislation through the educational spectrum. Several schools and colleges joined in, corporates accepted the idea and soon Infocracy's message was spreading through the community.

This was only a start. Despite being labelled a "bunch of teenagers without direction" we realised that to scale this movement, we would have to take a multi-disciplinary approach. . It would mean covering a lot of uncharted territory, legal fencing and astounding advocacy to impact the hearts and minds of citizens and public officials content with the functioning of Indian democracy.

Our approach was always very direct. There was no political censorship, friendly-excuses or lethargic delays. The team of 6, (which has now expanded to 4 cities and over 150 core-committee members) included Yateesh Begoore (Student of law), Ariya Das (Student of Commerce), Rahul Kayala (Student of Engineering), Sukumar Murthy (Student of Engineering), Anish Munu (Student of Law) and myself. Our first task was to get the concept of RTI out to the people of Bangalore city. To get them to understand its power, its capabilities and experience India as the framers of our Constitution envisioned it- democratic, free and incorruptible.

Parinamika went ahead with a door to door model. We approach the local schools in every locality in Bangalore city, asked them to give us the opportunity to speak to their students, organized talks with the entire student body and mobilised a small mass. We went from schools to colleges and universities, and Parinamika developed its stance to a more aggressive right versus responsibility tone, encouraging University students to reach out and connect with the political, economic and social realities of India.

Parinamika soon organized a National Conference on the Right to Information Act at Christ University participated by almost 4000 delegates from over 15 colleges/law schools/universities/public departments and government offices. We brought on board renowned RTI activists, Chief Information Commissioners, lawyers, practitioners, and non-believers to discuss and debate the most contentious issues surrounding the RTI arena.

Following this, Parinamika expanded its view point to a more democracy oriented subject area. Three major projects were launched. Paripalan, the online social-debating platform which grew within a few months to a full fledged 2500 member debating channel on topics of social, political, education and economic relevance. Next was The Informed Corporate, a push towards imbibing the principles of the RTI into the corporate model, and spread awareness about the importance of staying socially responsible. Our biggest project came next, Parivartane, a collaboration with the Centre for Social Action towards taking the Right to Information Act to women self help groups around rural Bangalore. The project impacted over 500 women and resulted in six RTI completions in one year. Parivartane is set to begin in December 2012 again.

Parinamika also took the RTI to Chickmangalore, in a walk to save the Western Ghats. The importance of the Right to Information Act in extracting crucial mining information and sand quarrying information was explained to the farming/industrial/activist community in the Western Ghats by a team of Parinamika members.

Several deaths have haunted the RTI Activist community and Parinamika, and its members have always been aware of the threats that accompany the job. Undeterred, Parinamika has filed over a 100 RTIs, a quarter of which are already successful. RTI's filed against several governmental initiatives, rural industrial projects and educational institutions resulted in revealing the truth to the public- a motto Parinamika stands firmly for.

Taking the power of the RTI beyond borders, Parinamika also aided and advised in the framing of the Legislation for the Government of Bhutan in consultation with Columbia University in the United States. An enriching experience that resulted in me being invited to a discussion panel on RTI in developing nations, held at Columbia University, and in the successful passing of the draft bill on Right to Information and Whistle Blower Protection in Bhutan.

The future for Parinamika is clear. To establish the Right to Information Act as a common man's tool and voice. In a democracy where freedom of speech and expression is a basic right, Parinamika shall foster this right to the fullest extent ensuring that no move by the Government, if arbitrary and unfounded, shall go unquestioned. As our motto stands, we shall Result in Change.

<http://india.ashoka.org/safety-net-breaking-new-ground-leveraging-right-information>

## 8. Jill A Warren and Rev. Robert D. Schoenhals

After getting married, Jill and her husband Robert were shocked to see how much stuff they jointly owned. They were perfectly good, workable things yet weren't being used. They decided that as long as Bob served in the United Methodist Church, a home was provided at no cost to them. In exchange for the gift of housing, they decided an appropriate threshold for annual giving would be to give the amount equal to the average cost of housing for families like theirs. They determined that between 35-60% of their annual earnings would be designated for charitable giving since that is the range of housing costs for working families.

They regularly give about 30% of their modest income, especially to reproductive rights, peace action, hunger and housing. Through 17 years of marriage and raising a daughter, they have consistently given away up to 60 percent of their annual income. Their thrift has added up to a total that surprises even them.

[http://www.boldergiving.org/stories.php?story=Jill\\_Warren\\_90](http://www.boldergiving.org/stories.php?story=Jill_Warren_90)

## 9. Richard Semmler

When he went to college, he had no money, and the scholarship he received made all the difference. Wanting to give back is what got him started as a giver. He has given a number of scholarships to the community college where he teaches and to the college where he earned an undergraduate degree.

In the last 35 years, by working part-time jobs and forgoing such everyday comforts as a home telephone and vacations, by living in an efficiency apartment and driving an old car, Semmler has donated as much as half of his annual income or more to charity. His goal: \$1 million before he retires.

He's not wealthy. He makes his living as a mathematics professor at Northern Virginia Community College, plus two other part-time jobs, one as an editor and the other as a janitor. He earns in total a little over \$100,000 per year. For the past ten years he's been giving away more than half of his income.

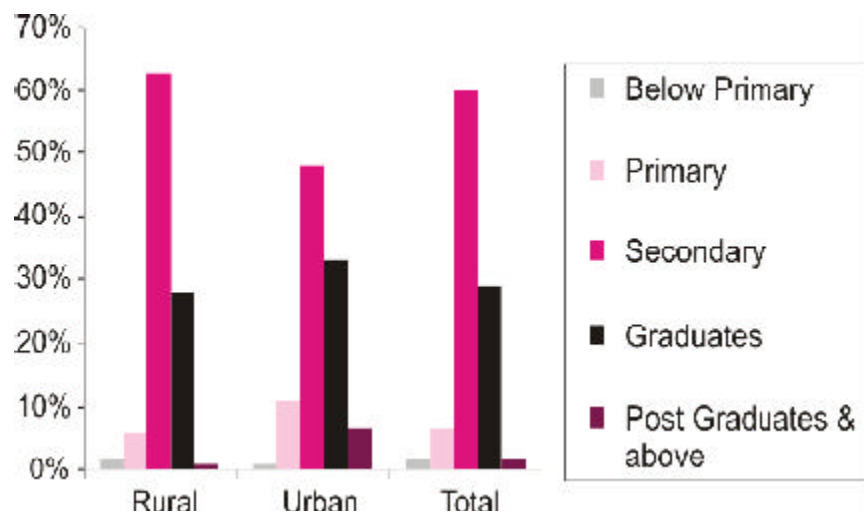
He is not a rich man — although he might have been if he had not given more than \$1.3 million in his lifetime to charities. Fortunately, Dr. Semmler measures his wealth in terms of lives impacted, not in dollars hoarded. Semmler's approach isn't checkbook philanthropy. He stays involved with his money. "Most of my dollars go to very specific projects, so I know what I'm funding," Semmler said. "I want to see my dollars at work."

[http://www.boldergiving.org/stories.php?story=Richard\\_Semmler\\_78](http://www.boldergiving.org/stories.php?story=Richard_Semmler_78)

## Some Statistics:

- Of nearly 9,000 Indians interviewed, **84% had given money** to a good cause at least once in the previous year.
- **1758 people in the age group 18-25 donated money** in the year 2012
- **India is number 2** (87 million people) have donated their time in the year 2012 for charitable activities. United States stands at Number 1.
- **165 million people in India** give to charity in a typical month

### Volunteers by level of Education

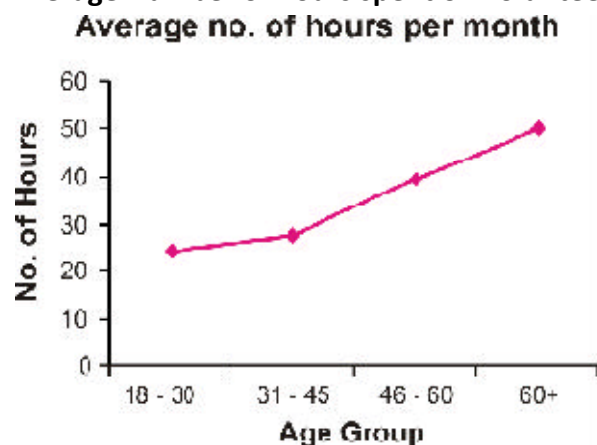


Rural: 2,172,544

Urban: 3,229,581

Total: 5,402,125

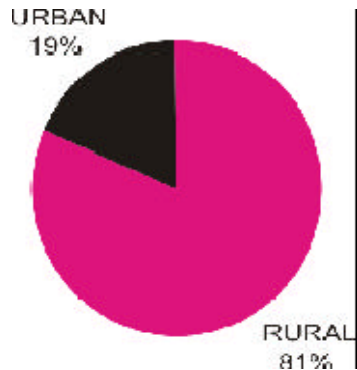
### Average Number of hours spent on volunteering per month



21.58 hours spent per month by rural folk on volunteering

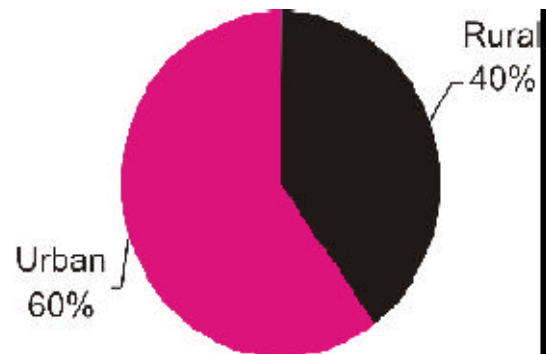
41.75 hours spent per month by urban folk on volunteering

**Estimated number of Volunteers**



Rural :689,051  
Urban: 158,299  
**Total: 847,350**

**Estimated number of Givers**



Rural: 2,172,544  
Urban: 3,229,581  
**Total: 5,402,125**

**References:**

**“India Giving 2012” Report by Charities Aid Foundation**

**“World Giving Index 2012”**

**“Dimensions in Giving and Volunteering in India-2003”** – Prepared by PRIA (Society for participatory research in India) and Society for Socio-economic Studies and services in collaboration with the Center for Civil Society Studies, John Hopkins University, USA. December 2003

**OECD report “Cooking, Caring and Volunteering : Unpaid work around the World”**

<http://www.oecd.org/berlin/47258230.pdf>

## NDTV interview on philanthropy in India

Rohini Nilekani, wife of Infosys co-founder Nandan Nilekani, Zarina Screwvala, Nikhil Dey and Anshu Gupta speak to NDTV's Sonia Singh on the Art of Giving.

Key Points discussed:

- The community is a key stakeholder and therefore deserves respect. A philanthropist/CSR model needs to engage with the community.
- Galvanise communities and build up the quality of demand of citizens on the supply side. For example: when one has universal access to clean water, you try to get involved in the question of why are our water resources depleting or getting polluted? For us, when citizens begin to engage, we find that they have found their own solutions. Impact happens when people start to internalise the locus of control.
- Philanthropy is not going to solve the problems of this country. But it can help the government to become more effective in its obligatory functions.

<http://www.ndtv.com/article/india/ndtv-dialogues-the-art-of-giving-full-transcript-422206>

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