Sustainability Reporting Standards Board

The Institute of Chartered Accountants of India

(Set up by an Act of Parliament)

COMPENDIUM OF SOCIAL AUDIT STANDARDS (Exposure Draft)

August, 2022

COMPENDIUM OF SOCIAL AUDIT STANDARDS (EXPOSURE DRAFT)

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Section – I

Draft Preface to the Social Audit Standards

Preface to the Social Audit Standards

Overview of Social Audit Standards (SASs)

Introduction

This Preface to the SASs has been issued to facilitate understanding of the scope and authority of the SASs issued under the authority of the ____________

List of SASs

The list of the 16 sixteen SASs vis a vis thematic areas of impact reporting, that the social auditor should apply for social audit engagements is as under:

SAS 100: Eradicating hunger, poverty, malnutrition and inequality;

SAS 200: Promoting health care (including mental health) and sanitation; and making available safe drinking water

SAS 300: Promoting education, employability and livelihoods

SAS 400: Promoting gender equality, empowerment of Women and LGBTQIA+ communities

SAS 500: Ensuring environmental sustainability, addressing climate change including mitigation and adaptation, forest and wildlife conservation

SAS 600: Protection of national heritage, art and culture

SAS 700: Training to promote rural sports, nationally recognised sports, Paralympic sports and Olympic sports

SAS 800: Supporting incubators of social enterprises

SAS 900: Supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building

SAS 1000: Promoting livelihoods for rural and urban poor including enhancing income of small and marginal farmers and workers in the non-farm sector

SAS 1100: Slum area development, affordable housing, and other interventions to build sustainable and resilient cities

SAS 1200: Disaster management, including relief, rehabilitation and reconstruction activities

SAS 1300: Promotion of financial inclusion

SAS 1400: Facilitating access to land and property assets for disadvantaged communities

SAS 1500: Bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection

SAS 1600: Promoting welfare of migrants and displaced persons

Scope of SASs

The SASs apply whenever an independent social audit of a social enterprise is carried out. Social enterprise may be for profit or not for profit organisation. The SASs may also have application, as appropriate, to other related functions of social auditors.

Compliance with SASs

While discharging their social responsibility, it is the duty of social auditors to ensure that the SASs are followed. If for any reason a social auditor is not able to perform a social audit in accordance with the SASs, his report should draw attention to the material departures therefrom. Social Auditors are expected to follow SASs in the social audits commencing on or after the effective date specified in the SASs. Further, compliance with SASs is mandatory requirements for social auditors while carrying out social audits for social enterprises listed on social stock exchange.

Section - II

Draft Framework for Social Audit Standards

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Introduction

1. This Framework defines and describes the elements and objectives of a social audit performed by Social Auditors. It provides a frame of reference for:

(a) Social auditors when performing social audit i.e., social impact assessment of project/ program executed by Social Enterprises.

(b) The Responsible party, the Engaging party, if any, and other stakeholders who are the intended users of social audit report.

This Framework does not itself establish standards or provide specific requirements for the performance of area specific social audit engagements relating to specific thematic areas within social objectives such as Poverty, Climate Change, Health etc. Social audit Standards (SASs)[1] contain essential procedures and related guidance/ criteria, consistent with the concepts in this Framework, for the performance of such area-specific social audit engagements. The respective social audit Standards may be referred for the area specific social indicators.

Objective of the Framework

2. The objective of this Framework is -

(a) To provide basic principles and elements in relation to (i) social audit of projects/ programs/ project-based activities of a social enterprise registered/ listed on the Social Stock Exchange (ii) social audit of projects/ programs/ project-based activities of any other organisations.

(b) To provide related guidance on matters relating to preparation of Social Audit Report, in accordance with the Social Auditor's findings based on the procedures performed and evidence obtained.

Scope of the Framework

3. This Framework applies to social audit (i.e., social impact assessment of project/ program of Social Enterprises) to be conducted by Social Auditors using the principles given in SASs. Any other engagement(s) conducted by social auditor or other auditor of an organization will not be under the scope of this Framework.

4. The social auditors and the reporting entity may agree to apply the principles of this Framework to an engagement when there are no intended users other than the reporting entity. In such situations, the social auditor's report includes a statement restricting the use of the report to the reporting entity.

5. This Framework is focused on providing guidance to social auditor for conducting an assessment of the social impact that the project/program has created in the field. It does not cover any elements of a financial audit or review, which may be covered by relevant auditing/review standards.

[1] SASs are the area specific thematic Social Audit Standards issued by the Institute of Chartered Accountants of India.

Elements of a Social Audit Engagement

6. There are five elements of a social audit engagement which are:

(a) A three-party relationship involving a social auditor, a responsible party, and intended users;

(b) Project/ Program/ Intervention to be covered;

(c) Project Monitoring Framework;

(d) Evidence; and

(e) A written audit report.

These elements are discussed below -

(a) Three Party Relationship

7. Social audit engagements involve three separate parties: a social auditor, a responsible party and intended users. The responsible party and the intended users may be from different entities or the same entity.

Social Auditor

Social auditor is the person/firm who is appointed to conduct social audit.

Responsible Party

The responsible party is the person (or persons) who is responsible for the subject matter. **Generally, social enterprise is the responsible party.** The responsible party may or may not be the party who engages the social auditor (the engaging party).

Intended Users

The intended users are the person, persons or class of persons for whom the social auditor prepares the social audit report. The responsible party can be one of the intended users, but not the only one.

(b) Social project/ program/ intervention

8. Social audit engagement is to conduct audit of the project / program / intervention relating to a thematic area (s) implemented by a social enterprise.

(c) Project Monitoring Framework

9. Project Monitoring Framework which details the inputs, activities, outputs, outcomes and impact would aid social auditor's understanding of the projects and its nuances, identify key evaluation parameters, thematic areas of intervention and benefits rendered to the community. In addition, the social auditor should consider the following parameters against which the impact of the project may be assessed:

Inclusiveness	Ability of different stakeholders, particularly poorest and most marginalised - to access the benefits of activities, be part of institutions (healthcare / education committees/Farmer groups) and have access to shared benefits through the intervention
Relevance	Are the services /inputs /institutions facilitated in the project able to meet community priorities? How was the planning done? Was it participatory? How were the success indicators developed? Was the community involved in development of project indicators?
Effectiveness & efficiency	Have the activities been able to effectively address community expectations? If the project is completed within the finalised time duration How efficiently have the resources been deployed, monitored and utilised? If there is a potential to replicate the solution in other states or districts?
Convergence	Degree of convergence with government/other partnerships; relationship between individuals, community, institutions and other stakeholders
Sustainability	Do communities feel ownership over the assets created by the activities and/or will the Project initiated community interventions sustain even after the exit of the funding agency. Are the institutions strengthened adequately to effectively manage and sustain the activities after the completion of project? Has an exit strategy been drafted?

(d) Evidence

10. The social auditor plans and performs a social audit with an attitude of professional skepticism to obtain sufficient appropriate evidence of the implementation of the social program in the field.

Professional Skepticism

The social auditor plans and performs an engagement with an attitude of professional skepticism. An attitude of professional skepticism means the social auditor makes a critical assessment, with a questioning mind, of the validity of evidence obtained and is alert to evidence that contradicts or brings into question the reliability of documents or representations by the responsible party.

(e) Social Audit Report

11. The social auditor provides a written social audit report containing the findings from the assessment in terms of impact created and gaps, if any, along with recommendations for improvement.

Scope of a Social Audit

12. Social Audit is an independent, objective and reliable examination of impact of a project / program / project-based activity of a Social Enterprise governed by Self-Regulatory Organization (SRO) or any other regulatory authority so as to -

- assess whether the project / program / project-based activity is operating in accordance with the stated Strategic Intent and Planning
- assess the stated performance in terms of impacts/ outcomes
- suggest ways to improve the impact measurement and/ or performance.

Stakeholders and Users

13. Stakeholders are those people or organisations that affect or are affected by the activities of the social enterprise or possess information, resources and expertise needed for the social audit. The stakeholders / users may include the following:

- Social Enterprise (FPE / NPO)
- Beneficiaries
- Risk Investor
- Outcome Funder
- Third Party Evaluator
- Intermediaries
- Regulators
- Society at large
- Vendors.

Ethical Principles and Social Audit Standards

14. In addition to this Framework, social auditors who perform social audits are governed by the Code of Conduct, issued by the Self-Regulatory Organization (SRO), applicable for Social Auditors, who are functioning under the regulatory framework of Social Stock Exchange and conducting social audit engagements.

15. The Code of Conduct includes the following fundamental ethical principles:

- Integrity;
- Objectivity;
- Confidentiality;
- Professional behaviour; and
- Professional competence and due care.

Engagement Acceptance

16. A social auditor accepts a social audit engagement only where the social

auditor's preliminary knowledge of the engagement circumstances indicates that:

(a) Relevant ethical requirements, such as independence and professional competence will be satisfied, and

(b) The engagement exhibits the elements described in paragraph 6 above.

Quality Control for Social Auditor

17. The Social Auditor / Audit firm should establish a system of quality control designed to ensure that the firm and its personnel comply with professional standards and regulatory and legal requirements, and that the reports issued by the social auditor or audit firm, are appropriate in the circumstances.

18. The Social Audit firm's system of quality control should include policies and procedures addressing each of the following elements:

(i) Leadership responsibilities for quality within the firm

(ii) Ethical requirements

(iii) Acceptance and continuance of client relationships and specific engagements

(iv) Human resources

(v) Engagement performance

(vi) Monitoring

19. The firm should establish policies and procedures designed to promote an internal culture based on the recognition that quality is essential in performing engagements and to ensure that the firm and its personnel comply with relevant ethical requirements. The quality control policies and procedures should be documented and communicated to the firm's personnel.

Agreeing the terms of the engagement

20. The objective of the social auditor is to accept or continue a social audit engagement only when the basis upon which it is to be performed has been agreed, through:

(a) Establishing whether the elements described in paragraph 6 above are present; and

(b) Confirming that there is a common understanding between the social auditor and management and, where appropriate, those charged with governance of the terms of the social audit.

Communication with Those charged with governance

21. The objectives of the social auditor's communication with Those Charged With Governance (TCWG) are:

(a) To communicate clearly with those charged with governance the responsibilities of the social auditor in relation to the social audit, and an overview of the planned scope and timing of the social audit;

(b) To obtain from those charged with governance information relevant to the social audit;

(c) To provide those charged with governance with timely observations arising from the social audit that are significant and relevant to project/program; and

(d) To promote effective two-way communication between the social auditor and those charged with governance.

Communicating deficiencies in Internal Control to Those Charged with Governance

22. The objective of the social auditor is to communicate appropriately to those charged with governance and management, deficiencies in internal control for program implementation/ management, that the auditor has identified during the social audit and that, in the social auditor's professional judgment, are of sufficient importance to merit their respective attentions.

Planning

23. The overall aim at the planning stage is to decide, by building up knowledge and considering a variety of strategies, how best to conduct the social audit.

24. The Social Auditor should establish an overall engagement strategy that sets the scope, timing and direction of the engagement, and that guides the development of the work plan.

25. In establishing the overall engagement strategy, the Social Auditor should:

(a) Identify the characteristics of the engagement that define its scope;

(b) Ascertain the reporting objectives of the engagement to plan the timing of the assessment, and nature of the communications required;

(c) Consider the factors that, in the social auditor's professional judgment, are significant in directing the engagement team's efforts;

(d) Consider the results of preliminary engagement activities and, where applicable, whether knowledge gained on other engagements performed by the social auditor for the entity is relevant; and

(e) Ascertain the nature, timing and extent of resources necessary to perform the engagement.

26. The social auditor shall develop a work plan that shall include a description of

procedures that are required to be carried out so that the engagement complies with this Framework using SASs.

27. The Social Auditor should update and change the overall engagement strategy and the work plan as necessary during the course of the engagement.

Understanding the Entity and Its environment

28. The Social Auditor should conduct a preliminary review through understanding the Entity and Its environment to establish the primacy of its social intent for the purpose of identifying and assessing the risks of material misstatement.

A. Entity Overview

The Social Auditor should conduct a preliminary review of the background information in relation to the entity. Such review may include the following points:

- Legal form of the entity and its intent/ objectives.
- period and projects for which audit is to be carried out
- Key Managerial Personnel of the entity
- Geographical regions in which the entity operates
- Policies and procedures
- Governing board/ promoters

B. Social Objective & Impact Overview

The Social Auditor should conduct a preliminary review in relation to the social objective and impact overview. Such review may include the following points:

- Stated objectives of the Projects/ Program
- Project Monitoring Framework
- Program specific baseline, midline and end line assessment reports (if any)
- Project progress and closure report (if applicable)
- Program specific fund utilization certificate
- Details of vendors and other third parties
- Outlay on social activities for beneficiaries, for example, in relation to promoting education, employability and livelihoods

Social Auditor's Responses to Assessed Risk

29. While planning the audit, the social auditor should consider the risks/challenges in implementing the project/program, which may be different for different thematic areas.

Using the work of field level research agency and/or subject matter experts

30. When the social auditor delegates work to assistants/ field level research agency or uses work performed by other social auditors and subject matter experts, he will continue to be responsible for the social audit report of the social enterprise. For this purpose, he may need to plan necessary procedures to monitor, track and review the work of the field level research agency and/or other social auditors or subject matter experts.

31. The social auditor should perform procedures to obtain sufficient comfort that the work of the assistants/ field level research agency or other social auditors or subject matter experts is adequate for the social auditor's purposes, in the context of the specific social audit.

32. The social auditor should consider the significant findings/assessments of the assistants/ field level research agency or other social auditors or subject matter experts.

Documentation

33. The social auditor should prepare on a timely basis engagement documentation that provides a record of the basis for the social audit report that is sufficient and appropriate, to understand:

- The nature, timing and extent of the procedures performed to comply with this Framework
- The results of the procedures performed, and the evidence obtained; and
- Significant issues observed during the engagement and the recommendations for improvements in the future

34. The social auditor should assemble the engagement documentation in an engagement file (whether maintained in hard copy or soft copy) and complete the administrative process of assembling the final engagement file on a timely basis, usually not more than 60 days after the date of the social audit report.

35. After the assembly of the final engagement file has been completed, the social auditor should not delete or discard engagement documentation of any nature before the end of its retention period. The retention period for such engagements ordinarily is seven years from the date of the social audit report.

Materiality

36. The Social Auditor should consider materiality when assessing impact of the project. Materiality should be considered in the context of quantitative and qualitative factors, such as relative magnitude, the nature and extent of the effect of these factors on the evaluation or measurement of the subject matter, and the interests of the multiple stakeholders.

Internal Controls

37. The social auditor should understand internal controls for project management, progress tracking and quality assurance and procedures to verify that they exist and are followed. This would help track and assess impact measurements and performance.

Fieldwork Process - Sampling and Data collection

38. A fieldwork process can be followed for any Social Audit Engagement which would include the following steps:

(a) Obtaining Program/Project Understanding

39. The Social Auditor should consider the baseline, mid-line and end-line assessment report (if available) of impact during the beginning, middle and end of the reporting period/project/program. The baseline measurement/ status/ situation analysis / context description is required to establish the starting point in any project/ program/ project-based activity. A mid-line and end-line measurement is the audit conducted respectively during the intervention phase and after the end of that intervention. The measurements give the depth of the challenge and/or the spread of the challenge.

This facilitates social enterprise to establish the right kind of measurements keeping in mind the end or probable/ intended achievement(s) that the project/ program/ project-based activity wants to achieve since the baseline will be used to measure what changed due to the intervention[2].

For the purpose, the social auditor should take specific note of the following:

i. Assumptions made with respect to the data collection methodology and assumptions & limitations carried for data collection etc.
ii. Listing of data requirements and documents required for the social audit
iii. In case of the on-going project/ program/ project-based activity explanation of the key past performance trends
iv. Detailed work/implementation plan with timeline mentioning and capturing all the essential interventions relating to the project/ program/ project-based activity.
v. Deviations, if any, found in the reporting period vis a vis the baseline status with the reason for deviation
vi. Detailed description of the alignment of outcomes of the project/ program/ project-based activity to the National Priorities/ State Priorities and mapping with the Niti Aayog’s SDG India Index Indicators (as relevant).
vii. List of stakeholders identified, mapped and prioritized, and engaged with respect to the project/ program/ project-based activity and the feedback received from the stakeholders and actions taken.
viii. Risk identification and mitigation measures adopted by the social enterprise.

[2] Intervention here refers to an intentional action to promote change undertaken through the program/ project/ project-based activity

(b) Defining Sample Size

40. Sampling is a process of selection of a part of the population or universe to interact, assess and evaluate the impact that the project has created. The sample size will be determined by the data availability and accessibility of beneficiaries. However, if the audit study is a purely qualitative study, then sample size determination may not be relevant but number of FGDs/IDIs/ KIIs can be defined project to project basis.

Key steps to follow for determining Sample:

i. Type of Universe: The first step in a sample design is defining the set of objects, aggregate of elements technically defined as population or Universe. Universe can be finite or infinite i.e., where the number of items or elements is certain, the universe is finite whereas, if the number of items or elements is not certain, the universe is not finite.

ii. Sampling Unit: Sampling unit can be defined as the minimum unit for observation, that acts as a building block of the data, for instance social unit i.e., family, school, religious place, or geographical unit i.e., state, district, block, village etc.

iii. Sample Size: This can be defined as number of items, objects or elements selected from universe or population to constitute a sample for conducting impact study. Sample size determination depends on many factors such as time, cost, facility. In general, larger samples are better, but they also require more resources.

iv. Sampling Methodology: The choice of the sampling method is influenced by the objectives of the evaluation/ research, availability of financial resources, time constraints, and the nature of the problem to be investigated. For calculating statistically significant sample sizes, one has to define confidence interval and margin of error.

(c) Define Data Requirement

41. Besides, the information provided by the social enterprise, the social auditor may have to collect more data for engagement purposes. Data required for measuring indicators may often be available in qualitative form.

(d) Collection of Data

42. To collect data other than that provided by the social enterprise, the social auditor should use either or both of the data collection sources namely - Primary Source(s) and Secondary Source(s). The primary sources of data collection may include any one or more of individual interviews, questionnaires, focus group interviews, observation sometimes as per the indicators that have been identified by

the auditor at the planning stage. The respondents or information providers would be the stakeholders of the social enterprise which affect or are affected by the project/ program/ project-based activity.

(e) Methods of Data Collection

43. The Social Auditor should assess the following methods of data collection used for assessing impact:

(i) Observation: In this method, the information is collected with direct observation using the observation checklist without interacting with the respondents.

The advantage of this method is that subjective bias is eliminated if observation is done accurately.

Secondly, the information captured under this method is focussed on what is currently happening; it is not impacted by either the past or future instances.

Thirdly, this method is independent of respondent's willingness to respond.

(ii) Interview Method: Interview requires the interviewer asking questions from respondents either in a face-to-face contact to or via telephonic discussion using structured/ unstructured interviews.

a. Structured interviews: This Interview method involves collecting information through personal interviews and is carried out in a structured way. This method involves series of pre-determined set of questions that interviewee responds in the defined order.

b. Unstructured Interviews: In unstructured interviews there is flexibility in approach to questioning. This method does not follow a system of pre-determined set of questions and standardised techniques of recording data. The interviewer in unstructured interview has the freedom to ask, and if required, supplementary questions can be added or certain questions can be omitted depending on the situation.

(iii) Focussed Group Discussion (FGD)) : In FGD, a selected group of people discuss or share their opinions, experiences about given topic or issue, and the discussion is facilitated by a trained external moderator. This method captures the attitudes, knowledge, perception, and experiences of the participants. FGD is a very important tool to gather information in a converged manner from a group of people who are the project stakeholders and also helps to validate the quantitative data collected from the beneficiaries related to the interventions.

For the purpose of this framework, the FGD constitutes subject matter experts including NGOs, NPOs, working on the respective thematic areas and actively engaged in social activities; and beneficiaries.

(f) Data Quality Check:

44. While conducting review of documents/data, the Social Auditor should check

data quality based on the following indicators:

Validity: Whether data collected measures what it is intended to measure

Reliability: Whether data measurements are based on standard methodologies

Completeness: All data aspects are captured as per methodology

Integrity: Data is protected from bias or manipulation

Timelines: Data is up to date and timely

(g) Clean Data, Analyze Data and Interpret Results

45. Data cleaning is to be done to check if the data is duplicate, erroneous or incomplete and identify any outliers within the data sets. If data is incorrect, outcomes and results may not be reliable, even though they may look correct. Data cleaning process may vary from dataset to dataset.

46. Data analysis is the process of collecting, modelling, and analysing data to extract insights that support decision-making. Data Analysis is important as it helps in making informed decisions, reduces cost and helps to target the stakeholders better.

Data analysis can be both qualitative and quantitative.

Data analysis for qualitative assessment involves interviews, focus groups, experiments etc. for identifying common patterns within the responses and critically analyzing them.

Data analysis for quantitative assessment involves critical analysis and interpretation of figures and numbers, and attempts to find rationale behind the emergence of main findings.

Data gathered by the social auditor needs to be analyzed to reach audit conclusions. Data analysis is a process of understanding, measuring and reporting on the social, environmental and economic value that is being created by the project/ program/ project-based activity. Data may be analyzed using appropriate methods of analysis so as to interpret the data meaningfully such as trend analysis, regression analysis (as relevant). The Social Auditor should take care of multiple entries and should not report anything that cannot be verified. Duplicate entries should either be removed or multiple counts should be grouped as one. For example, two beneficiaries of one family may be grouped as one in count of families.

47. The results of data analysis need to be interpreted as per the Theory of change and logic model explaining the process of intended social impact of the project/ program/ project-based activity. The model clearly outlines the linkage from inputs to activities, to outputs, to outcomes, and ultimately to impact. The social auditor needs to study the outcomes and the real social impact on the target segments so as to identify gaps, if any. Social auditor should also compare the actual results with the expected outcome(s) and/ or benchmark data, baseline data, if any.

In presenting the results of the analysis, the social auditor should tailor the qualitative discussion to each stakeholder since stakeholders will have different objectives, and the relationship of each stakeholder to the social enterprise will vary.

The stakeholder voices capture information to help assess the impact, validate and establishes a check and avoids overclaiming. The review process should answer the following questions.

- What was the situation before and what would have happened in the absence of this project/ program/ project-based activity?
- How much the project/ program/ project-based activity contributed to the changes that are evidenced as compared to pre project interventions?
- How much unintended impacts (positive and negative) happened due to the project/ program/ project-based activity?

Further, a personalized approach can provide a momentum for new dialogue with the stakeholders. For example, investors are interested to find out the extent to which their actions are helping or hindering social goals. The social enterprise is interested in learning about how impact investors think of their activities and impact measurements adopted.

The analysis of data and its interpretation needs to be discussed with the stakeholders so that the same may be validated. At this stage, the social auditor should be able to compare the actual social impact to that which was desired from the project/ program/ project-based activity.

Use of technology in Social Audits

48. The social auditor should determine the usage and acceptability of technology for meeting the objectives, collecting and verifying evidence as well as validating impact measurements and assessments in case of social audit engagements. The social auditor should consider the extent of usage of IT tools to be deployed for –

- Information Database – Information of all stakeholders – beneficiaries, volunteers, staff at one place
- Data collection – through online surveys, virtual interviews, satellite imagery for monitoring forestry coverage etc.
- Data sorting and visualisation
- Data analysis
- Reporting

Social Audit Report

49. The social audit report should be in writing and should contain a clear expression of the social auditor's findings. Oral and other forms of expressing conclusions can be misunderstood without the support of a written report. For this reason, the social

auditor should not report orally.

50. The Social audit report should address the social impact aspect covered by the project/ program/ project-based activity's that the intended users will be interested in. Social Auditor should strive to provide audit reports which are not only stakeholder-friendly and timely but also comprehensive, convincing and balanced.

51. To be comprehensive, the report should put forward the perspective of social impact vis a vis meeting the intended social objective(s) such as eradication of poverty etc.

To be convincing, the report should be logically structured and present a clear relationship between the objective/scope, indicators, findings and recommendations. The report should explain why and how problems observed in the findings hamper social impact to encourage the social enterprise or the stakeholder to initiate corrective action. It should, where appropriate, include recommendations for improvements to impact reporting and social impact performance.

Being balanced means that the audit report should present findings objectively and fairly in an impartial manner considering different perspectives and viewpoints of stakeholders. The reports should incorporate positive impacts and aspects related to gaps/ challenges and avoid any kind of biased language or information.

52. This Framework does not require a standardized format for reporting on all social audit engagements. Instead, it identifies the basic elements the social audit report should include. Social audit reports may be tailored to the area specific circumstances. The social auditor may use headings, paragraph numbers, typographical devices, for example the bolding of text, and other mechanisms to enhance the clarity and readability of the report.

53. A typical social audit report contains certain essential elements which are given below. (These elements are only indicative)

<u>Social Audit Report</u>

Executive summary

Notice to the reader

Section I

- Context
  - Background of the Engagement
  - About the project
  - Responsibilities of Reporting Entity and Social Auditor
  - Compliance with Framework, Standards, Code of Conduct
- Scope of the engagement
- Objectives of the social audit
- Approach & Methodology
  - Basic Approach – Steps followed
  - Sampling methodology (type of universe- finite/ infinite, sampling unit- individual/ household, sample technique and sample size)
  - Mapping of stakeholders for the interactions
  - Data collection - Primary Sources and Secondary Sources and tools used
  - Study limitations

Section II

- Key Findings
- Alignment with the national/ state priorities

Section III

- Gaps or challenges
- Recommendations

Section IV

- Annexures (if applicable)
  - Case studies/ Stakeholders speak
  - Any other relevant documents

Section – III

Draft Social Audit Standards (SAS 100 to SAS 1600)

Draft Social Audit Standard (SAS) 100

Eradicating hunger, poverty, malnutrition and inequality

(SAS 100 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Eradicating hunger, poverty, malnutrition and inequality''. The Standard aims to provide the Social Auditor with the necessary guidance in relation to independent impact assessment engagement of Social Enterprises engaged in eradicating hunger, poverty, malnutrition and inequality and the audit steps and procedures that should be applied while carrying out the social impact assessment. The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II–EVALUTION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data may include:

- Direct beneficiaries
- Immediate family members of the direct beneficiaries
- Contractors/ Suppliers
- Funding entities, Government (at block, district, state and national levels as relevant) and related institutions
- Monitoring Agency
- Key program officials of the entity, etc.

The overall activity of conducting survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by in-house team or external specialized agency
- conducted by in-house team or external specialized agency
- number of days taken
- number of teams formed
- number of manpower deployed
- number of villages / districts covered
- total distance (kms.) covered

Desk Review

1.30 The Social Auditor should conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, in relation to eradicating hunger, poverty, malnutrition and inequality, may include the following:

- Details of meals provided indicative of nutritional content e.g. Under National Food Security Act 2013 (NFSA), Mid-day meal programs, Poshan Abhiyaan, National Nutrition Mission, etc.
- Subsidised/ Free food rations provided indicative of nutritional content
- Cash subsidy/ assistance provided
- Nutrition programs conducted
- Job opportunities provided e.g. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), etc.
- Awareness campaigns conducted
- Feedback form from beneficiaries
- MOU between the entity and the implementing agencies/ sponsors/ contractors/ suppliers / funding entities/ other related institutions
- Photographs of various programmes/ events
- All the above should be disaggregated as far as possible by gender and specifically cover inclusion of marginalised groups – SC, ST, minorities, elderly, LGBTQIA and persons with disabilities. This is critical for estimating inequality and changes in inequality.

Inspection and Personal Interviews

1.40 Besides desk review, the social auditor should also consider doing physical inspection and conducting personal interviews to get a first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth Interviews and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Did the target people receive the benefit?
- Whether there was a decline in starvation rate?
- Whether there was an improvement in nutritive value?
- Whether employment opportunities were generated?
- Did the number of BPL holders reduce?
- Did the standard of living improve?
- Whether census or NFHS data indicates reduced cases of malnourishment?
- Was there a reduction in number of patients and/or increase in reporting due to greater awareness?

Such questions, in relation to eradicating hunger, poverty, malnutrition and inequality, may cover the following aspects:

(a) Composition of the participants:

- Whether the program objectives were found to be consistent with the composition of the beneficiaries?

(b) Quality of benefits provided and Socio-economic factors

- How was the quality of services provided?
- Were the participants satisfied with the services that they received?
- How was the quality of engagement with beneficiaries?
- Have the services resulted in reduced hunger cases?
- Are beneficiaries better informed about their rights, entitlements, and the policies and schemes that affect them viz. Mid-day meal programs, Poshan Abhiyaan, National Nutrition Mission, MGNREGA, etc.?
- Have the services enhanced standard of living of the beneficiary?
- Are the beneficiaries motivated to improve their economic status and move out of this program?
- Have the services reduced cases of malnourishment?
- Suggestions from beneficiaries for improvement of the programs

(c) Suggestions / Feedback

- What were the constraints or challenges faced in providing the services/ programs?

Key Metrics for Evaluation of Project/ Program

1.60 The Social Auditor should review the project/ program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly / quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period / project / program to effectively understand and evaluate impact.

- The baseline measurement is done to establish the starting point in any project/program, which is then used to measure what actually changed due to the intervention of the entity.
- Assess the past performance trend of the entity.
- Assess the highlights and key achievements during the reporting period.

The evaluation of the project/ program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much the project contributed to the changes that are evidenced?

- How much unintended negative impacts happened due to the intervention?

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria or the key performance indicators against which the impact has to be assessed.

Such criteria in relation to eradicating hunger, poverty, malnutrition and inequality may include any of the following aspects:

S. No	Evaluation Criteria
(A)	**Quantitative Criteria**
	Eradicating hunger, poverty, malnutrition and inequality
1	Number of meals provided to infants, adults, BPL card holders, marginalised groups etc. disaggregated by gender.
2	Quantity of meals distributed (in kgs.) to infants, adults, BPL card holders etc.
3	Nutritional value distributed (e.g. calories, carbohydrates, fats, proteins, vitamins, etc.)
4	Number and value of free food rations/ subsidised food distributed
5	Number of beneficiaries covered under National Food Security Act (NFSA), 2013
6	Number of children under five years who are underweight or stunted
7	Number of pregnant women in the age group of 15-49 years/ adolescents aged 10-19 years who are anaemic
8	Details of cash subsidies/ assistance provided
9	Number of jobs created under various schemes to males, females, BPL card holders etc.
10	Wage distribution to males, females, BPL card holders etc. through jobs created
11	Number of persons provided employment as against persons who demanded employment under MGNREGA
12	Percentage of the population (out of total eligible population) receiving social protection benefits under Pradhan Mantri Matru Vandana Yojana (PMMVY)
13	Percentage of households living in pucca houses
14	Percentage of population living below the national poverty line
(B)	**Qualitative Criteria**
1	**Improvement in Economic conditions** – Increased standard of living may be used to assess the improvement in economic conditions

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges / Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might have an influence on the impact assessment. Some of the examples of commonly faced issues in relation to eradicating hunger, poverty, malnutrition and inequality may include the following:

- Maintaining nutritious and fresh quality food due to it's short shelf life
- Food wastage
- Limited access to education and employment opportunities
- Social discrimination and exclusion
- Resistance to work and gain employment
- Resistance to change
- Unavailability of adequate funds among non-profits for availing support services from ecosystem entities
- Lack of awareness of rights, entitlements, schemes and entities working to provide these access

Any significant issues observed during the assessment, that may influence the user of the impact assessment in decision making, must be highlighted by the Auditor in his social audit report.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might have an influence on the impact assessment. Some of the examples in relation to eradicating hunger, poverty, malnutrition and inequality may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents after completion of the services provided
- Change in contact details of respondents due to which they could not be contacted

Any significant limitations observed during the assessment, that may influence the user of the Impact Report in decision making, must be highlighted by the Social Auditor in his report.

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for Social Objectives

(relating to Eradicating hunger, poverty, malnutrition and inequality)

SR. NO.	AREAS	SUB-AREAS
1	Eradicating hunger, poverty, malnutrition and inequality	End hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
		End all forms of malnutrition and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons
		Eradicating extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day
		Implement appropriate social protection systems and measures for all
		Build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
		Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
		Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

Draft Social Audit Standard (SAS) 200

Promoting health care including mental healthcare, sanitation and making available safe drinking water

(SAS 200 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Promoting health care including mental healthcare, sanitation and making available safe drinking water''. The Standard aims to provide the Social Auditor with the necessary guidance in relation to independent impact assessment engagement of Social Enterprises engaged in promoting health care including mental healthcare, sanitation and making available safe drinking water and the audit steps and procedures that should be applied while carrying out the social impact assessment. The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II – EVALUTION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data may include:

- Direct beneficiaries
- Immediate family members of the direct beneficiaries
- Contractors/ workers providing various facilities and services
- Medical institutions including management personnel of hospitals and medical professionals
- Funding entities, Government (at block, district, state and national levels as relevant) and related institutions
- Monitoring Agency
- Key program officials of the entity, etc.

The overall activity of conducting survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by in-house team or external specialized agency
- conducted by in-house team or external specialized agency
- number of days taken
- number of teams formed
- number of manpower deployed
- number of villages / districts covered
- total distance (kms.) covered

Desk Review

1.30 The Social Auditor should conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, in relation to promoting health care including mental healthcare, sanitation and making available safe drinking water, may include the following:

- Cash subsidy/ assistance provided
- Establishing healthcare institutions
- Conducting health camps along with pre and post health check-ups conducted
- Subsidised health treatments provided e.g. Ayushman Bharat Yojana, Mahatma Jyotiba Phule Jan Arogya Yojana (in the state of Maharashtra), etc.
- Vaccination and immunization drives conducted
- Reduction of hardships of patients with special needs and patients with chronic needs
- Accessibility for differently abled people
- Mortality rate inclusive of maternal mortality rate
- Intensive education and awareness campaigns conducted
- Construction of sanitation and hygiene facilities
- Construction and maintenance of water purification/ RO plants, digging of bore-wells, underground water pipelines, supplying drinking water through water tankers
- Feedback form from beneficiaries
- MOU between the entity and the implementing agencies/ sponsors/ Contractors/ suppliers / funding entities/ other related institutions
- Helpline facilities provided
- Photographs of various programmes/ events
- All the above should be disaggregated as far as possible by gender and specifically cover inclusion of marginalised groups – SC, ST, minorities, elderly, LGBTQIA, persons with chronic illness and differently abled persons. This is critical for estimating inequality and changes in inequality.

Inspection and Personal Interviews

1.40 Besides desk review, the social auditor should also consider doing physical inspection and conducting personal interviews to get a first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth Interviews and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Did the target people receive the benefit?

- Did the standard of living improve?
- Did the life expectancy increase?
- Was there a reduction in number of patients?
- Whether there was any improvement in infrastructure facilities provided?
- Whether there was any reduction in substance abuse?
- Whether health-care provided was efficient?
- Whether sufficient clean water and sanitation facilities were provided?
- Whether facilities are accessible to all irrespective of their socio or economic status or religion and to what extent they are being used?

Such questions, in relation to promoting health care including mental healthcare, sanitation and making available safe drinking water, may cover the following aspects:

(a) Composition of the participants:

- Whether the program objectives were found to be consistent with the composition of the beneficiaries?

(b) Quality of benefits provided and Socio-economic factors

- How was the quality of services provided?
- Were the participants satisfied with the services that they received?
- How was the quality of engagement with beneficiaries?
- Are beneficiaries better informed about their rights, entitlements, and the policies and schemes that affect them viz. Ayushman Bharat Yojana, LaQshya' programme (Labour Room Quality Improvement Initiative), National Health Mission, National Mental Health Programme, National Tobacco Control Programme(NTCP), Mahatma Jyotiba Phule Jan Arogya Yojana (in the state of Maharashtra) etc.?
- Have the services enhanced beneficiary standard of living, health and sanitation facilities and safe drinking water?
- Have the services reduced mortality rates and improved life expectancy?
- Whether helpline facilities provided were beneficial and effective?
- Was there an alleviation of patient misery and their hardships?
- Improve accessibility of health care.
- Suggestions from beneficiaries for improvement of the programs

(c) Suggestions / Feedback

- What were the constraints or challenges faced in providing the services/ programs?

Key Metrics for Evaluation of Project / Program

1.60 The Social Auditor should review the project/program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly / quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period / project / program to effectively understand and evaluate impact.

- The baseline measurement is done to establish the starting point in any project/program, which is then used to measure what actually changed due to the intervention of the entity.
- Assess the past performance trend of the entity.
- Assess the highlights and key achievements during the reporting period.

The evaluation of the project/program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much the project contributed to the changes that are evidenced?
- How much unintended negative impacts happened due to the intervention?

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria or the key performance indicators against which the impact has to be assessed.

Such criteria in relation to promoting health care including mental healthcare, sanitation and making available safe drinking water may include any of the following aspects:

S. No	Evaluation Criteria
(A)	**Quantitative Criteria**
	Promoting health care including mental health care and sanitation
1	Number and amount spent on medical institutions created
2	Number and amount spent on key equipment
3	Number and amount spent on medical staff e.g. nurses, doctors, surgeons, etc.
4	Number of beds created
5	Number of patients treated with categorization of illness/ disease treated
6	Number of free reports tested as a form of preventive health check-up
7	Ratio of patients treated to doctors
8	Number of health camps conducted with patient strength and categorization of services provided
9	Number of people vaccinated/ immunized through vaccination/ immunization drives alongwith categorisation of type of vaccine e.g. Polio, Tuberculosis, Hepatitis B, any other pandemic, etc. and with bifurcation of age groups
10	Details of reduced illness/ patients admitted

11	Census chart data of reduction in mortality rate including maternal mortality
12	Number of patients treated due to emergencies
13	Reduced cases of substance abuse
14	Historical data and current analysis of patients infected, treated, recovered out of epidemics and other communicable diseases
15	Number of institutional deliveries out of the total deliveries reported
16	Details of intensive education and awareness campaigns conducted e.g. frequency, coverage, target audience
17	Treatment cost incurred with all the categorizations listed above
18	Number and amount spent on sanitation facilities created and improved alongwith geographical details
19	Number of individual household toilets constructed against target (SBM(G))
20	Number of schools with separate toilet facility for girls
21	Number of industries (17 category of highly polluting industries/grossly polluting/red category of industries) complying with waste water treatment as per CPCB norms
22	Details of ground water withdrawal against availability
23	Number of times helpline facilities was utilised and treatment obtained by such callers
24	Percentage of households with any usual members covered by any health scheme or health insurance
Making available safe drinking water	
1	Number and amount spent on construction and maintenance of water purification plants and RO plants
2	Number and amount spent on of bore-wells dug, underground water pipelines layed, drinking water supplied through water tankers
3	Number of beneficiaries getting safe and adequate drinking water Piped Water Supply (PWS)
4	Generation and consumption of safe drinking water (in ltrs.)
(B)	**Qualitative Criteria**
1	**Improvement in Economic conditions** – Increased standard of living may be used to assess the improvement in economic conditions
2	**Improvement in Health conditions** The following indicators may be used to assess the same: a) Better access to medical facilities b) Increased life expectancy and reduced mortality rates inclusive of maternal mortality c) Early detection of medical condition d) Overall reduced illness e) Reduced malnutrition f) Availability of potable water g) Availability of hygienic sanitation facilities

SECTION III – ASSESSMENT OF CHALLENGES, AND LIMITATIONS

Challenges / Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might have an influence on the impact assessment. Some of the examples of commonly faced issues in relation to promoting health care including mental healthcare, sanitation and making available safe drinking water may include the following:

- Social discrimination and exclusion
- Insufficient number of medical institutions, medical equipment and medical professionals
- Lack of training on usage of medical equipment
- Resistance to change
- Access to medical facilities
- Unavailability of adequate funds among non-profits for availing support services from ecosystem entities
- Lack of awareness of rights, entitlements, schemes and entities working to provide these access

Any significant issues observed during the assessment, that may influence the user of the impact assessment in decision making, must be highlighted by the Auditor in his social audit report.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might have an influence on the impact assessment. Some of the examples in relation to promoting health care including mental healthcare, sanitation and making available safe drinking water may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents after completion of the services provided
- Change in contact details of respondents due to which they could not be contacted

Any significant limitations observed during the assessment, that may influence the user of the Impact Report in decision making, must be highlighted by the Social Auditor in his report.

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for Social Objectives

(relating to Promoting health care including mental healthcare, sanitation and making available safe drinking water)

SR. NO.	AREAS	SUB-AREAS
2	Promoting health care including mental health, sanitation and making available safe drinking water	Reduction of Maternal Mortality Ratio
		End preventable deaths of newborns and children under 5 years of age
		End the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
		Reduction in premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
		Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
		Reduction in deaths and injuries from road traffic accidents
		Ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
		Attainment of universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines
		Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control
		Increase health financing and the recruitment, development, training and retention of the health workforce

		Achieving universal and equitable access to safe and affordable drinking water for all
		Achieving access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
		Improving water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse
		Implementation of integrated water resources management at all levels

Draft Social Audit Standard (SAS) 300

Promoting Education, Employability, and Livelihoods

(SAS 300 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of ''Promoting Education, Employability, and Livelihoods''. The Standard aims to provide the Social Auditor with the necessary guidance on an independent impact assessment engagement of Social Enterprises engaged in promoting education, employability, and livelihoods and the audit steps and procedures that should be applied while carrying out the social impact assessment. The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II –EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data may include:

- Direct beneficiaries e.g., Students, Trainees, Participants, Attendees
- Parents/Guardians of the direct beneficiaries
- Faculty/Teachers / Trainers imparting education / training partners
- Management personnel of Education/Training Partners
- Monitoring Agency
- Other key stakeholders
- Recruitment Agencies
- Employers
- Key Program officials of the reporting entity

The overall activity of conducting survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by in-house team or external specialized agency
- conducted by in-house team or external specialized agency
- number of days taken
- number of teams formed
- number of manpower deployed
- number of villages / districts covered
- total distance (kms.) covered

Desk Review

1.30 The Social Auditor may conduct a desk review of existing records and documents to gain further insight into the evaluation process and impact assessment. Such documents, may include the following:

- Enrolment form of students/trainees
- Curriculum design and course books for students/trainees
- Feedback form by students/trainees
- Baseline, mid-line, end-line assessment formats
- Advertisement – leaflets/newspaper
- Attendance registers of students/trainees
- MOU between the reporting entity and the Education/Training/Placement partners
- Attendance registers of faculty/teachers/trainers
- Photographs of passed-out students/trained batches
- Placement record of trainees
- Undertakings by trainees if the placement offer is declined
- CV of existing faculty/trainers/teachers to assess their qualification and expertise
- Full time or Part time faculty/trainers/teachers

Inspection and Personal Interviews

1.40 Besides desk review, the social auditor should also consider doing physical inspection and conducting personal interviews to get a first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the data collected through internal MIS, Questionnaires, In-depth interviews and Focused Group Discussions to assess the sufficiency and nature of such information as well as responses received from various stakeholders.

Some questions, that may be addressed through these data collection techniques include:

(a) Composition of the participants:

- Whether the program objectives were found to be consistent with the composition of the students/trainees?

(b) Quality of education/training

- How was the quality of education/training that was imparted?
- Were the participants engaged through the program and satisfied with the education/training that they received?
- How was the quality of Parent–Teacher engagement?
- Has the training been useful to their present/potential course of study or job?
- Has the access to education/training improved their literacy levels, learning or other skills or changed their quality of life?
- Are the participants satisfied with their learning and assessment procedure?

(c) Placement

- Has the access to education/training improved employment opportunities or employability in the area of interest of the participants?
- Are the participants satisfied with their placement?

(d) Socio-economic factors

- What impact did the program have on a person's life or their families' after receiving education/ training?
- Has the income of beneficiaries increased after receiving education/training?
- Has the education/training improved the well-being of the participants?

(e) Suggestions / Feedback

- What were the constraints or challenges faced in receiving/imparting the training?

Key Metrics for Evaluation of Project / Program

1.60 The Social Auditor should review the underlying information used to measure the reporting entity's stated input/activity/output/outcome indicators for each program. Such key indicators may be collated from base-line, mid-line (monthly/quarterly/half-yearly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period/project/program to effectively understand and evaluate the impact of each program.

The evaluation of such information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much has the project contributed to the changes that are evidenced in relation to the outputs/outcomes/social objectives that are sought to be achieved?
- Is there any unintended negative impact that happened due to the intervention?

Assessment of Evaluation Criteria (Illustrative Key Impact Indicators)

1.70 The social auditor should evaluate whether quantitative and qualitative evaluation criteria (key indicators) selected by the reporting entity are appropriately measured and reported to capture the progress made by the reporting entity towards achievement of its social objectives for each program in terms of its planned activities, outputs, or outcomes.

These evaluation criteria may typically measure the outreach, depth of change and/or extent of social inclusion that the reporting entity's programs have been able to achieve.

Such criteria for promoting education, employability, and livelihoods may broadly include some of the following:

S. No	Evaluation Criteria/Impact indicators
(A)	**Quantitative Criteria**
1	No. of target beneficiaries enrolled/registered in each education/skill development/vocational/technical training program (for the reporting period and cumulative since inception of the program)
2	No. of female students/women participants to total students / beneficiaries enrolled
3	No. of learning hours i.e., school hours/training hours offered per week
4	No. of beneficiaries who successfully certified in/completed their program of choice to total beneficiaries enrolled
5	No. of beneficiaries successfully placed to total beneficiaries enrolled/certified
6	Teacher/Trainer attendance rate during the reporting period to assess the quantum of teaching hours delivered
7	Student/Participant attendance rate to assess the quantum of actual learning hours
8	Distribution of student/participant test scores
9	Student transition rate/pass rate i.e., percentage of students advancing from one level of learning to the next level/who passed school and went for higher studies
	Student/participant test scores relative to geographical/demographic/thematic benchmarks (for e.g., participant test scores as compared to average school scores in municipal schools)
10	Highest remuneration and average remuneration received by the successfully placed beneficiaries as compared to appropriate benchmarks
11	School Fees/Enrolment Fees charged from students/participants on subsidized basis and comparison with average fee in general
12	No. of students/participants who are provided partial/total scholarship to total students / beneficiaries enrolled
13	No of female students/participants who are provided scholarship to total female students/participants enrolled
14	Student–Teacher ratio: No. of students or participants per teacher or trainer
15	Student – Classroom ratio: No. of students or participants per classroom
16	Student/Participant drop-out rate/retention rate
17	Teacher/trainer retention rate
18	No. of caregivers employed who are responsive to needs in early childhood

	care in preschools, day-care etc.
19	Average remuneration received by participants from disadvantaged groups on completion of the program as compared to appropriate benchmarks
20	No of participants with a disability that have obtained learning levels comparable to mainstream participants
21	Expenditure incurred per student/participant/beneficiary
(B)	**Qualitative Criteria**
	Depth and Inclusion
1	**Improvement in Economic conditions** – Enhanced financial independence and better access to facilities through post completion of education/training or placement Various qualitative indicators may be used to assess the same, such as: a) Ownership of Land/House b) Availability of different modes of communication viz. TV, smartphones c) Ownership to vehicles & domestic utilities d) Loan repayment/Loan availing facility e) Access to better health and sanitation facilities
2	**Improvement in Social conditions** – Improvement in confidence, social skills, social status and acceptance among peers and neighbors, post completion of education/training as indicated through case studies/interviews/survey-based scorecards
3	**Improvement in prospects** The following indicators (based on interviews, surveys or questionnaires) may be used to assess whether: a) Program helped the youth in becoming self-reliant b) Program helped in creating earning avenues for future employment c) The beneficiaries influenced others to join similar programs
4	**Holistic Development**– improvement in overall mental and emotional health of the students/participants through extra-curricular programs (art, sports, etc) and life-skills programs to develop soft skills, behavioural and interpersonal skills, stress management, etc
5	**Healthy Hostel / Campus Environment** In case a residential facility is provided to the students/trainees, the following indicators may be used to assess the quality of facilitie: a) Hostel facility is available at all / some of the centers b) Accommodation for trainees is equipped with basic features c) Hostel mess provides healthy food d) Trainees are trained to be self-reliant for their daily routine jobs like washing their utensils etc. e) Campus life makes the candidates confident, and disciplined, and helps in developing inter-personal skills
6	**Spirit of Entrepreneurship** Whether the focus on entrepreneurship is covered in the course curriculum to enable the trainees to develop a broad outlook and become self-reliant
7	**Parent-Teacher Relationship** Frequency and nature of parental engagement with teachers and openness towards feedback/suggestions received from parents
8	**Quality of Education / Training imparted** Qualification and experience of the teachers/trainers to assess their competence, skill, expertise and the quality of delivery.

9	**Basic facilities at the education / training centers** Basic amenities such as the provision of chairs, desks, toilets, safe drinking water, mid-day meals, etc. should be assessed
10	**Educational/Training Resources provided** Availability of textbooks, note-books, study material, digital educational resources, library books for students/participants should be assessed
11	**Career Counseling facility/career awareness** Assessment of improved career awareness as a result of career counseling facility to guide the students/participants in making informed choices in respect of their desired vocation

SECTION III – ASSESSMENT OF CHALLENGES, AND LIMITATIONS

Challenges/Areas for improvement

1.80 The Social Auditor should identify the challenges faced by various stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about promoting education, employability, and livelihoods may include the following:

- Lack of qualified teachers/training staff or high levels of attrition
- Insufficient number of computers and training equipment available for education/ training
- Training on obsolete equipments
- Residential accommodation not being made available
- Gap between salary expected and salary actually received
- Candidates not being able to finish the education/training due to various problems

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some examples of such limitations are:

- Non-availability of relevant external data on benchmarks, target beneficiaries, etc
- Insufficiency of sample covered by questionnaires/surveys or responses not received
- Inability to identify all key stakeholders
- Some of the questions being skipped by the respondents and remaining unanswered

- Non-availability of respondents due to relocation to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to Education, Employability and Livelihoods)

	Area	Sub-area
3	Promoting education, employability and lvelihoods	Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant andeffective learning outcomes
		Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so thatthey are ready for primary education
		Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
		Increase in number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
		Ensure that all youth and a substantial proportion of adults, bothmen and women, achieve literacy and numeracy
		Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
		Increasing workforce of qualified teachers

		Encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
		Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation
		Provide access for small-scale artisanal fishers to marine resources and markets
		Reduce the proportion of youth not in employment, education or training
		Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers
		Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
		Devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

Draft Social Audit Standard (SAS) 400

Promoting Gender Equality, Empowerment of Women and LGBTQIA+ communities

(SAS 400 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of 'Promoting gender equality, empowerment of women and LGBTQIA+ communities. The Standard aims to provide the Social Auditor with the necessary guidance in relation to independent impact assessment engagement of Social Enterprises engaged in Promoting gender equality, empowerment of women and LGBTQIA+ communities and the audit steps and procedures that should be applied while carrying out the social impact assessment. The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II –EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data may include:

- ➢ Direct stakeholders e.g., Non-profits, Implementing partners.
- ➢ Target population/ beneficiaries of the direct stakeholders
- ➢ Indirect stakeholders e.g., Funding entities, Government and related institutions, media agencies, academic institutions, professional groups (legal, accounting, compliance, etc.)
- ➢ Monitoring Agency
- ➢ Staff (full time/part time employees, consultants, etc.)
- ➢ Board of advisors/trustees/directors
- ➢ Key officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by an in-house team or external specialized agency
- conducted by an in-house team or external specialized agency
- coverage: number and types of non-profits served

Desk Review

1.30 The Social Auditor should conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, in relation to promoting empowerment of women & LGBTQIA+, may include the following:

- MoU/Contract between the reporting entity and the non-profits
- Knowledge materials (reports, articles, videos, case studies, caselets, etc.) shared with non-profits :

  Indicative general documents

  - – National Policy for Women Empowerment, National Commission for Women Act, Article 377, LGBTQIA rights, Research study/reports of other organizations working for these sections of community, amongst others

    - programme specific documents:– Inception Report, Implementation Plan, Overall Project Report, in-house study reports, training reports, amongst others

- Feedback (testimonials, ratings, recommendations, etc.) provided by non-profits
- Enrolment data for training/workshops and/or convening programmes designed for non-profits
- Advertisement - leaflets/newspaper/social media
- Photographs of project activities

Inspection and Personal Interviews

1.40 Besides desk review, the social auditor should also consider doing physical inspection and conducting personal interviews to get a first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects, in relation to empowering Women & LGBTQIA+ communities.

- Has there been an increase in women & LGBTQIA+ communities in access to health, education, information, training, or other services?
- Has there been an increase in women & LGBTQIA+ communities in access to or control over productive resources, services, or assets, including resources provided by the program?
- Have women & LGBTQIA+ communities been empowered to claim their rights in public and private spheres?
- Have women & LGBTQIA+ communities participated equally with men in the program, including in decision making and leadership?
- Has the program challenged or changed attitudes on the rights of women & LGBTQIA+ communities (including attitudes on violence against women), strengthened women’s knowledge of their rights, or fostered a greater understanding of women’s rights among men and boys?
- Is sex-disaggregated data regularly collected and analyzed?
- Have gender and social analysis skills been strengthened among key stakeholders, including their capacity to develop, implement, and monitor gender strategies?
- Is there a greater understanding of gender issues in the sector?
- What factors and strategies of the program helped to foster positive changes toward gender equality?
- What constrained the achievement of equal participation, benefits, and outcomes for women & LGBTQIA+ communities?
- Were there some program components where men or boys benefited much more than women or girls, and what contributed to this?

- Were there any unintended positive or negative changes in gender relations? What factors and strategies contributed to these changes?
- Are positive changes in gender relations likely to be sustained? What factors will contribute to this and what is likely to undermine the sustainability of positive changes?

Key Metrics for Evaluation of Project / Program

1.60 The Social Auditor should review the project/program documents to frame the evaluation criteria for assessing impact. The Social Auditor should identify the combination of quantitative and qualitative evaluation criteria against which the impact has to be assessed.

- The baseline measurement to establish the starting point of project/program, which is then used to measure what actually changed due to the intervention of the entity.
- Assess the past performance trend of the entity.
- Assess the highlights and key achievements during the reporting period.
- Demography
- Socio-economic profile of target group
- Asset ownership pattern
- Change in human capital, economic empowerment, rights & discrimination, equality & gender capacity,
- Demography, Educational and Social Background of the beneficiaries - e.g. Age wise distribution, Marital status, Education qualification (e.g. Primary, Secondary, Senior Secondary, Diploma, Graduation, Post Graduation), social category wise distribution (e.g. General, SC, ST, OBC, PWD, EWS, BPL Card Holders etc.),
- Relevance & usefulness of project activities
- Quality of the delivery mechanism
- women in distress, facing abuse in their lives, making them financially dependent
- support them to have decision making power.
- LGBTQAI+ community- in terms of acceptance, they are prone to several diseases especially we talk about MSMs, FSWs, Transgenders and they are high risk behaviour community.

Other factors

- Organisation and Programme Strategy
- Resource mobilization
- Leveraging technology
- Attracting, retaining, and nurturing talent
- Service delivery
- Communications
- Forming partnerships
- Financial and impact reporting practices

Socio-economic factors

- Socio-economic improvement due to program intervention

- Livelihood creation
- Increase in income
- Improved facilities at home
- Changes in socio-economic factors – acceptance / respect in the village / society, economic condition, health condition, confidence level, purchasing power, earning avenues

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria or the key performance indicators against which the impact has to be assessed. The impact should be assessed in terms of:

A. Quantitative Criteria

- Within women and LGBTQIA + communities, issues indicators relevant to specific groups, also need to be covered e.g. children, older persons, persons with disabilities, minorities, indigenous peoples, migrants,
- Rate of crimes against women per 1,00,000 female population
- Sex ratio at birth
- Ratio of female to male average wage/salary earnings received among regular wage/salaried employees
- Per 1,00,000 women who have experienced cruelty/physical violence by husband or his relatives during the year
- Percentage of elected women over total seats in the state legislative assembly
- Ratio of female to male Labour Force Participation Rate (LFPR) (15-59years)
- Proportion of women in managerial positions including women in board of directors, in listed companies (per 1,000 persons)
- Percentage of currently married women aged 15-49 years who have their demand for modern methods of family planning satisfied
- Operational land holding gender wise (percentage of female operated operational holdings)
- Indicators on the extent of inequalities and empowerment
- Indicators should measure income inequalities, as well as other economic social, political and environmental inequalities,
- Changes in real disposable income and consumption
- Proportion of households living below 50% median income (relative poverty)
- **Women Empowerment & Gender Equality:**
    - Geographical coverage of reporting entity
        - Type of activities initiated under the thematic area
            - SHGs Formation
            - Number of SHGs formed
            - Number of women involved in SHGs
            - Number of women capacitated under capacity building activity
        - Small Scale Business
            - Types of business introduced

        - Reach of the project
        - Geographical coverage
    - Education
    - Literacy gap between male & female
    - Enrolment rates for male & female in primary and secondary education
    - Number of girls & boys enrolling, attending, and completing primary & secondary education
    - Repetition and drop-out rates for primary & secondary schooling by sex, ethnicity & location
    - Number of male and female enrolled for adult education/remedial classes

- Number of women trained on gender issues, rights, under women empowerment
- Number of women received counselling in cases of domestic violence or for wrongful behaviour

- **LGBTQIA:**
    - Number of states/area/geographical coverage
    - Name of categories of LGBTQIA+ they are working in
    - Number of LGBTQIA+ community people covered
    - Areas working in for LGBTQIA+ community
        - Health
            - MSM/FSWs
            - HIV/AIDS
            - Mobile/Static Clinic Set up
            - STI Check-ups & HIV Testing
            - Any other health services
    - Number of LGBTQIA+ community people with distress received counselling on time

- **Training:**
    - Number of trainings organized for your own team to develop their skills
    - Number of training programmes initiated for Women Empowerment, gender equality and LGBTQIA+ (whichever is applicable)
        - Number of people covered under trainings in above-mentioned category

B. Qualitative Criteria

- Inequality gaps for selected social, economic, environmental and political SDG targets Proportion of seats held in national parliament by social group
- Indicators on discrimination in laws, policies and practices
- Indicators to eradicate violence, hate crime and xenophobia,
- Barriers to participation and promote affirmative action.

- Proportion of people from disadvantaged social groups benefitting from affirmative action Existence of an independent body to promote equality and non-discrimination
- Existence of policies and programmes to address inequalities

- **LGBTQIA:**
    - Advocacy
        - Type of sensitization activities were held for awareness
        - Initiatives introduced for Policy Change
        - Community Mobilization
        - Legal Awareness
        - Counselling (Legal/Health)
    - Any legal cell or aid services set up to help them
    - Any collaboration/convergence with community-based organizations (CBOs)
    - Level of convergence with CBOs

- **Women Empowerment & Gender Equality:**
    - Type of Activities for social & behaviour change communication of male & female
    - Any legal committee/cell established to support women dealing with abuse
    - Difference in participation level of male & female in income generation activities, decision making authority etc.

- **Training:**
    - Types of training organized for their staff and purpose of the training
    - Types of trainings organized for social & behaviour change communication of male & female
    - Types of training programmes initiated for Women Empowerment, gender equality and LGBTQIA+ (whichever is applicable)
        - Vocational Training
        - Technical Training
        - Awareness/Sensitization Training
        - Financial & Banking Services
        - Self Defence Training
    - Any material/equipment provided during taken
    - Any measures taken for market reach

SECTION III – ASSESSMENT OF CHALLENGES, AND LIMITATIONS

Challenges / Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might have an influence on the impact assessment. Some of the examples of commonly faced issues in relation to promoting education, employability and livelihoods may include the following:

- Workplace culture.
- Lack of female leaders.
- Gender stereotypes.
- Lack of flexible work practices.
- Affordability and accessibility of childcare.
- Sexism.
- Lack of mentors.
- Societal expectations regarding gender roles (e.g. household work/childcare
- lack of access to land, capital, financial resources and technology,
- gender-based violence
- Cultural mindsets and stereotypes.

Any significant issues observed during the assessment, that may influence the user of the impact assessment in decision making, must be highlighted by the Auditor in his social audit report.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might have an influence on the impact assessment. Some of the examples may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents due to re-location to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted
- Stigma attached to LGBTQIA community and the issues they face
- Lack of access to equal opportunity
- Acceptance and existence in the society related to their identification
- Disparity in education and economic growth for women

Any significant limitations observed during the assessment, that may influence the user of the Impact Report in decision making, must be highlighted by the Social Auditor in his report.

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives (relating to Promoting gender equality, empowerment of women and LGBTQIA+ communities)

Area	Sub-area

4	Promoting gender equality, empowerment of women and LGBTQIA+ communities	Ending all forms of discrimination against all women, girls and LGBTQIA+ communities everywhere
		Eliminate all forms of violence against all women, girls and LGBTQIA+ communities in the public and private spheres, including trafficking and sexual and other types of exploitation
		Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
		Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family
		Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
		Ensure universal access to sexual and reproductive health and reproductive rights

Draft Social Audit Standard (SAS) 500

Ensuring environmental sustainability, addressing climate change including mitigation and adaptation, forest and wildlife conservation

(SAS 500 should be read in the context of the “Preface to the Social Audit Standards” and “Framework for the Social Audit Standards”, issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Ensuring sustainability, addressing climate change (mitigation and adaptation), forest and wildlife conservation". The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises engaged in ensuring sustainability, addressing climate change (mitigation and adaptation), forest and wildlife conservation and the audit steps and procedures that should be applied while carrying out the social impact assessment. The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II – EVALUATION SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data may include:

- ✓ Direct beneficiaries e.g., people living in polluted/ affected areas, forest officials etc.
- ✓ Sustainability trainers / Teachers in schools / Trainers imparting on-the-job awareness training
- ✓ Monitoring Agency
- ✓ Testing Agencies
- ✓ Employers
- ✓ Key Program officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- ➢ designed by an in-house team or external specialized agency
- ➢ conducted by an in-house team or external specialized agency
- ➢ coverage: number of municipalities / districts / total distance (km)/ covered

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, about ensuring environmental sustainability, addressing climate change including mitigation and adaptation, forest and wildlife conservation, may include the following:

- Reports generated under Environment protection laws
- Sustainability policy of the organisation
- Sustainable Development curriculum
- Assessment report of students/trainees on Sustainable development curriculum
- Curriculum of sustainability provided
- Feedback form by staff/trainees
- Sample test reports
- MOU between the reporting entity and Sustainable Training partners
- Attendance registers of faculty/trainers
- Photographs of awareness, training and capacity buildingprogrammes, afforestation programmes, climate change mitigation initiatives etc.
- Data on generation of waste, wastewater etc.
- Data on collection of debris/litter
- Data on recycling co processing and treatment of waste
- Details of plans, programmes held and to be held future
- Outreach communications in different sectors (public, commercial, institutional and industrial)
- Details of waste treatment plants / air pollution control equipments installed
- Sustainable Forest Management Policy
- Water Conservation Management Policy

Inspection and Personal Interviews

1.40 Besides desk review, the social auditor should also consider doing physical inspection and conducting personal interviews to get a first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Did the target people get aware about sustainable development?
- Do they think differently after the training?
- Did they learn something they did not know?
- Did they use/apply the knowledge and gain from it?

- Did they share it with others?
- Did the target areas benefit from sustainable development initiatives?
- Did the air/land/water (surface and ground water)/marine/nutrient pollution reduce?
- Did the waste collection/recycling bear results as intended?
- Have activities like timber extraction, water extraction from shallow aquifers stopped?

Such questions, in relation to ensuring sustainability, addressing environmental degradation and climate change (mitigation and adaptation), forest and wildlife conservation, may cover the following aspects:

(a) Ensuring sustainability:

- Did the quality of degraded soil/land improve?
- Did the initiatives result in sustainable use of resources?
- To what extent has sustainable livelihood been adopted by the target population?
- Have unsustainable activities in protected areas stopped?
- To what extent the target of land degradation-neutral world was achieved?
- What were the challenges or constraints faced in sustainable development initiatives and what corrective measures are planned for future?

(b) Addressing environmental degradation and climate change:

- Could deforestation/desertification be halted?
- Did the afforestation/reforestation initiatives bear good results?
- Did the mitigation initiatives bear positive results?
- Has the initiatives improved the beneficiary livelihoods?

(c) Forest and Wildlife conservation:

- Could degraded forests be restored?
- What has been the impact of initiatives on the biodiversity of mountains/forests?
- Has there been any improvement in restoring natural habitats of animals/threatened animals?
- What is the result of conservation initiatives of threatened animals?

Key Metrics for Evaluation of Project / Program

1.60 The Social Auditor should review the project/program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly/quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period/project/program to effectively understand and evaluate the impact.

The evaluation of the project/program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much has the project contributed to the changes that are evidenced?
- Is there any unintended negative impact that happened due to the intervention?

Such information, about ensuring sustainability, addressing environmental degradation and climate change (mitigation and adaptation), forest and wildlife conservation, may include the following points in respect of the beneficiaries covered under the survey:

(a) Composition

- Demography, Educational and Social Background of the beneficiaries - e.g. Gender, Age wise distribution, Marital status, Education qualification, social category wise distribution, representation/participation by women
- Selection process of the trainees and identification of awareness programme / training needs

(b) Awareness campaign / Training aspects

- Relevance and usefulness of awareness campaign/ training
- Nature of awareness/training imparted
- Duration of awareness/training and its sufficiency
- Sectors of outreach programmes
- Curriculum for training
- Certification/assessment test
- Trainers and their competencies
- Quality of the delivery mechanism
- Training infrastructure & equipment, Information, Education & Communication (IEC) material

(c) Selection of target areas

- Selection process of beneficiary areas for initiatives towards sustainable development
- Selection process of activities towards sustainable development
- Geographical locations for activities

(d) Socio-economic & environmental factors

- Status of beneficiaries before receiving awareness/training
- Socio-economic factors
    - ➢ Livelihood in harmony with nature
    - ➢ Improved health
    - ➢ Upliftment of underprivileged beneficieries
- Environmental factors
    - ➢ Reduction in pollution
    - ➢ Improvement in quality of land/soil

(e) Other Factors

- Improvement of biodiversity
- Informed and better treatment of wastes/litter
- Recycling, treatment and co- processing of wastes
- Reduced population exposure with improved air quality
- Global citizenship awareness
- Amenities/resources provided
- Impact on indirect beneficiaries

Assessment of Evaluation Criteria (Illustrative Key Impact Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for ensuring sustainability, addressing environmental degradation and climate change (mitigation and adaptation), forest and wildlife conservation may broadly include the following aspects:

S. No	Evaluation Criteria
(A)	**Quantitative Criteria**
1	No. of beneficiaries to whom sustainable development awareness training has been imparted
2	No. of indirect beneficiaries of training/awareness campaign
3	Average participant and evaluation score
4	No. of learning hours i.e., training hours offered per week
5	Average experience of trainers in number of years
6	No. of areas where sustainable development awareness training has been imparted
7	No. of beach areas where litter and marine pollution has been targeted.
8	No. of protected areas in forests, mountains etc. where sustainable development initiatives have been taken up

9	No. of endangered animals in the IUCN Red List taken up for conservation
10	No. of air pollution hot spots where activities are targeted w.r.t. the targeted source of pollution in the area
(B)	**Qualitative Criteria**
1	**Increase in awareness** – Beneficiaries of training and awareness campaigns developing a better understanding of the concept of sustainable development, environmental degradation and climate change mitigation and adaptation and conservation of forests, wildlife and biodiversity and as to why these are important a) Adoption of sustainable development training in National education policies b) Inclusion of sustainable development in school curriculum c) Subjects that are taught as part of sustainable development curriculum d) Extent to which the sustainable development curriculum aligned with Global Citizenship Education (GCED) of United Nations e) Training of Sustainability Trainers and Educators f) Assessment of students on sustainable development curriculum g) Availability of books on Sustainable Development in school libraries h) Practical learning about sustainable development in school campus i) Exposure visits/ excursion programmes to sites practicing sustainable development concepts j) Teaching of sustainable development in adult education programmes k) Enacting of plays for creating mass awareness on sustainable development l) Awards for promotion of sustainable development m) Inclusion of sustainable development training across all types of organisations n) Global awareness through peace education, human rights education and world culture education. o) Creation of Global Citizenship Ambassadors among students based on their global awareness p) Implementation and monitoring of pollution control laws and environment protection laws q) Awareness about respecting nature by educating about consequences of human-induced environmental degradation r) Existence of outreach communications in different sectors (public,

	commercial, institutional and industrial) to provide basic information on water usage, best time of day to undertake water-intensive activities, water efficient household appliances and so on.
2	**Improvement in living conditions** – Improvement in living conditions as a result of proper treatment of wastes, cleaning up litter and garbage and reduction of pollution.
3	**Improvement in Health conditions** – Health conditions improvement due to reduction of air and water pollution, restoration of quality of soil, afforestation etc.
4	**Improvement in environmental conditions** – The better environment that results from initiatives towards sustainable development, environmental degradation, climate change and its mitigation and adaptation and conservation of forests, wildlife and biodiversity as well as living in harmony with nature and not disturbing it.
5	**Prevention, reduction, recycling and reuse of wastes** - The substantial reduction in generation of waste, their recycling, treatment and reuse can be achieved in the following ways: a) Amount of discharge of waste to conform to national standards b) Adherence to Environment Protection and Pollution Control and management laws c) Adherence to law on reuse of waste (to be made) d) Amount of urban solid waste collected at periodic interval from the ward/municipal area e) Percentage of urban solid waste collected to total urban solid waste generated f) Per capita generation of urban solid waste in a ward/municipal area g) Percentage of urban solid waste recycled/co-processed/ treated/ reused from the solid waste generated h) Frequency of collection of urban solid waste i) Coverage of area for collection of urban solid waste j) Amount of hazardous industrial waste collected at periodic interval per unit of measurement k) Percentage of hazardous industrial waste collected to total hazardous industrial waste generated l) Per capita generation of hazardous industrial waste in an industrial area m) Percentage of hazardous waste recycled/reused to total hazardous waste generated n) Amount of domestic hazardous waste is generated in the ward/

	municipal area o) Amount of Construction and Demolition waste generated and collected in the ward/ municipal area p) Frequency of collection of hazardous industrial waste q) Coverage of area for collection of hazardous industrial waste r) Amount of plastic waste collected at periodic interval from the ward/municipal area s) Percentage of plastic waste collected to total urban solid waste generated t) Per capita generation of plastic waste in a block/ward/municipal area (as per Plastic Waste Management Rules, 2016 u) Percentage of plastic waste recycled/reused to plastic waste generated v) Frequency of collection of plastic waste w) Coverage of area for collection of plastic waste x) Amount of bio medical waste collected at periodic interval per unit of measurement y) Total bio medical waste generated per unit of measurement z) Percentage of bio medical waste treated to total bio medical waste generated aa) Frequency of collection of bio medical waste bb) Coverage of area for collection of bio medical waste cc) Amount of agricultural food lost in value chain after harvest dd) Operation of proper mechanism for segregation of waste ee) Number of Waste treatment plants installed per unit of measurement ff) What number of population 1 waste treatment plant installed caters to? gg) Availability and implementation of rules constraining locations for landfills, hazardous waste dumps, toxic chemical facilities etc. hh) Existence of rain gardening facilities as an effective adaptation measure. ii) Availability of water conservation management measures to cut down on waste and inefficiencies. jj) Existence of outreach communications in different sectors (public, commercial, institutional and industrial) to provide basic information on water usage, best time of day to undertake water-intensive activities, water efficient household appliances and so on.
6	**Improved awareness about climate change** – Improvement in education,

awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning may be addressed through the following:

a) Availability of a detailed deep decarbonization strategy consistent with $\leq$ 1.5°C of global carbon budget and GHG emission targets for 2030 and 2050

b) Implementation of the deep decarbonization strategy.

c) Availability of strategy towards achieving net-zero emissions by 2070

d) Implementation of strategy towards achieving net-zero emissions by 2070

e) Existence of an Energy Management Policy of the organisation

f) Implementation of energy management plans like reducing power consumption, using more efficient equipment etc.

g) Conducting of Energy Audit wherever mandatory

h) Per capita fossil fuel consumption

i) Percentage usage of renewable energy in comparison to conventional energy

j) Existence of captive renewable energy plant

k) Investment by an entity in renewable energy

l) Percentage of nitrogen in fertilizer

m) Inclusion of environmental pollution and climate change in school curriculum to increase the climate literacy

n) Building awareness on air pollution and its health impacts

o) Building awareness through stormwater management curriculum

p) Availability of on-the-job climate change and adaptation training of staff to increase the climate literacy

q) Practical learning about effects of climate change for people of all ages

r) Availability of educational projects in schools or at community centers as opportunities to disseminate climate change information to the public.

s) Availability of books on climate change, its effects and mitigation in school libraries

t) Enacting of plays (Nukkad Natak) for creating mass awareness on climate change

u) Inclusion of training on effects of climate change and how to mitigate it across all types of organisations

	v) Adequateness of insurance to insulate utilities from financial losses due to extreme weather events w) Implementation and monitoring of pollution control laws and environment protection laws x) Awareness about respecting nature by educating about consequences of human-induced environmental degradation y) Managing scarcity of water through reuse, recycling, rainwater harvesting and desalination z) Collection and harvesting of rainwater and stormwater aa) Application of Green infrastructure for roofs, underwater storage systems, pavements etc. bb) Disaster preparedness score as per Disaster Resilience Index cc) Number of human lives lost per xxxx population due to disastrous climatic events dd) Disability related index attributable to air pollution ee) Integration of climate change scenarios in water supply system ff) Implementation of considerations of climate change impacts into planning for new infrastructure gg) Incorporation of sea level rise in sewage systems designs in areas prone to coastal flooding hh) Integration of climate-related risks like flood, storms, sea-level rise, etc into capital expansion plans ii) Availability of system for wastewater and stormwater collection and treatment jj) Availability of backup power for key facilities and critical systems kk) Availability of captive renewable power generation units in utilities to produce energy, reduce use and work towards net-zero goals. ll) Existence of collaborative activities like tree planting in schools, communities, neighbourhoods etc. mm) Existence of rain gardening facilities as an effective adaptation measure. nn) Preparedness for better utility management during extreme climate conditions. oo) Location and relocation of utility infrastructure, like pump stations and treatment plants to higher elevations to reduce risks from flooding, coastal erosion etc. pp) Building of flood barriers to protect infrastructure during inundation.

	qq) Diversification of water sources to reduce the risk of shortage of water supply [e.g. using a mix of surface water, groundwater, desalination plants etc]. rr) Existence of outreach communications in different sectors (public, commercial, institutional and industrial) to provide basic information on water usage, best time of day to undertake water-intensive activities, water efficient household appliances and so on. ss) Monitoring data for sea level, precipitation and temperature for better predictions of flood.
7	**Conservation, restoration and sustainable use of ecosystem** – The conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystem and their services, particularly in forests, wetlands, mountains and drylands may be addressed through the following: a) Amount of total water resources used b) Percentage of forest cover out of total geographical area c) Percentage of terrestrial and inland freshwater ecosystem out of total forest area d) Percentage of area of important sites for terrestrial and freshwater biodiversity covered by protected areas e) Percentage annual change in forest area f) Percentage annual change in land under cultivation g) Amount of water used per unit of measurement under cultivation h) Percentage of forest area under sustainable forest management i) Percentage of area under mangroves out of total geographical area j) Percentage increase in area under mangroves k) Number of culverts built over water bodies in forests and near the roads l) Percentage of area under adaptive storm-water management practices m) Availability of system for wastewater and stormwater collection and treatment n) Availability of facilities for monitoring surface water conditions and water quality including discharge, snowmelt, reservoir, streamflow, in-stream temperature and upstream runoff. o) Availability of water conservation management measures to cut down on waste and inefficiencies. p) Building of flood barriers to protect passage of waste and other harmful objects into water during inundation. q) Existence of outreach communications in different sectors (public,

	commercial, institutional and industrial) to provide basic information on water usage, best time of day to undertake water-intensive activities, water efficient household appliances and so on.
8	**Prevention of marine pollution –** The prevention and significant reduction in marine pollution of all kinds from land-based activities may be addressed through the following: a) Availability and implementation of law prohibiting marine pollution b) Percentage of coastal and marine areas that are protected c) Amount of plastic debris in water per unit of measurement (say square yards, acres, etc.) d) Entanglement of marine animals and birds in plastic or litter e) Amount of nutrients like Nitrogen, Phosphorus and Silica in coastal water f) Percentage of plant and algae growth in water per unit of measurement g) Balanced Nitrogen use to avoid nutrient pollution h) Average coastal water quality near shore [Biochemical Oxygen Demand] i) Percentage of Nitrogen in coastal water near shore j) Average pH balance of marine water (marine acidity) k) Amount of litter per unit of measurement of beach l) Amount of litter per unit of measurement of beach resulting from sea/ocean m) Amount of litter per unit of measurement of beach resulting from beach n) Amount of industrial sewage per unit of measurement flowing to beach from the city o) Amount of domestic waste water per unit of measurement flowing to beach from the city p) Whether beach litter is collected / cleaned q) Frequency of collection / cleaning of beach litter r) Percentage of area developed under aquaculture s) Number of representative sampling stations in the shore zone t) Percentage of ecologically significant areas like nursery grounds, spawning grounds and high species diversity areas. u) Percentage of estuary areas with dynamic boundaries and buffers v) Percentage of shoreline areas hardened with seawalls to block erosion w) Preventive or restrictive measures taken to limit groundwater extraction

	from shallow aquifers x) Availability and implementation of rules constraining locations for landfills, hazardous waste dumps, toxic chemical facilities etc y) Management and realignment of engineering structures affecting rivers, estuaries and coastlines z) Availability of system for wastewater and stormwater collection and treatment aa) Availability of facilities for monitoring surface water conditions and water quality including discharge, snowmelt, reservoir, streamflow, in-stream temperature and upstream runoff. bb) Availability of water conservation management measures to cut down on waste and inefficiencies. cc) Building of flood barriers to protect passage of waste and other harmful objects into water during inundation.
9	**Sustainable management of forests –** Promoting the implementation of sustainable management of all types of forests, halting deforestation, restoring degraded forests and substantially increasing afforestation and reforestation can be achieved by the following: a) Percentage of forest area under sustainable forest management b) Percentage of forest area under long-term development plan c) Percentage of forest cover out of total geographical area d) Rate of annual forest area change e) Percentage of forest area within protected areas f) Measures taken for prevention of timber extraction from forest areas g) Measures taken for prevention of other activities leading to deforestation h) Percentage of tree cover out of total geographical area [Tree Outside Forest] i) Percentage of area covered under afforestation schemes out of total geographical area j) Percentage of degraded forest area out of total forest area k) Frequency of tree plantation in degraded areas l) Measures taken to improve quality of soil in degraded forest areas m) Other measures taken to improve degraded forest areas n) Percentage annual change in degraded or desertified arable land o) Percentage of total increase in desertified land

	p) Number of forest areas under afforestation or reforestation schemes q) Percentage increase in area under mangroves r) Preservation and restoration of structural complexity and biodiversity area under mangroves
10	**Combatting desertification and degradation of soil –** Combatting of desertification and degradation of soil, restoring degraded land and soil, including land affected by desertification, drought and floods, and achieving a land degradationneutral world can be achieved by: a) Availability and implementation of rules constraining locations for landfills, hazardous waste dumps, toxic chemical facilities etc. b) Percentage of degraded land and soil out of total geographical area c) Percentage of total increase in desertified land out of total land area d) Percentage annual change in degraded or desertified arable land e) Measures taken to improve quality of soil in degraded and desertified areas f) Frequency of tree plantation in degraded or desertified areas g) Measures taken for prevention of activities leading to deforestation h) Percentage of tree cover out of total geographical area [Tree Outside Forest] i) Rate of annual change in area under tree cover j) Total land cover area k) Annual change in land cover area that points to degradation l) The total above-ground net primary production (NPP) indicating the health and productive capacity of land m) Total soil organic carbon stock as an indicator of overall quality of soil n) Changes in soil organic carbon stock o) Building of flood barriers to protect infrastructure during inundation. p) Monitoring data for sea level, precipitation and temperature for better predictions of flood. q) Post-flooding soil and silt removal measures r) Number and results of sample soil testing done post-flooding s) Level of Nitrogen, Phosphorus and Potassium (N, P, K) in sample soil post-flooding
11	**Conservation of mountain ecosystems –** Conservation of mountain ecosystems, including their biodiversity, to ensure that it enhances their capacity to provide benefits that are essential for sustainable development

	may be achieved through the following: a) Percentage of green cover over the total surface of the mountain region (MCGI) b) Percentage annual change in mountain vegetation c) Percentage annual change in mountain green cover (Mountain Green Cover Index or MGCI) d) Change in average annual temperature e) Number of protected areas of important sites for mountain biodiversity f) Change in area of protected areas of important sites for mountain biodiversity g) Number of protected areas important for terrestrial and freshwater biodiversity h) Conservation initiatives for birds and their habitats in the mountain ecosystem (Bird Life International or BLI) i) Percentage of protected area out of total geographical area of the country. j) Whether a particular area falls in a protected area as defined by IUCN and as reflected in the World Database on Protected Areas (WDPA) k) Compliance with various guidelines issued by International Union for Conservation of Nature (IUCN) l) Compliance with various guidelines issued by UN Environment World Conservation Monitoring Centre (UNEP-WCMC) w.r.t. wildlife, sustainability and biodiversity in case of a mountain classification. m) Identification of Key Biodiversity Area (KBI) (various KBIs being a Strict nature reserve, Wilderness area, National park, Natural monument or feature, a Habitat or species management area, a Protected landscape or a protected area with sustainable use of natural resources) n) The land category classification for greenhouse gas (GHG) inventory reporting as per the Intergovernmental Panel on Climate Change (IPCC)
12	**Reduction of degradation of natural habitat –** The reduction of degradation of natural habitats, halting the loss of biodiversity and protecting and preventing the extinction of threatened species may be achieved by the following: a) Extent to which habitat types have been replicated in multiple areas to spread risks associated with degradation of natural habitat

	b) Extent to which landscapes have been connected with corridors to enable migrations c) Number of cases registered under Wildlife Protection Act, 1972, per million hectares of protected area d) Percentage of loss of protected forest area to urbanization e) Percentage of loss of protected forest area to building of tourism infrastructure f) Percentage of loss of protected forest area to timber extraction g) Measures taken to prevent loss of protected forest area h) Number of cases of poaching per million hectares of protected area i) Measures taken to prevent animal poaching j) Number of safe animal crossings to prevent accidents and consequent deaths of animals k) Percentage of ecologically significant areas like nursery grounds, spawning grounds and high species diversity areas. l) Availability and implementation of rules constraining locations for landfills, hazardous waste dumps, toxic chemical facilities etc. m) Building of flood barriers to protect natural habitats during inundation. n) Change in animal population as per animal census o) Number of species in the IUCN Red List per unit of measurement in the Vulnerable category p) Number of animals of species in the IUCN Red List per unit of measurement in the Vulnerable category q) Measures taken to protect the animals in IUCN Red List per unit of measurement in the Vulnerable category r) Number of species in the IUCN Red List per unit of measurement in the Endangered category s) Number of animals of species in the IUCN Red List per unit of measurement in the Endangered category t) Measures taken to protect the animals in IUCN Red List per unit of measurement in the Endangered category u) Number of species in the IUCN Red List per unit of measurement in the Critically Endangered category v) Number of animals of species in the IUCN Red List per unit of measurement in the Critically Endangered category w) Measures taken to protect the animals in IUCN Red List per unit of measurement in the Critically Endangered category

	x) Compliance with various guidelines issued by UN Environment World Conservation Monitoring Centre (UNEP-WCMC) w.r.t. wildlife, sustainability and biodiversity in case of a mountain classification. y) Identification of Key Biodiversity Area (KBI) (various KBIs being a Strict nature reserve, Wilderness area, National park, Natural monument or feature, a Habitat or species management area, a Protected landscape or a protected area with sustainable use of natural resources)

SECTION III – ASSESSMENT OF CHALLENGES, AND LIMITATIONS

Challenges/ Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about ensuring sustainability, addressing climate change (mitigation and adaptation), forest and wildlife conservation may include the following:

- Difficulty in understanding the concept of sustainable development
- Developing a sustainable development curriculum for awareness due to the vastness of the subject
- Inability to understand the immediate impact of climate change
- Lack of awareness about biodiversity in general
- Unrestrained production of waste of all kinds from different sectors
- Unrestrained use of plastic
- There being no boundary of global climate, the scope of climate change mitigation initiatives is only territorial
- Unrestrained development of tourism infrastructure in and around protected areas in forest, mountains and coastal regions

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples of ensuring sustainability, addressing climate change (mitigation and adaptation), forest and wildlife conservation may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents due to relocation to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social Impact Assessment covering periods beginning on or after __________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to Ensuring environmental sustainability, addressing climate change including mitigation and adaptation, forest and wildlife conservation)

	Area	Sub-area
5	*Ensuring environmental sustainability, addressing climate change including mitigation and adaptation, forest and wildlife conservation*	Substantially reduce waste generation through prevention, reduction, recycling and reuse
		Ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
		Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
		Ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands
		Prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

		Promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
		Combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world
		Ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development
		Reduce the degradation of natural habitats, halt the loss of biodiversity and protect and prevent the extinction of threatened species

Draft Social Audit Standard (SAS) 600

Protection of national heritage, art and culture

(SAS 600 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of ‘’Protection of national heritage, art and culture’’. The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises engaged in protection of national heritage, art and culture and the audit steps and procedures that should be applied while carrying out the social impact assessment. The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II –EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data may include:

- Direct beneficiaries e.g., Archaeological department, Tourist, art Students, Trainees, Participants, Attendees, international visitors
- Parents/Guardians of the direct beneficiaries
- Faculty/Teachers / Trainers imparting education / training on art and heritage
- Management personnel of art Education/Training Partners
- Monitoring Agency
- Recruitment Agencies
- Employers
- Key Program officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by an in-house team or external specialized agency
- conducted by an in-house team or external specialized agency
- coverage: number of villages/districts/ total distance (km) covered

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, about protection of heritage, art and culture may include the following:

- Constitutional provisions for conservation of heritage, art and culture
- History and Architectural reports of Heritage sites
- Tourist footfall and feedback records
- Maintenance records of the heritage property
- Random Sampling of CCTV recordings of Heritage Sites, Arts Institutes and Cultural Organizations

Inspection and Personal Interviews

1.40 Besides desk review, the social auditor should also consider doing physical inspection and conducting personal interviews to get a first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews and account book checks to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Is the Heritage site attracting tourists and footfall?
- Is the heritage site bringing employment to the marginalized communities?
- What is the Socio-cultural sustainability of cultural heritage?
- Is there education related to heritage art and culture in various educational institutions?
- What is the level of historic and cultural awareness in the target group?
- What social issues does the heritage target?

The above is an illustrative list of questionnaires for protection of heritage sites. A similar set of questionnaires may be designed to understand the impact of protection of national heritage, arts as well as culture.

Such questions, in relation to protection of heritage, art and culture, may cover the following aspects:

(a) Heritage Attractiveness and Vibrancy

(b) Job Creation in all sectors

(c) Heritage conservation

- Are there adequate efforts for Architectural conservation?

- Are there adequate efforts for cultural conservation?
- Are there adequate efforts for knowledge conservation?

Key Metrics for Evaluation of Project / Program

1.60 The Social Auditor should review the project/program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly/quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period/project/program to effectively understand and evaluate the impact.

The evaluation of the project/program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much has the project contributed to the changes that are evidenced?
- Is there any unintended negative impact that happened due to the intervention?

Assessment of Evaluation Criteria (Illustrative Key Impact Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for protection of national heritage, art and culture may broadly include the following aspects:

S. No	Evaluation Criteria
(A)	**Quantitative Criteria**
1	• Number of heritage attractions under cultural heritage management
2	• Number of visitors/ participants at heritage sites, as well as programmes for arts and culture • Number of programs organized at/ for heritage sites, arts and culture
3	• Number of creative and knowledge-based jobs in the sector for promotion of heritage, arts and culture • Number of new creative and knowledge-based jobs in the sector for promotion of heritage, arts and culture
4	• Number of innovations in the sector for promotion of heritage, arts and culture • Number of patents in the sector for promotion of heritage, arts and culture
5	• Number of international visitors to heritage site and participants in

	cultural programmes • Proportion of international visitors to total visitors to heritage sites • Proportion of international participants to total participants for local culture and arts
6	• Number of heritage, arts and culture related educational programs • Number of persons educated
7	• Number of research activities undertaken • Number of researchers participating in related research activities • Number of published papers, master's and doctoral dissertations • Cultural heritage presence in artworks, stories, films, music compositions, design, etc. • Number of artists and workers using infrastructure for protection of heritage, arts and cultural creation • Number of heritage walks conducted and average number of participants in heritage walks
8	• Number of related traditions / customs / knowledge preserved
9	• Change in the number of visitors due to intervention into heritage • Number of aesthetic interventions into heritage sites, arts and culture for urban / rural territorial development
10	• Number of enhanced heritage-related services due to intervention (e.g., technology-based educational tours, digitization for scientific purposes • Number of products promoting a heritage brand
11	• Number of funding sources (e.g., crowd-funding, products retail, co-branding, interpretation) • Amount of funds earned • Number of entrepreneurs / enterprises using infrastructure, equipment and interpretation tools in their business operations (e.g., for advertising, filmmaking, video-clips and music recordings, space rentals, etc.)
12	• Number of digitally preserved heritage assets, art and culture • Number of activities of heritage digitization
13	• Number of new / enhanced products / services related to cultural heritage (e.g., films, books, designs, musical pieces, etc.) Number of companies with new heritage-related products **(a) Distribution** • Number of new / enhanced product / services distribution channels **(b) Pricing / Sales** • Number of products / services sold / used **(c) Branding** • Number of heritage-based unique selling points • Number of products promoting a heritage brand **(d) Promotion** • Heritage product / attraction promotional reach
14	**a) Interpretive media**

	• Number of innovative interpretation media (e.g., QR codes, 3D technologies, multimedia and interactive tools, multisensory media, enhanced interpretive design, interpretive films, etc.) • Number of new storytellers **(b) Visitor satisfaction** • Number of satisfied heritage visitors due to the introduction of interpretive media
15	**(a) Employees** • Use of human resources management tools (e.g., software) • Number of new job openings **(b) Volunteers** • Volunteer engagement • Number of volunteering programs applied
16	**(a) Tools** • Number of users for smart visitor management design (e.g., design, film, architecture, publishing, ICT, etc.) • Existence of visitor management tools (e.g., visitor counting systems) **(b) Visitor number and satisfaction** • Increase and level of satisfaction of visitors and participants due to visitor management tools • Share of visitors compared to other selected and relevant heritage attractions
17	**Access** • Measures taken for audience development • Existence of an innovative entrance counting system
18	• Increase in the number of footfalls at a heritage site, • Increase in audience size of a cultural program, • Increase in the number of educators, artists and students compared to earlier years
20	• Increase in the number of artisans working on revival of craft like traditional embroidery or a saree weave
21	• Increase in year-on-year revenue of the Social Enterprise through ticket sales, advertising, merchandising, and provision of other services
22	• Increase in the geographical outreach of the Enterprise
(B)	**Qualitative Criteria**
1	Economic Indicator Core indicators • Contribution of Cultural Activities • Cultural Employment • Household expenditures on Culture Description- • Percentage of the contribution of private and formal cultural activities • Percentage of persons engaged in cultural occupations within the total

	employed population • Percentage of household final consumption expenditures on cultural activities, goods and services set against total household consumption expenditures
2	**Education** Core Indicators- • Arts Education • Professional Training in the Culture sector Description- • Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours in secondary school • Coverage of technical and vocational education and training and tertiary education in the field of culture
3	**Governance** **Core indicators** • Policy and Institutional Framework for Culture • Civil Society Participation in Cultural governance Description • Assessment of protection and promotion of culture, cultural rights and cultural diversity • Assessment of the participation of cultural professionals and minorities in the formulation and implementation of cultural policies, measures and programmes that concern them
4	**Social Participation** **Core indicators** • Participation in going-out Cultural activities ➢ Cinema ➢ Theatre/Dance show ➢ Concerts ➢ Heritage ➢ Museums ➢ Exhibitions • Participation in identity-building Cultural activities ➢ Festivals ➢ community cultural and historic events ➢ community rites and ceremonies • Tolerance of other Cultures • Interpersonal trust Freedom of self-determination Description • Percentage of the population who have participated at least once in a going-out cultural activity in the last 12 months • Percentage of the population who have participated at least once in an identity-building cultural activity in the last 12 months

	• Degree of tolerance within a society towards people from different cultural backgrounds • Degree of interpersonal trust • Median score of perceived freedom of self-determination • Self-determination implies the individual's right to live the life they choose, according to their own values and beliefs. In this sense, self-determination is strongly linked to cultural values, aptitudes and convictions.
5	**Gender equality** **Core indicator** Cultural attitudes and perceptions towards gender equality Description Cultural values and attitudes to foster social transformation and harmonize with human rights
6	Communication Core Indicator • Freedom of Expression • Access and internet use Diversity of fictional content on public television Description- • This dimension assesses the extent to which a positive interaction between culture and communication is promoted with a view to: (a) respect and promote the right to freedom of expression as a key enabler for creativity and cultural diversity (b) promote access to digital technologies, in particular the Internet for dissemination of ideas, information and cultural content (c) offer a diversity of content in public broadcasting systems, which favours choice-based cultural participation
7	**Healthy Hostel / Campus Environment** In case a residential facility is provided to the students/trainees, the following indicators may be used to assess whether: a) Hostel facility is available at all / some of the centers b) Accommodation for trainees is equipped with basic features c) Hostel mess provides healthy food d) Trainees are trained to be self-reliant for their daily routine jobs like washing their utensils etc. e) Campus life makes the candidates confident, and disciplined, and helps in developing inter-personal skills
8	**Heritage sites, arts and culture-** i) Adequate attention is paid to cleanliness, hygiene, housekeeping, and security. This would also create positive perception and pride in the visitors. ii) Efficient and reasonably priced services of certified tourist guides / audio / video documentaries, transport, restrooms, and catering facilities are being developed / maintained. iii) Ensuring absence of mal-practices like unionism of service providers like taxi-drivers, tourist guides and food vendors and

	other unregulated elements. iv) Ensuring absence of anti-social / undesirable elements like pickpockets, conmen, and beggars v) Economic and environmental sustainability can be achieved after a restoration project is completed.
9	**Arts and Culture organizations –** i) What measures have been taken to ensure fair practices in showcasing and promoting talents so that nepotism and favoritism can be avoided? Is the background and qualification of educators and artists verified? ii) Is there any research / initiative in revival of old / endangered crafts and weaves / translation of old texts / dying language? iii) Whether formal certification is provided to students / trainees in arts and crafts? Is the syllabus standardized? iv) How many students / trainees pick up the vocation? v) Has it improved the socio-cultural and economic landscape of the society / community?

(A) National Heritage

Theme	Indicator
Heritage attractions and vibrancy	• Number of heritage attractions under cultural heritage management • Steps taken for achieving heritage vibrancy
Heritage participation and attractiveness	• Number of visitors to heritage sites • Number of programs organized at heritage sites • Level of heritage attractiveness (e.g., use of heritage in marketing campaigns, photo shootings, filmmaking, etc.)
Creative and knowledge-based jobs	• Number of creative and knowledge-based jobs in the heritage sector • Number of new creative and knowledge-based jobs in the heritage sector
Heritage Innovation	• Number of innovations in the heritage sector • Number of patents in the heritage sector
Internationalization of Heritage	• International branding of national heritage • Number of international visitors to heritage site • Proportion of international visitors to total visitors to heritage sites
Human capital and	• Enhancement of the human capital on heritage

heritage education	• Number of heritage-related educational programs • Number of persons educated
Quality management of heritage	• Availability of quality heritage management educational programs/trainings • Skilled cultural heritage workers • Overall level of heritage preservation and its cultural / environmental / financial / social sustainability
Research	• Number of heritage research activities undertaken
Heritage preservation	• Number of heritage-related traditions / customs / knowledge preserved • Existence of systems for heritage preservation • Level of heritage preservation after the application of heritage preservation systems
Heritage protection	• Existence of systems for heritage protection • Level of heritage preservation after the application of heritage protection systems • Existence of technological solutions to decrease: **(a) social pressures** (e.g., over-visitation, looting, vandalism, defacement) or **(b) natural pressures** (e.g., earthquakes, floods, invasive plants, carbon emission, climate change)
Heritage Revival	• Number of heritage visitors due to intervention into heritage • Number of aesthetic interventions into heritage sites for urban / rural territorial development
Heritage Livability	• Number of enhanced heritage-related services due to intervention (e.g., technology-based educational tours, digitization for scientific purposes • Number of products promoting a heritage brand
Financial stability of cultural heritage	• Number of funding sources (e.g., crowd-funding, products retail, co-branding, interpretation) • Amount of funds earned • Number of entrepreneurs / enterprises using heritage infrastructure, equipment and interpretation tools in their business operations (e.g., for advertising, filmmaking, video-clips and

	music recordings, space rentals, etc.)
Environmental stability of cultural heritage	• Number of digitally preserved heritage assets • Number of activities of heritage digitization • Existence of systems for environmental protection • Existence of systems for monitoring activities
Socio-cultural sustainability of cultural heritage	• Number of research projects related to heritage • Number of researchers participating in heritage-related research activities • Number of published papers, master's and doctoral dissertations related to heritage • Number of educational and awareness raising programs on heritage • Number of participants educated in topics related to heritage • Number of programs / activities at a heritage site • Number of participants in programs / activities • Cultural heritage presence in artworks, stories, films, music compositions, design, etc. • Number of artists and workers using heritage infrastructure for cultural creation • Number of heritage walks conducted and average number of participants in heritage walks
Heritage products / services enhancement	**Products & Services** • Number of new / enhanced products / services related to cultural heritage (e.g., films, books, designs, musical pieces, etc.) • Number of companies with new heritage-related products
Heritage marketing improvement	**(a) Distribution** • Number of new / enhanced product / services distribution channels **(b) Pricing / Sales** • Number of products / services sold / used **(c) Branding** • Number of heritage-based unique selling points • Number of products promoting a heritage brand **(d) Promotion** • Heritage product / attraction promotional reach
Heritage interpretation enhancement	**(a) Interpretive media** • Number of innovative interpretation media (e.g., QR codes, 3D technologies, multimedia and

	interactive tools, multisensory media, enhanced interpretive design, interpretive films, etc.) • Number of new storytellers **(b) Visitor satisfaction** • Number of satisfied heritage visitors due to the introduction of interpretive media **(c) Heritage awareness and education** • Level of heritage interpretation understanding / raised awareness due to the introduction of interpretive media
Enhanced human resources management	**(a) Employees** • Use of human resources management tools (e.g., software) • Level of effectiveness of human resources management tools • Number of new job openings **(b) Volunteers** • Volunteer engagement • Number of volunteering programs applied
Visitor management improvement	**(a) Tools** • Number of users for smart visitor management design (e.g., design, film, architecture, publishing, ICT, etc.) • Existence of visitor management tools (e.g., visitor counting systems) **(b) Visitor number and satisfaction** • Increase and level of satisfaction of heritage visitors due to visitor management tools • Share of heritage visitors compared to other selected and relevant heritage attractions
Local Community	**(a) Access** • Measures taken for audience development • Existence of an innovative entrance counting system **(b) Participation** • Number of outreaching methods to involve local community • Number of people / groups involved • Number of local community members participating in heritage-related activities (e.g. music festivals, book readings, exhibitions, film shows etc.) • Number of local community members who got the

	opportunity to distribute their products / services at a heritage site

(B) Art and Culture

Dimensions	Core Indicators	Description
Economy	• Contribution of Cultural Activities to GDP • Cultural Employment • Household expenditures on Culture	• Percentage of the contribution of private and formal cultural activities to Gross Domestic Product • Percentage of persons engaged in cultural occupations within the total employed population • Percentage of household final consumption expenditures on cultural activities, goods and services set against total household consumption expenditures
Education	• Arts Education • Professional Training in the Culture sector	• Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours in secondary school • Coverage of technical and vocational education and training and tertiary education in the field of culture
Governance	• Policy and Institutional Framework for Culture • Civil Society Participation in Cultural governance	• Assessment of protection and promotion of culture, cultural rights and cultural diversity • Assessment of the participation of cultural professionals and minorities in the formulation and implementation of cultural policies, measures and programmes that concern them
Social Participation	• Participation in going-out Cultural activities ➢ Cinema ➢ Theatre/Dance show	• Percentage of the population who have participated at least once in a going-out cultural activity in the last 12

	➢ Concerts ➢ Heritage ➢ Museums ➢ Exhibitions • Participation in identity-building Cultural activities ➢ Festivals ➢ community cultural and historic events ➢ community rites and ceremonies • Tolerance of other Cultures • Interpersonal trust • Freedom of self-determination	months • Percentage of the population who have participated at least once in an identity-building cultural activity in the last 12 months • Degree of tolerance within a society towards people from different cultural backgrounds • Degree of interpersonal trust • Median score of perceived freedom of self-determination *(Self-determination implies the individual's right to live the life they choose, according to their own values and beliefs In this sense, self-determination is strongly linked to cultural values, aptitudes and convictions)*
Gender Equality	• Cultural attitudes and perceptions towards gender equality	• Cultural values and attitudes to foster social transformation and harmonize with human rights
Communication	• Freedom of Expression • Access and internet use • Diversity of fictional content on public television	• This dimension assesses the extent to which a positive interaction between culture and communication is promoted with a view to: (a) respect and promote the right to freedom of expression as a key enabler for creativity and cultural diversity (b) promote access to digital technologies, in particular the Internet for dissemination of ideas, information and cultural content (c) offer a diversity of content in public broadcasting systems, which favours choice-based cultural participation

Role and contribution of Art and Culture: Art and culture helps to:

Personal Development	Community Development	Education & Livelihood
• Increase people's confidence and sense of self-worth • Provide a forum to explore personal rights and responsibilities • Help people extend control over their own lives • Help improve the quality of life of people • Provide a unique and deep source of enjoyment. • Make people feel better about where they live • Help people develop their creativity • Allow people to explore their values, meanings and dreams • Help people feel a sense of belonging and involvement • Have a positive impact on how people feel • Reduce isolation by helping people to make friends • Contribute to a more relaxed atmosphere	• Develop community networks and sociability • Promote tolerance and contribute to conflict resolution • Provide a forum for intercultural understanding and friendship • Develop contact between the generations • Help offenders and victims address issues of crime • Provide a route to rehabilitation and integration for offenders • Facilitate effective public consultation and participation • Build support for community projects • Strengthen community co-operation and networking • Develop pride in local traditions and cultures • Involve residents in environmental improvements	• Stimulate interest and confidence in the arts • Contribute to the educational development of children • Encourage adults to take up education and training opportunities • Help build new skills and work experience • Contribute to people's employability • Help people take up or develop careers in the arts • Encourage local self-reliance and project management

Social impact of Art and Culture

Direct social impacts	• The arts and culture provide socially valuable leisure activities, elevate people's thinking and contribute positively to their psychological and social wellbeing and enhance their sensitivity.
Indirect	• The arts enrich the social environment with

social impacts	stimulating or pleasing public amenities. • They are a source of civilising impacts and of social organisation. • Artistic activity, by stimulating creativity and a disregard of established modes of thinking, enhances innovation. • Works of art and cultural products are a collective memory for a community and serve as a reservoir of creative and intellectual ideas for future generations. • Arts and cultural institutions improve the quality of life and so in urban areas enhance personal security and reduce the incidence of street crime and hooliganism.

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges/ Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about protection of national heritage, art and culture may include the following:

- Lack of National Archaeological Database .
- National GIS Database for monuments and sites to be authenticated and validated with ISRO.
- NMMA to be reactivated with budget and staffing to complete its previous listing of built heritage and antiquities.
- Extend ongoing initiative for Archives Data to be accessible digitally and Archives to be stored as per conservation norms
- New technology like Photogrammetry & 3D Laser scanning should be used for documentation, surveys, excavation and conservation works.
- LIDAR (Light Detection and Ranging) and Drone Surveys to document monuments and sites
- National Policy on Conservation needs to be implemented and put into practice vigorously by ASI and State Archaeology Departments .
- Conservation Plan be prepared for the site before undertaking any conservation works
- Provision for Work Audit for conservation of centrally protected monuments needs to be incorporated
- Region-wise empanelment of crafts persons to be taken up

- National Level awards to be given to ASI Circles, State Governments and other heritage custodian
- Training on obsolete equipments
- Residential accommodation not being made available
- Gap between salary expected and salary actually received

The above is an illustrative list of challenges and areas of improvement for protection of heritage sites. Similar set of challenges and areas of improvement would be faced while promoting arts as well as culture.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples of promoting education, employability, and livelihoods may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents due to relocation to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for Social Objectives

(relating to Protection of national heritage, art and culture)

6	Protection of national heritage, art and culture	Supporting initiatives in the fields of performing arts and cultural heritage. By encouraging and promoting young talent in pursuing the traditional arts and crafts, the Foundation aims to create a pool of artistic resources for the future.

		Supporting restoration of buildings and sites of historical importance and works of art
		Setting up public libraries
		Promotion and development of traditional and handicrafts

Draft Social Audit Standard (SAS) 700

Training to promote rural sports, nationally recognised sports, Paralympic sports and Olympic sports

(SAS 700 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of 'Training to promote rural sports, nationally recognised sports, Paralympic sports and Olympic sports. The Standard aims to provide the Social Auditor with the necessary guidance in relation to independent impact assessment engagement of Social Enterprises engaged in - Training to promote rural sports, nationally recognised sports, Paralympic sports and Olympic sports; and the audit steps and procedures that should be applied while carrying out the social impact assessment**.** The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II –EVALUTION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data may include:

- Direct stakeholders e.g., Non-profits, Implementing partners.
- Target population/ beneficiaries of the direct stakeholders
- Indirect stakeholders e.g., Funding entities, Government and related institutions, media agencies, academic institutions, professional groups (Village level bodies i.e., SHG Cluster's, Village Development Committees, local opinion maker etc.),
- Monitoring Agency
- Staff (full time/part time employees, consultants, etc.)
- Board of advisors/trustees/directors
- Key officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by an in-house team or external specialized agency
- conducted by an in-house team or external specialized agency
- coverage: number and types of non-profits served

Desk Review

1.30 The Social Auditor should conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, in relation to – Training to promote rural sports, nationally recognised sports, Paralympics sports and Olympic sports, may include the following:

- MoU/Contract between the reporting entity and the non-profits
- Project Proposal, Timeline and Key Deliverables for the implementation
- Selection criteria for enrolment of beneficiaries
- Achievements and Outcomes
- Knowledge materials (reports, articles, videos, case studies, case lets, etc.) shared with non-profits
- Feedback (testimonials, ratings, recommendations, etc.) provided by non-profits and other relevant stakeholders
- Enrolment data for training/workshops and/or convening programmes designed for non-profits
- Advertisement - leaflets/newspaper/social media
- Photographs of project activities
- Periodic progress reports (if any)
- Review of grant utilization against achievement of Key Deliverables

Inspection and Personal Interviews

1.40 Besides desk review, the social auditor should also consider doing physical inspection and conducting personal interviews to get a first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects, in relation to initiatives which promotes rural sports, nationally recognised sports, Paralympics sports and Olympic sports.

- What are your views on the existing situation of Sports in India?
- Has there been an increase in access to sports development platforms for young sporting talents?
- Has there been an access to adequate resources for pursuing Sports as a career in India?

- Do you think Sports is undervalued compared to other professions in India? If yes, what are the reasons for it?
- Do you think within the sports arena, there is hegemony of one nationally recognized sport (For e.g. Cricket) over various other sports which should be recognized and valued equally in India? If yes? Explain.
- What are the changes that you have witnessed over the last 2 decades in Sports development in the country?
- What are the different government initiatives and resources available from the government (both State and Centre) to support sports development in the country?
- Has the program challenged or changed attitudes on the rights of differently abled people in Paralympic sports?
- Has there been adequate number of Sports Coaches and Trainers to train young talents for national and international sports competitions?
- What are the existing capacities of Sports Coaches and Trainers for training young talents? Are they certified trainers to train for international/Olympic sports competitions?
- Critically comment on Indian government's and society's attitude towards sports and sportspersons. In your opinion, what needs to change and why?
- What factors and strategies of the program helped to foster positive changes toward Sports Development?
- What are some of the positive reforms in the Sports Management Institutions working towards sports development?
- What constrained the achievement of Paralympic sports professionals in the country?
- Were there some program components where Girls/Women had access to participation in Sports?
- Do you think there has been change in school education system for considering sports as one of the major subjects in academics? If yes, explain
- What more changes are required in the Indian education system to promote sports as an equally important subject in the academia?
- Are positive changes in Sports Development likely to be sustained? What factors will contribute to this and what is likely to undermine the sustainability of positive changes?
- Do you think there is a need to have a sports counsellor?

Key Metrics for Evaluation of Project / Program

1.60 The Social Auditor should review the project/program documents to frame the evaluation criteria for assessing impact. The Social Auditor may identify the combination of quantitative and qualitative evaluation criteria against which the impact has to be assessed.

- The baseline measurement to establish the starting point of project/program, which is then used to measure what actually changed due to the intervention of the entity.
- Assess the past performance trend of the entity.
- Assess the highlights and key achievements during the reporting period.
- Demography
- Socio-economic profile of the target group
- Resource mapping of the target group
- Assessment of Impact Map
- Change in human capital, economic empowerment of sports professionals at District , State and National level, rights of Paralympics sport professionals, Access to jobs in sports industry?
- Demography, Educational and Social Background of the beneficiaries - e.g. Age wise distribution, Marital status, Education qualification (e.g. Primary, Secondary, Senior Secondary, Diploma, Graduation, Post Graduation), social category wise distribution (e.g. General, SC, ST, OBC, PWD, EWS, BPL Card Holders etc.),
- Relevance & usefulness of project activities
- Quality of the delivery mechanism

Other factors

- Organisation and Programme Strategy
- Resource mobilization
- Leveraging technology
- Attracting, retaining, and nurturing talent
- Service delivery
- Communications
- Forming partnerships
- Financial and impact reporting practices
- Convergence and collaborations with Govt. agencies and Corporates

Socio-economic factors

- Socio-economic improvement due to program intervention

  Socio-Economic factors can be divided to have better understanding

1 Social Conditions

- Improved facilities at home
- Better access to healthcare facilities
- Access to education opportunities
  Social Acceptance

2 Psychosocial

- Better Decision making
- Enhance self-confidence
- Self-respect and Dignity

3 Economic

- Creation of more livelihood opportunities
- Increase in Income
- Increase in Purchasing power
- Earning avenues

- Livelihood creation
- Increase in income
- Improved facilities at home
- Changes in socio-economic factors – acceptance / respect in the village / society, economic condition, health condition, confidence level, purchasing power, earning avenues

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria or the key performance indicators against which the impact has to be assessed. The impact should be assessed in terms of:

Evaluation Criteria

Qualitative

- Ratio of female to male in nationally recognized sports?
- Ratio of female to male in Olympics?
- Number of sports management institutions available in the country?
- Number of sports wise training institutes available in each state?
- Percentage of sports training institutes and Sports clubs in rural areas from total sports training institutes in urban areas/cities?
- Number of national sporting competitions/events conducted for different sports?
- Number of sports professionals representing India in Olympics?
- Number of sports professionals representing India in Paralympics?

- Number of Government schemes and initiatives available for promoting sports in India?
- Number of policies made for sports development in India – Both state and centre?
- Percentage of elected paralympic sports professionals/women professionals in key government positions?
- Income levels of sports professionals compared to average income of corporate professionals/other white collar professions?
- Percentage of Government budget (Centre and State) for sports development in total annual budget?
- Extent of inequalities and discrimination faced by PWDs, Women and youths from rural areas in Sports?
- Sports utilities and resources available in Government and Private educational institutions (Govt & Private schools and colleges)
- Sports colleges in the geographies in which the project is being implemented?

Quantitative

- Within sports beneficiaries, specific groups of beneficiaries covered e.g, persons with disabilities in Paralympic sports, representation of women/girls in sports, representation of sports professionals from Rural areas and marginalized communities

SECTION III – ASSESSMENT OF CHALLENGES, AND LIMITATIONS

Challenges / Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might have an influence on the impact assessment. Some of the examples of commonly faced issues in relation to - Training to promote rural sports, nationally recognised sports, Paralympic sports and Olympic sports

- Inadequate Government Budget for Sports Development.
- Lack of international level Coaches and Sports trainers at all levels
- Biases towards paralympic sports/women sports
- Social attitudes towards sports as a viable career option
- Lack of sports as an academic subject in comparison to other subjects

- Lack of adequate sports training institutes in all the states
- Lack of sports training institutes and sports clubs in rural areas
- Lack of adequate sports infrastructure in educational institutions (E.g. schools and colleges)
- Lack of mentorship
- Affordability and accessibility to training on sports
- Societal expectations regarding gender roles (e.g. household work/childcare
- Cultural mindsets and stereotypes.

Any significant issues observed during the assessment, that may influence the user of the impact assessment in decision making, must be highlighted by the Auditor in his social audit report.

Limitations of the Assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might have an influence on the impact assessment. Some of the examples may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents due to re-location to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted

Any significant limitations observed during the assessment, that may influence the user of the Impact Report in decision making, must be highlighted by the Social Auditor in his report.

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to Training to promote rural sports, nationally recognised sports, Paralympic sports and Olympic sports)

	AREA	SUB-AREA
7	Training to promote rural sports, nationally recognized sports, Paralympic sports and Olympic sports	Contribution to activities promoting sports, trainings, academy institutionalization and other forms that promote rural sports, nationally recognized sports, Paralympic sports and Olympic sports

Draft Social Audit Standard (SAS) 800

Supporting incubators of social enterprises

(SAS 800 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Supporting incubators of social enterprises''. The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises that are working in the field of science, technology, engineering and medicine, and the audit steps and procedures that should be applied while carrying out the social impact assessment. The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II –EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data may include:

- Direct stakeholders e.g. Incubatee Social Enterprises and Research Development Projects
- Target population/ beneficiaries and stakeholders of the direct stakeholders
- Indirect stakeholders e.g., Funding entities, Government and related institutions, media agencies, academic institutions, professional groups (legal, accounting, compliance, etc.)
- Monitoring Agency
- Staff (full time/part time employees, consultants, etc.)
- Board of advisors/trustees/directors
- Key officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by an in-house team or external specialized agency
- conducted by an in-house team or external specialized agency
- coverage: number and types of Social Enterprises in the Incubator and/or research development projects.

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, about Incubators of Social Enterprises and/or Research Development Projects, may include the following:

- MoU/Contract between the reporting entity and the Incubatees and/or Research Development Projects
- Knowledge materials (reports, articles, videos, case studies, caselets, etc.) shared with Incubatees and/or Research Development Projects
- Feedback (testimonials, ratings, recommendations, etc.) provided by Incubatees and/or Research Development Projects
- Enrolment data for training/workshops and/or convening programmes designed for Incubatees
- Periodic performance reports highlighting achievement/outcomes against pre-defined targets
- Scope of work for Research Development Projects
- Advertisement - leaflets/newspaper/social media
- Photographs of trainings/workshops and/or convenings
- CV/Resume of faculty/trainers/researchers/professionals curated to conduct trainings/workshops and/or convenings and build knowledge materials (reports, articles, videos, case studies, caselets, etc.)

Inspection and Personal Interviews

1.40 Besides desk review, the social auditor should also consider doing physical inspection and conducting personal interviews to get a first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Did the Incubatees attend the training/workshops/convenings, have access to knowledge materials, receive advisory services on strategy, fundraising, programmes?
- Do they think differently after the training/workshops/convenings, knowledge?
- Did they learn something they did not know?
- Did they use/apply the knowledge and gain from it?
- Did the learning/knowledge they received translate into noticeable change or impact in their approach/business model?
- For Research and Development Entities – did the amount and duration of funding sufficient to meet your research requirement?

Such questions, in relation to Incubators of Social Enterprises and/or research and development projects in the field of science, technology, engineering and medicine, funded by the Central Government or State Government or Public Sector Undertaking or any agency of the Central Government or State Government, may cover the following aspects:

(a) Needs of the Incubatees or Research Development Projects:

- Whether the support services (trainings/workshops/convenings, knowledge materials, advisory services. Etc.) were found to be consistent with the needs/challenges of the Incubatees?

(b) Quality of support services

- How was the quality of training/workshops/convenings, knowledge materials, advisory services imparted to incubatees?
- Were the incubatees satisfied with the support services that they received?

(c) Effectiveness

- Have the support services improved their knowledge, programme delivery, decision-making ability, governance of the incubates participants?

(d) Suggestions / Feedback

- What were the constraints or challenges faced in providing support services to incubates?

Key Metrics for Evaluation of Project / Program

1.60 The Social Auditor should review the project/program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly/quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period/project/program to effectively understand and evaluate the impact.

The evaluation of the project/program information would facilitate the Social Auditor to assess:

- What would have happened to social sector incubates or Research development projects in the absence of the support services (workshops/trainings/convenings, knowledge materials, advisory services, etc.)

- How much have the support services from Incubators contributed to the changes that are evidenced?

- Is there any unintended negative impact that happened due to the offerings made by Incubators?

Such information, about Supporting incubators of social enterprises or Research Development Projects, may include the following points in respect of the beneficiaries covered under the survey:

- How was the evaluation of applications to the Incubators done?
- What assistance the incubates received in creating a sustainable, scalable & profitable business model?
- What was the nature of physical infrastructure and value-added support services provided by the incubator?
- Did the incubates receive access to network of mentors who would provide sector specific knowledge & real-world practical guidance?
- Did the Incubator provide trainings and mentorship to entrepreneurs?
- Did the incubator enable access to prototyping facilities, test beds, markets, and pilot implementation for the product/services?
- Did the incubator provide guidance on building business plans, facilitating investments, building networks etc.?

Assessment of Evaluation Criteria (Illustrative Key Impact Indicators)

1.70 The Social Auditor should identify the combination of quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for Supporting incubators of social enterprises or Research Development Projects may broadly include the following aspects:

S. No	Evaluation Criteria
	Quantitative
(A)	**Internal Process**
1	Number of Incubatee applications received
2	Percentage of incubates selected based on selection criteria
3	Percent occupancy of the incubator
4	Quantum of grants disbursed to the incubatees and Research Development entities
(B)	**Capacity Building**
1	Number of entities incubated
2	Percentage of successfully graduated incubatees
3	Increase in rate of growth of supported start-ups (in funds raised, impact

	delivered)
4	Percent of commercialized research or technology creation
5	Number of patents filed
(C)	**Market Outreach**
1	Number of entities mentored during and post incubation
2	Number of entities provided relevant market insight and facilitate market connections
(D)	**Others**
1	Number of incubatees with defined succession plans and/or well-defined second-line leadership
2	Number of organisations fully compliant with statutory and legal requirements across functions as certified by audit
3	Number of technological innovations monetised
	Qualitative
1	Evidence of increased organisational capacity: changes in People, Process and Tools over baseline in a functional area (Product, Tech, M&E and impact, Finance, People, L&D, Fundraising, Advocacy etc);
2	Evidence of operational excellence: Improvements in making and meeting commitments, Improved cost per unit impact, Maturity of internal practices such as management of data, financial auditing, employee engagement and retention (possibly measured by CMMI or other maturity assessment framework)
3	Increase in organisation resilience measured with respect to: o Capital raised o Products launched o Customer base o Cash flow o Profits

SECTION III – ASSESSMENT OF CHALLENGES, AND LIMITATIONS

Challenges/Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about Supporting incubators of social enterprises or Research Development Projects may include the following:

- Attribution of impact between the Incubator and the Incubatee.
- Relatively higher experiment failure rates in research and development projects.
- Unavailability of adequate funds among non-profits for availing support services from ecosystem entities
- Mismatch in the expectations from the start-ups from the incubator.

- Paucity of resources at the incubator to support the identified pain points of the Incubatee
- Limited availability of phase-wise fund utilization data from Incubatees and Research and Development entities.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples of Supporting incubators of social enterprises or Research Development Projects may include the following:

- Indirect nature of the services provided e.g. research and other knowledge products widely disseminated, policy changes impacting wider population groups
- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents after completion of the workshops/trainings/convenings, advisory services, etc.
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to Supporting incubators of social enterprises)

	Area	Sub-area
8	Supporting incubators of social enterprises	Contribution to incubators or research and development projects in the field of science, technology, engineering and medicine, funded by the Central Government or State Government or Public Sector Undertaking or any agency of the Central Government or State Government

		Contributions to public funded Universities; Indian Institute of Technology (IITs); National Laboratories and autonomous bodies established under Department of Atomic Energy (DAE); Department of Biotechnology (DBT); Department of Science and Technology (DST); Department of Pharmaceuticals; Ministry of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy (AYUSH); Ministry of Electronics and Information Technology and other bodies, namely Defense Research and Development Organisation (DRDO); Indian Council of Agricultural Research (ICAR); Indian Council of Medical Research (ICMR) and Council of Scientific and Industrial Research (CSIR), engaged in conducting research in science, technology, engineering and medicine aimed at promoting Sustainable Development Goals (SDGs)

Draft Social Audit Standard (SAS) 900

Supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building

(SAS 900 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 The Social Audit Standard relates to the thematic area of “Supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building’’. The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises, both for-profit and non-profit, engaged in supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building and the audit steps and procedures that should be applied while carrying out the social impact assessment. The standard sets out the minimum requirements to be followed while doing impact assessment. Laws or Regulations may establish additional requirements which should be follows as applicable.

SECTION II – EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data include:

- Direct stakeholders e.g., Social enterprises carrying on the work of strengthening non-profit ecosystem in fund raising and capacity building
- Target population/ beneficiaries of the direct stakeholders
- Indirect stakeholders e.g., Funding entities, Government and related institutions, media agencies, academic institutions, professional groups (legal, accounting, compliance, etc.)
- Monitoring Agency
- Staff (full time/part time employees, consultants, etc.)
- Board of advisors/trustees/directors
- Key officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by an in-house team or external specialized agency
- conducted by an in-house team or external specialized agency
- coverage: number and types of non-profits served

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, about supporting other platforms that strengthen the social enterprise ecosystem in fundraising and capacity building, may include the following:

- MoU/Contract between the reporting entity and the social enterprises
- Knowledge materials (reports, articles, videos, case studies, caselets, etc.) shared with social enterprises
- Feedback (testimonials, ratings, recommendations, etc.) provided by social enterprises
- Enrolment data for training/workshops and/or convening programmes designed for social enterprises
- Advertisement - leaflets/newspaper/social media
- Photographs of trainings/workshops and/or convenings
- CV/Resume of faculty/trainers/researchers/professionals curated to conduct trainings/workshops and/or convenings and build knowledge materials (reports, articles, videos, case studies, caselets, etc.)

Inspection & Personal Interviews

1.40 Besides desk review the social auditor should also consoider doing physical inspection and conducting personal interviews to get first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Did the non-profits attend the training/workshops/convenings, have access to knowledge materials, receive advisory services on strategy, fundraising, programmes?
- Do they think differently after the training/workshops/convenings, knowledge?
- Did they learn something they did not know?
- Did they use/apply the knowledge and gain from it?
- Did they share it with others?

Such questions, in relation to supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building, may cover the following aspects:

(a) Needs of the social enterprise:

- Whether the support services (trainings/workshops/convenings, knowledge materials, advisory services. etc.) were found to be consistent with the needs/challenges of the social enterprise?

(b) Quality of support services

- How was the quality of training/workshops/convenings, knowledge materials, advisory services imparted to non-profits?
- Were the social enterprise satisfied with the support services that they received?

(c) Effectiveness

- Have the support services improved their knowledge, programme delivery, decision-making ability, governance of the social enterprises?

(d) Suggestions / Feedback

- What were the constraints or challenges faced in providing support services to social enterprises?

Key Metrics for Evaluation of Project / Program

1.60 The Social Auditor should review the project/program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly/quarterly) and end-line assessment (if applicable), respectively at the beginning, middle and end of the reporting period/project/program to effectively understand and evaluate the impact.

The evaluation of the project/program information would facilitate the Social Auditor to assess:

- What would have happened to non-profits and the ecosystem in the absence of the support services (workshops/trainings/convenings, knowledge materials, advisory services, etc.)?
- How much have the support services from ecosystem entities contributed to the changes that are evidenced?
- Is there any unintended negative impact that happened due to the offerings made

by ecosystem entities?

Such information, about supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building, may include the following points in respect of the beneficiaries covered under the survey:

(a) Composition

- Geography (location covered), thematic areas and beneficiaries served by the supported non-profits including beneficiary organizations led by and/or serving marginalized communities/groups
- Range and nature of support provided by indirect stakeholders viz., funding entities, government and related institutions, media agencies, academia, corporates, etc.
- Need identification process of trainings/workshops
- Selection process of social enterprises for the trainings/workshops including steps taken to ensure inclusion of organizations led by and/or serving marginalized communities/groups

(b) Training/Workshops/Convening aspects

- Relevance & usefulness of capacity building and information dissemination services
- Nature of capacity building and information dissemination services imparted
- Duration of trainings/workshops/convenings and its sufficiency
- Accessibility of capacity building services
- Subject matter of the capacity building services
- Certification for workshops/trainings/convenings
- Assessments for workshops/trainings
- Trainers/Facilitators competencies
- Quality of the content/information delivery mechanism

(c) Other factors

- Status of non-profits before receiving capacity building services
- Improvement in
    - Organisation and Programme Strategy
    - Organisation Development and leadership building
    - Resource mobilization
    - Leveraging technology
    - Attracting, retaining, and nurturing talent
    - Service delivery
    - Communications
    - Forming partnerships
    - Financial and impact reporting practices

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the combination of quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building may broadly include the following aspects:

S. No	Evaluation Criteria
(A)	**Fundraising**
1	Financial and non-financial resources mobilised / catalysed / influenced
2	Government resources catalysed / influenced
3	Numbers of givers/volunteers mobilised / catalysed / influenced
4	Membership of giving networks and collectives created or strengthened
5	Government policies / schemes influenced in programme impact areas
6	Quantum of grants disbursed
7	Access to funding for social enterprises serving or led by marginalised groups and communities
(B)	**Capacity Building**
1	Number of non-profits incubated
2	Survival rate of supported start-ups
3	Increase in rate of growth of supported start-ups (in funds raised, impact delivered)
4	Number of social enterprise whose programme or institutional capacity strengthened ○ Training/workshop hours ○ Net Promoter Score of participants
5	Access to capacity building support for social enterprise serving or led by marginalised groups and communities
6	Number of social enterprise with defined strategic plans
7	Number of social enterprise with defined governance norms, human resource policies and practices
8	Enhanced representation of marginalised groups/communities in governance structures, leadership and decision-making processes
9	Evidence of increased organisational capacity: changes in People, Process and Tools over baseline in a functional area (Product, Tech, M&E and impact, Finance, People, L&D, Fundraising, Advocacy etc);

10	Evidence of operational excellence: Improvements in making and meeting commitments, Improved cost per unit impact, Maturity of internal practices such as management of data, financial auditing, employee engagement and retention (possibly measured by CMMI (Capability Maturity Model Integration) or other maturity assessment framework)
11	Number of non-profits with defined succession plans and/or well-defined second-line leadership
12	Increase in organisation financial resilience measured by o % of operating expenses covered by reserves o % Decrease in dependence on single/few donor/(s) o % Increase in long-term donor commitments o % Increase in flexible funding
13	Number of organisations fully compliant with statutory and legal requirements across functions as certified by audit
(C)	**Contribution to building new knowledge on the non-profit sector and philanthropy**
1	New, enhanced data availability on the social enterprise and/or its composition, distribution, resourcing and impact
2	Curriculum design and/or delivery across functional areas of social enterprise management
3	Number of initiatives facilitated to enhance discovery, dissemination, deployment of knowledge and skills; access to such initiatives especially for organisations serving or led by marginalise groups/communities; participant rating of the effectiveness of the initiatives
4	Initiatives facilitated for use of technology for enhanced organisation performance and / or impact; access to such initiatives especially for organisations serving or led by marginalise groups/communities; participant rating of the effectiveness of the initiatives
5	Initiatives to enhance trust, credibility and influence of social enterprise organisations, social enterprise networks, and the social enterprise sector as a whole; access to such initiatives especially for organisations serving or led by marginalise groups/communities; participant rating of the effectiveness of the initiatives

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges/ Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building may include the following:

- Attribution of impact between the platform/service provider and the social enterprise benefiting from their services
- Unavailability of adequate funds among non-profits for availing support services from ecosystem entities
- Absence of norms on fees that can be charged for facilitating fundraising opportunities
- Limited connected and organized networks of social enterprise
- Limited availability of well-documented data from social enterprise

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples of supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building may include the following:

- Indirect nature of the services provided e.g., research and other knowledge products widely disseminated, policy changes impacting wider population groups
- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents after completion of the workshops/trainings/convenings, advisory services, etc.
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to Supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building)

	Area	Sub-area
9	Supporting other platforms that strengthen the non-profit ecosystem in fundraising and capacity building	Provisioning of support to platforms that help non-profits mitigate institutional risks, adapt existing programs and pivot their focus towards developmental works. The support shall include (but not limited to) designing strategy, strengthen the institutional resilience of organization, capacity building (through trainings, workshops, mentorship, advisory support), exploring fund-raising strategies, and related activities

Draft Social Audit Standard (SAS) 1000

Promoting Livelihoods for rural and urban poor including enhancing income of Small and Marginal Farmers and workers in the non-farm sector

(SAS 1000 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Promoting Livelihoods for rural and urban poor including enhancing income of Small and Marginal Farmers and workers in the non-farm sector''. The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises engaged in promoting rural livelihoods including enhancing income of small and marginal farmers and workers from the non-farm sector and the audit steps and procedures that should be applied while carrying out the social impact assessment. The standard sets out the minimum requirements to be followed while doing impact assessment. Laws or Regulations may establish additional requirements which should be follows as applicable.

SECTION II – EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data include:

- Direct beneficiaries e.g., small and marginal farmers, women representation, education level representation, and representation from disadvantaged sections of the society, and workers in the non-farm sector
- Family background of the direct beneficiaries
- Trainers imparting training
- Management/ personnel of Training Partners
- Monitoring Agency
- Recruitment Agencies
- Employers
- Key Program officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by an in-house team or external specialized agency or an area specific expert
- conducted by an in-house team or external specialized agency or an area specific expert

- coverage: number of villages/districts/ total distance (km) covered

- The sample chosen for conducting the survey by way of Questionnaires, IDIs or FGDs must be representative of the diverse target communities and geographies, in order to cover a wide range of the stakeholders involved and give due representation to each category. Each such category should be analysed to assess the % composition represented by it, for e.g., small and marginal farmers, women representation, education level representation, and representation from disadvantaged sections of the society, and workers in the non-farm sector.

- The assessment rate or the response rate i.e., the number of actual responses received against the targeted number of respondents in the survey. A high assessment rate shall provide reasonable assurance that most of the targeted respondents have been largely covered under the survey and that the sample responses considered for the study are fairly representative. Identify the reasons for the gap between respondents contacted and responses received. Such gaps may be due to the candidates not being reachable, or the respondents having migrated to another place or due to incorrect contact details in the database.

- The Social Auditor should review the procedure for identifying the participants considered for the sample study. The respondents targeted for the survey should be selected on a random basis so that the incidence of biased responses, which may unfairly influence the impact assessment, is mitigated

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, about promoting livelihoods for rural and urban poor including enhancing income of small and marginal farmers and workers in the non-farm sector, may include the following:

General Documents:

- Policy papers by institutions such as NABARD,
- Reports and Policy papers on Doubling the farmers' income and
- various schemes by Department of Agriculture and Farmers' Welfare (DA&FW), and
- MSME Scheme documents by the Ministry of MSME, amongst others.

Programme Specific:

- Inception Report,
- Implementation Plan,
- Overall Project Report,
- Baseline Reports, amongst others

Inspection & Personal Interviews

1.40 Besides desk review the social auditor should also consider doing physical inspection and conducting personal interviews to get first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews, and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Did the target people attend the awareness campaign/ programmes/ workshop?
- Do they think differently after the awareness campaign/ programmes/ workshop?
- Did they learn something they did not know?
- Did they use/apply the knowledge and gain from it?
- Did they share it with others?

Such questions, in relation to promoting livelihoods for rural and urban poor including enhancing income of small and marginal farmers, may cover the following aspects:

(a) Composition of the participants:

- Whether the program objectives were found to be consistent with the composition of the trainees?

(b) Quality of awareness campaign/ programmes/ workshop

- How was the quality of awareness campaign that was imparted?
- Were the participants satisfied with the awareness campaign that they received?
- Has the training been useful to their present engagement?
- Are the participants satisfied with the assessment procedure?
- What was the frequency of awareness campaign once a target group was identified? Was there a follow - up session / engagement activity to assess implementation of the training?
- Were the concerns / issues of the target group adequately addressed in future awareness campaign?
- Were suitable solutions provided during future awareness campaign?

(c) socio-economic factors

- What impact did the program have on a person's life after receiving awareness campaign?
- Has the income of beneficiaries increased after receiving awareness campaign?
- Has the training improved the well-being of the participants?

(d) Suggestions / Feedback

- What were the constraints or challenges faced in imparting the awareness campaign?

Key Metrics for Evaluation of Project / Program1.60 The Social Auditor should review the project/program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from baseline, mid-line (monthly/quarterly), and end-line assessment (if available), respectively at the beginning, middle, and end of the reporting period/project/program to effectively understand and evaluate the impact.

The evaluation of the project/program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much has the project contributed to the changes that are evidenced?
- Is there any unintended negative impact that happened due to the intervention?

Such information, about promoting sustainable livelihoods for rural and urban poor including enhancing income of small and marginal farmers, may include the following points in respect of the beneficiaries covered under the survey:

(a) Composition

- Demography, Social Background of the small and marginal farmers and workers in the non-farm sector - e.g., Age-wise distribution, Marital status, social category wise distribution, representation/participation by women
- Ancestral background of the small, marginal farmers, and workers in the non-farm sector
- Selection process of the small, marginal farmers, and workers in the non-farm sector and identification of training needs

(b) Training Program aspects

- Relevance & usefulness of farmer specific training
- Nature of training imparted
- Duration of training and its sufficiency
- Command area, say, village level/block level
- Sectors of training, say agricultural insurances, such as Pradhan Mantri Fasal Bima Yojana (PMFBY), Weather Based Crop Insurance Scheme (WBCIS), etc., Organic farming such as, Paramparagat Krishi Vikas Yojana (PKVY), PGS Certification through Regional Councils/ Zonal councils, etc. and Protection of Plant varieties and farmers' rights.
- Course content of training
- Certification/assessment test
- Trainer's competencies
- Quality of the delivery mechanism
- Training infrastructure & equipment

(c) Income Enhancement

- Deployment type (wage/salary/self-employed)
- Nature of first engagement/activities after training (Regular/Temporary/Casual)
- Current status after receiving training
- Waiting period for employment/gap post completion of training
- Remuneration (before and after specific training)
- Social security benefits after training

- Apart from training, a Social Enterprise may be engaged in creating or improving access to income generation opportunities like

    - Creating opportunities for women in the families of small and marginal farmers in dairy farming/ cottage industry e.g. bamboo articles, embroidery, articrafts, food products like pickles, papads, jams , preservatives, etc. - contribution to monthly income of the family units needs to be assessed.

    - Arranging for / Improving access to microfinance / farm loans, etc. – Increase in annual production

    - Arranging for / Improving access to Agri Insurance - Improvement in insurance coverage

- Arranging for / Improving access to Government Benefit schemes.- Reduction in cost of production

- Arranging for / Improving access to fairer markets / cooperative societies/ corporate buyers / Government outlets- Improvement in sales margins

- Arranging for / Improving access to legal assistance to marginalized groups -Reducing unlawful burden on family income/ property-
- Creating / enhancing opportunities for generating income from forests - Income augmentation

(d) Socio-economic factors

- Status of beneficiaries before receiving training / assistance and access to better facilities
- Socio-economic improvement
    - Livelihood creation
    - Increase in income
    - Improved facilities at home
- Changes in socio-economic factors – acceptance / respect in the village/society, decrease in alcoholism / addictions, economic condition, health condition, confidence level, purchasing power, earning avenues
- Capacity building of Panchayati Raj institutions and community-based organisation for sustainable development regarding Livelihood, Health and Education.

(e) Other Factors

- Holistic development
- Entrepreneurial skill development
- Extra-curricular programs offered
- Amenities/resources provided
- Impact on indirect beneficiaries
- Training program for the non-farm sector (includes all economic activities in rural areas except agriculture, livestock, fishing, and hunting), such as vocational training, skill development, entrepreneurial training etc.
- Livelihood generating activities as the outcome of various CSR activities and NGOs.
- Realization of Labour rights and regulations, along with the safe working environment

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for promoting rural livelihoods for rural and urban poor including enhancing income of small and marginal farmers may broadly include the following aspects:

(A) Quantitative Evaluation

Theme	**Indicator**
Demographic Info.	● Literacy Level in Different Categories of Households (illiterate, primary, middle, high school, Inter, Graduate, Postgraduate)
Productivity and Income	● Income distribution of the target beneficiaries ● Agricultural productivity and income of the farmers ● No. Of individual engaged in the farm and non-farm activities ● Land holding per household ● Size distribution of ownership holding of land ● Distribution of farmers and area operated ● Distribution of ownership and operation of land ● No. of households with increased income / income earning women either through cottage industry, farming or value added services related to agro-produce ● No. of micro-finance transactions facilitated in relation to land/ property, mechanized farming equipment and vehicle acquisition to improve productivity ● No. of Agri-insurance/ life insurance policies facilitated ● No of beneficiaries due to access to agro - research on crop-mix ● No. of beneficiaries of Government benefit schemes ● Increase in sales margins of agro produce / cottage industry production due to access to fairer markets ● No. of legal advisory services facilitated to reduce unlawful burden on marginalised communities like high land rentals, labour

	rights, etc. ● No of beneficiaries due to creating / enhancing income generation opportunities through forestry / dairy development
Sustainable practice in production	● Use of farm equipment and modern technology ● No. Of farmers engaged in Organic farming ● Practices for soil sustainability and water/ resource conservation
Migration	● Incidence / Extent of Migration (for wage employment / salaried job / education) among Households ● Migrants as percentage to Total Adult Male Population
Asset Ownership	● Livestock Population Per 100 Households ● Ownership of Agricultural Assets (Pump sets, Tractors, Threshers, Plough etc.) ● Other Assets (land, building, livestock etc.) Owned per Household ● Number of Plots owned by different Households
Security and Tenancy rights	● Incidence of Tenancy (Own land, operated land, leased-in area, leased-out area) ● Tenure of tenancy for cultivation/Tenure rights ● Tenancy Status on different Households (no. of farmers leasing-in / leasing-out)
Labour Force Participation	● Assessment of participation rate of vulnerable section of the society in the labour force participation
Productivity and Income	● Number of CBOs (SHGs, Farmer Interest Groups (FIGs), Producer Organizations) formed in the area assisting income generation amongst small and marginal farmers and/or workers in non-farm sectors
Migration	● Proportion of seasonal migrants amongst total migrants
Asset Ownership	● The existing indicator can Nature of ownership of assets (shared or otherwise)

(B) Qualitative Evaluation Criteria

Dimension	**Core Indicator**
Improved Access Outcomes	➢ Access to road transportation ➢ Access to land

	➢ Access to water / building drought resilience ➢ Access to seeds and fertilisers ➢ Access to improved breeds of animals/fish ➢ Access to extension services ➢ Access to information on markets ➢ Availability of credit ➢ Investment in rural areas ➢ Establishing a rural business ➢ Access to research on best crop mix based on soil and climate conditions / accessing underground water tables through wells / borewells, etc. ➢ Access to vocational guidance on cottage industry and its merchandising. ➢ Access to all Government schemes and benefits
Natural Resources Outcomes	➢ Preservation of natural resources ➢ Sustainable management practices ➢ Environmental services
Employment Outcomes	➢ Non-farm employment ➢ Agricultural Labour
<u>Production Outcomes</u>	➢ <u>Production</u> ➢ <u>Type of Production/diversification</u>
Price Volatility Outcomes	➢ Consumer vulnerability to short-term price changes Farmer vulnerability to short-term price changes
Profitability Specific Impacts	➢ Agricultural prices ➢ Growth in agricultural businesses Growth in rural non-farm businesses
Affordability/Subsistence Specific Impacts	➢ Affordability of food ➢ Subsistence in food
Rural Income Intermediate Impacts	➢ Rural income
Food Security Intermediate Impacts	➢ Undernourishment
Productivity Outcomes	➢ Land productivity ➢ Labour productivity ➢ Capital productivity
Quality Outcomes	➢ International marketing standards

Trade Specific Impacts	➢ Agricultural trade ➢ Rural non-farm trade

SECTION III – ASSESSMENT OF CHALLENGES, AND LIMITATIONS

Challenges/Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about promoting livelihoods for rural and urban poor including enhancing income of small and marginal farmers and workers in the non-farm sector, may include the following:

- Lack of co-ordination/support with the other implementing agencies/Government Departments
- Lack of planning, and pre-assessment, leading to unintended negative impact of the project
- Limited participation from the local population due to social prejudice
- Slow execution of the project resulting in negative impacts
- Selection process of the beneficiaries has not been fair due to various socio-economic and political hurdles
- Beneficiaries falling back into poverty due to an absence of social and financial security system in place

Any significant issues observed during the assessment, that may influence the user of the Impact Assessment in decision making, must be highlighted by the Auditor in his Social Audit report.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples of promoting livelihoods for rural and urban poor including enhancing income of small and marginal farmers and workers in the non-farm sector, may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered

- Non-availability of respondents due to relocation to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to livelihoods for rural and urban poor including enhancing income of small and marginal farmers)

	Area	Sub-area
10	Promoting livelihoods for rural and urban poor including enhancing income of small and marginal farmers and workers in the non-farm sector	Double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers
		Ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality
		Maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge
		Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers

		Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

Draft Social Audit Standard (SAS) 1100

Slum area development, affordable housing and other interventions to build sustainable and resilient cities

(SAS 1100 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Slum area development, affordable housing and other interventions to build sustainable and resilient cities". The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises engaged in promoting slum area development, affordable housing, and other interventions to build sustainable and resilient cities and the audit steps and procedures that should be applied while carrying out the social impact assessment. The standard sets out the minimum requirements to be followed while doing impact assessment. Laws or Regulations may establish additional requirements which should be followed as applicable.

SECTION II – EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data include:

- Direct beneficiaries e.g., slum dwellers, users of public transport system particularly women students, older people, people with disabilities etc, Resident welfare associations, communities for solid and liquid waste management etc.
- Government's ministries and public welfare departments
- Local chambers of commerce
- Real estate associations
- Central and state level monitoring agencies
- Key Program officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- Designed by an in-house team or external specialized agency
- Conducted by an in-house team or external specialized agency
- Coverage: number of slums/districts/ total distance (km) covered/modes and availability of transport system / techniques used for waste management

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Before doing the desktop review the social auditor may visit the targeted slums or affordable housings to get a understanding of the ground issues and challenges. Such documents, about slum area development, affordable housing and other interventions to build sustainable and resilient cities may include the following:

General Documents:

- Statistical Books and Publications
- Special reports (published by credible and reliable agencies) on the income and living conditions of slum dwellers
- Survey reports of the local NGO's working in the area
- National Slum Development Program (NSDP)
- Integrated Housing & Slum Development Programme
- Pradhan Mantri Awas Yojna Guidelines
- City Development Plan

Programme Specific:

- List of slum dwellers who were allocated houses during the period.
- Registration documents of allocated affordable houses
- Identification records (Aadhar card, ration cards of slum dwellers /house owners)
- Interviews and feedback form of slum dwellers
- Construction records (overall budget, comparison with actual project cost, underlying supporting documents and records.
- Project advertisement - leaflets/newspaper
- Selection criteria followed for allocating houses to slum dwellers
- Application form for house allotment.
- Photographs of affordable houses and facilities given to residents

Inspection & Personal Interviews

1.40 Besides desk review the social auditor should also consider doing physical inspection and conducting personal interviews to get first hand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews, and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- How many persons have been allotted affordable houses?
- Is there a change in living standards of slum dwellers?
- Has the quality of water supply in slums improved?
- Is there a change in sanitation standards?
- Is there a change in living area, per capita space?
- Is housing structure durable? How is the quality of construction?
- How accessible is the public transport system?
- Is there improvement in slum's surrounding due to improved ways of solid waste management?
- Is there a change in security level and reduction in crimes rate amongst slum dwellers?

Such questions, in relation to slum area development, affordable housing and other interventions to build sustainable and resilient cities, may cover the following aspects:

(a) **Composition of the participants:**

- Whether the program objectives were found to be consistent with the requirements of the slum dwellers, people in need of transport who are in vulnerable situation, communities requiring efficient solid waste management and modern energy service, and aimed to resolve problems faced by them?

(b) **Standard of living**

- How is the quality of living of slum dwellers who were given affordable houses under the project?
- Were the participants satisfied with the quality of houses and living standards?
- How is the quality of water and sanitation and improvement in solid and liquid waste management?
- How is the exposure to serious health risks, has it improved or changed?
- is there change in density in slums areas?
- Are the slum dwellers satisfied with the assessment procedure?
- Is there any improvement in public transport system and road safety?
- Is there any

(c) **Affordable housing, transportation, waste management**

- Has the access to affordable housing improved access to credit and the formal job market due to stigmatization and discrimination and to geographic isolation?
- Has the access to safe, affordable, accessible, and sustainable transport system available to slum dwellers?
- How the road safety improved, is there a decline in road accidents?

- How has the transport service improved for people requiring special attention and are in vulnerable situation like women, children disabled persons and older population?

- Are the slum dwellers satisfied with their current standard of living?
- Any new technology or technique deployed for solid and liquid waste management?

(d) Socio-economic factors

- What impact did the program have on a person's life after shifting to affordable housing and other developments in slum areas?
- Has the crime rate decreased in slums areas?
- Has the safety standards of beneficiaries have increased after receiving benefits from the program?
- Has the slum development and affordable housing has improved the well-being of the participants?
- How improvement in transportation system has impacted the lives of daily commuters (introduction of Metro services, less overcrowding in local buses/trains/ technology?
- What is the impact of waste management on the surroundings of urban, peri-urban and rural areas?

(e) Suggestions / Feedback

- What were the constraints or challenges faced in slum development and providing affordable housing?
- What were the challenges faced in improving the transportation system, waste management techniques?

Key Metrics for Evaluation of Project/ Program

1.60 The Social Auditor should review the project/ program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly/quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period/ project/ program to effectively understand and evaluate the impact.

The evaluation of the project/ program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much has the project contributed to the changes that are evidenced?
- Is there any unintended negative impact that happened due to the intervention?

Such information, about promoting slum area development, affordable housing and other interventions to build sustainable and resilient cities, may include the following points in respect of the beneficiaries covered under the survey:

(a) Composition of the participants

- Social background of the beneficiaries - e.g., age & gender categories, financial condition, employment status.
- Location of slums (on pavements, tracks, steep slopes, distant from jobs).
- Access to urban services (especially water, sanitation, and transport, waste management techniques)
- Shelter from the elements (weather and natural or man-made hazards).
- Mode of energy used by the beneficiaries
- Selection process of the slums or slum dwellers and identification of their problems and needs.

(b) Standard of living

- Availability of basic facilities (safe drinking water, adequate sanitation, energy for
- cooking, heating, lighting, food storage or refuse disposal)
- Quality of water supply (piped water, public tap, spring water, bore hole tube well)
- Kitchen Ventilation
- Clean fuel
- Quality of sanitation facilities (flush/pour-flush toilets or latrines connected to a sewer, septic tank or pit; ventilated improved pit latrine; pit latrine with a slab or platform which covers the pit entirely; and composting toilets/latrines.)
- Sufficiency of living area for the household members
- Distance from local schools or government aided education institutions
- Proximity to health care facilities (ESI hospital or local dispensary)
- General health and well-being of occupants
- Reduction in slum area in urban areas and density of slums
- Waste management techniques

(c) Affordable housing, transportation waste management

- Structural quality/durability of dwellings
    - built on a non-hazardous location
    - Permanency of structure (permanent building material for the walls, roof and floor; compliance with building codes,

    - Location of house (not located on or near toxic waste, in a flood plain, not located on a steep slope, not located in a dangerous right of way of rail, highway, airport, and power lines).

- Security of tenure (a legal status against arbitrary unlawful eviction, harassment as well as any other threats. Statutory or customary law or informal or hybrid arrangements that safeguard the house members against forced evictions).
- Affordability of housing, the cost threatens or compromises the occupants' enjoyment of other human rights.
- Location of houses adequate to provide
    - employment opportunities
    - healthcare services, schools, childcare centers and other social facilities, or if located in dangerous or polluted sites or in immediate proximity to pollution sources.
- Housing records (number of houses allocated, registry records of houses allocated, number of people moved from slums to affordable houses)
- Road safety and transportation (number of accidents, fatal and non-fatal, frequency of buses, rails, metro during peak and non

- Types/Size of the house provided
- Selection criteria for providing houses

(d) Socio-economic factors

- Social status of beneficiaries in slums as compared to affordable houses
- Socio-economic improvement
    - ➢ Access to better schools
    - ➢ Access to better jobs
    - ➢ Reduction in crime rate
    - ➢ Access to public transport

- Changes in socio-economic factors – acceptance / respect in the village/society, economic condition, health condition, confidence level.

(e) Other Factors

- Community development
- Clean and improved cities
- Healthy city and slums environment
- Reduction in pollution levels in urban and semi-urban areas

- Amenities/resources provided
- Impact on indirect beneficiaries

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for promoting slum area development, affordable housing and other interventions to build sustainable and resilient cities may broadly include the following aspects:

S. No	Evaluation Criteria
(A)	**Quantitative Criteria**
1	**Housing and Infrastructure** a) Percentage of houses which are kutcha b) Percentage of houses which are semi pucca c) Percentage of households not covered with piped water supply d) Percentage of households not covered with individual toilets e) Percentage of length not covered with pucca drains f) Percentage deficiency of pucca road, narrow access (<3m) g) Percentage of road length without streetlights h) Percentage of households without access to facilities of disposal of solid waste
2	**Project beneficiaries** a) No. of beneficiaries from deprived / disadvantaged sections of society, rural or backward areas to total beneficiaries. b) The number of people evicted in the largest mass eviction that took place in the greater municipality in the last three years. c) The percentage of people who were resettled or given compensation roughly equivalent to the value of their homes. (%) d) Number of beneficiaries from economically weaker section, scheduled cast and scheduled tribes.
3	**Housing ownership, eviction and resettlement** a) Number of women owning the affordable houses b) Rooms per person, overcrowding rate, housing depriving rate c) Estimated percent of all the properties in the municipality that have their title properly registered. d) Number of households living in informal settlements in the greater municipality. e) Number of households living in informal settlements in the greater municipality who have titles provided by a regularization program. f) The number of people evicted in the largest mass eviction that took place in the greater municipality in the last three years. g) Was violence involved in eviction?

	h) The percentage of people who were resettled or given compensation roughly equivalent to the value of their homes.
3	**Income ratios** a) House price to income ratio b) and Rental cost to income ratio
4	**Means of housing financing and Government subsidies** a) The inflation rate last year. (%) b) Residential mortgage debt as percentage of GDP c) Interest rates and mortgage availability d) Availability of low-cost home ownership products e) Is loan available for both newly built and existing houses? f) Availability of market value home ownership product g) Are there housing loans given at subsidized interest rates? h) Indicate the percentage of the housing loans lending portfolio that is in default (60 days past due).
5	**Infrastructure services** **Water and electricity services** a) Most recent data on the percentage of the urban population in the country with access to improved water supply. b) How many hours a day, on average, is water available in pipes in slums or housing settlements? c) Percent of urban population with improved sanitation d) The percentage of paved roads in the area. e) The average time of the journey to work by all modes in the city f) Number of days last year that the roads in the city were flooded. g) Percent of urban dwelling units with electrical connection h) Number of hours per day that electricity is available in a typical low-income settlement in the city. **Police and fire protection** a) The share of the area of the city in neighbourhoods that are regularly patrolled by the police. b) Number of murders per 1,000 people in the city last year. c) Is there adequate fire protection in all neighbourhoods? **Transport system** a) The estimated percentage of the city within 10-minute walking distance of a public transit (bus or rail) stop. b) Estimated percentage of commuters who walk to work. c) Estimated percentage of journey to- work trips in the city and its environs by public transport, mini-buses and other non-private transport, excluding walking trips.

	Garbage collection and waste management a) Percentage of the city with regular public garbage collection. b) How many times a week, on average, is garbage collected from households in high-income in the city? c) How many times a week, on average, is garbage collected from households in low-income in the city? d) Percent of garbage disposed in sanitary landfills. e) Percentage of wards with 100% door to door waste collection f) Percentage of individual household toilets constructed against target g) Percentage of wards with 100% source segregation h) Installed sewage treatment capacity as a percentage of sewage generated in urban areas i) Percentage of urban households with drainage facility **Access to education and health care is adequate in the city** a) What is the average travel time in minutes to the nearest primary school from low-income communities? b) What is the average travel time from low-income neighbourhoods to the nearest health care centre or medical facility?
6	**Safety and comfort** a) Number of Safety- incidence of crime b) Presence of environmental problems c) Number of fatal accidents on roads
8	**Energy efficiency of housing** a) Percentage of households electrified b) Percentage of LPG+PNG connections against number of households c) Cost of energy to average income of the beneficiaries d) Percentage of MSW processed to the total MSW generated
(B)	**Qualitative Criteria**
1	**Improvement in standard of living**– Change in standard of living of beneficiaries and have better facilities. The following indicators may be used to assess the same: a) Ownership of house b) Availability of water, electricity, and sanitation facilities c) Family size and household density d) Facilities and services • Access to employment • Access to public transport services. • Access to good quality education (school) • Access to shopping facilities • Access to health services

	• Access to early years child-care services • Access to open green public spaces
2	**Improvement in Social conditions** – Improvement in social status and social acceptance, social prestige among neighbors, gaining respect in the society.
3	**Improvement in Health conditions** The following indicators may be used to assess the same: a) Availability of potable water at home c) Availability of sanitation facility c) Satisfaction with the availability of good, healthcare facilities at affordable price
4	**Improvement in living standards** The following indicators may be used to assess whether: a) Program helped the slum dwellers have access to constructed house b) The beneficiaries influenced others d) Quality of neighbourhood
	e) Is there a process or program to recognize occupancy of public land? For example, certificates of occupancy, street addressing, or other official documents are given to informal settlers. f) Is the occupation of public land permissible? g) Is there a process or program to recognize occupancy of public land? For example, certificates of occupancy, street addressing, or other official documents are given to informal settlers. h) How long in advance of the actual eviction were people first informed?
	i) Any subsidies provided by government for water supply or energy distribution j) Provision for garbage collection from the colony and cleanliness of roads

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges/Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about promoting slum area development, affordable housing, and other interventions to build sustainable and resilient cities may include the following:

- Lack of sufficient living area

- Lack of affordable land in main cities and pushing these projects to rural or pre-urban areas, leads to increases the need for connectivity and reduces the cost of affordable housing scheme.
- lack of housing durability or the inferior construction quality
- The Government has started several finance schemes for slum dwellers; however, the lack of financial literacy prevents them from enjoying these benefits.
- Increasing cost of ownership due to lack of affordable land, local taxes & stamp duties and increase in cost of constructions.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples of promoting slum area development, affordable housing and other interventions to build sustainable and resilient cities:

- Cases of no-response in case the questionnaire is not administered in person and lower literacy levels amongst slum dwellers
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents due to relocation to other places
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to Slum area development, affordable housing and other interventions to build sustainable and resilient cities)

	Area	Sub-area
11	Slum area development, affordable housing and other interventions to build sustainable and resilient cities	• Ensure access for all to adequate safe and affordable housing and basic services and upgrade slums. • Provide access to safe, affordable, accessible and sustainable transport system for all, improving road safety, expanding public transport with special attention to the needs of those in vulnerable situations, women children, persons with disability and older persons. • Promote solid and liquid waste management by involving communities. • Support positive economic and social environment links between urban, peri-urban, and rural areas by strengthening the national and regional development planning. • Ensure universal access to affordable, reliable, and modern energy services.

Draft Social Audit Standard (SAS) 1200

Disaster Management, including Relief, Rehabilitation and Reconstruction Activities

(SAS 1200 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of 'Disaster Management including relief, rehabilitation and reconstruction activities''. The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises engaged in disaster management including relief, rehabilitation and reconstruction activities and the audit methodologies and procedures that should be applied while carrying out the Social Impact Assessment. The standard sets out the minimum requirements to be followed while doing impact assessment. Laws or Regulations may establish additional requirements which should be followed as applicable.

SECTION II – EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data include:

- Directly Affected People e.g., Children, Women, Men, People with special needs
- Community Leaders
- Government Officials/Concerned departments
- NGOs personnel working in the disaster affected areas
- Volunteers
- Key Program officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by an in-house team or external specialized agency
- conducted by an in-house team or external specialized agency
- coverage: number of villages/districts/States total distance (km) covered

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, about Disaster Management, including Relief activities, Rehabilitation and Reconstruction Activities, may include the following:

i. General (Indicative):

- Type of disaster
- Disaster impact assessment reports
- Prioritisation of and classification of Pre and Post Disaster rehabilitation activities and overall plan

Government Initiative on Disaster management and Relief activities (state/central as applicable) and other organizations working on Disaster management & Rehabilitation

- National Policy on Disaster Management 2009
- National Disaster Management Plan
- Assessment reports of similar Disaster management programme of other organizations

ii. Programme Specific (Indicative):

- Implementation Plan, if available
- Disaster related aids
- Relief and Response Initiatives/Activities
- Any Rapid Assessment/Baseline Report, if available
- Roles & responsibilities of staff in the organizations responsible for handling disaster related aid
- Programme Evaluation Reports

Inspection & Personal Interviews

1.40 Besides desk review the social auditor should also consider doing physical inspection and conducting personal interviews to get first hand assessment of impact.

Evaluation Questions

1.50 The social auditor may design questionnaires for Key Informants Interview, In-depth interviews, and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. The questionnaires may be designed in such a manner that would help the Social Auditor in forming his views on the following aspects:

Goals Attainment:

a) What types of activities were carried out for disaster management programme?
b) Were the activities planned for disaster victims able to cater their needs?
c) Did the affected population receive the support it needed as it was envisaged?

Process:

a) What was the response strategy followed?
b) Were procedures prepared adequately in advance and followed during the post-disaster period?
c) Was any process followed for conducting damage and loss assessment in the affected area? Was there any effective liaison with concerned government departments and the relief organizations?
d) What were the selection criteria for implementing partners? (Presence, language, experience in carrying out similar projects, coverage etc.)

Training:

a) Whether trainings were conducted for outreach workers and volunteers in on how to respond to such emergency situations during disaster?
b) Whether trainings were conducted for health workers on sanitation, first aid, disposal of wastes, food sanitation, medical care etc., if applicable?

Quality:

a) Was the quality of the relief and rehabilitation, reconstruction activities (food, medical facilities, shelter etc.) acceptable to beneficiaries and in line with state/ national guidelines, if any?
b) Whether any specific criteria was followed for relief material distribution (Age, disability etc.)?

Challenges:

a) What were the constraints or challenges faced during the relief and rehabilitation activities?

Key Metrics for Evaluation of Project/ Program

1.60 The Social Auditor should review the project/ program documents to formulate the evaluation criteria for assessing impact. Such key metrics may be collated from base-line/ rapid assessment (in case of emergency support programmes), mid-line (monthly/quarterly if applicable) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period/project/program to effectively understand and evaluate the impact.

The evaluation of the project/ program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much has the project contributed to the changes that are evidenced?

- Is there any unintended negative impact that happened due to the intervention?

Such information, about Disaster management, relief and rehabilitation, may include the following points in respect of the beneficiaries covered under the survey:

A. Composition

- Demography, area, disaster prone communities, Social Background of the affected community- e.g., Age wise distribution, distribution on the basis of disability, gender, people with comorbidities, social category wise distribution
- Volunteers from the fields
- Changes in socio-economic factors – acceptance in the village/society, economic condition, health condition including mental health, confidence level, Livelihood options, income generation activities

B. Pre-disaster Measures

- Preparedness to deal with any disaster
- Plan for prompt responses to any disaster, including assessing the severity of situation
- Planning for protective measures such as evacuation of people to safe place, education of public regarding disasters especially in areas subject to natural disasters
- Timely warning and alerts to be issued within the disaster-prone areas
- Helpline numbers were shared with the community people

C. Post-Disaster Measures

- Rapid Assessment of Disaster location and situation
- Immediate mobilization of personnel and equipment
- Search and rescue operations carried out
- Beneficiary listing and validation
- Continued rescue and care of victims with referrals to hospital as needed
- Restoration of communications, water services, waste disposals etc.
- Inspection, identification, and evaluation of sanitation problems
- Relief activities
    - Provision of Shelter
    - Food Services
    - Water Supply
    - Clothing
    - Medical Care, Public Health, Environmental Control and Welfare Services
    - Emergency repairs

D. Rehabilitation

- Status of livelihood of the affected people
- Provisions of livelihood for affected people (Temporary/Permanent, gender based)

- Distribution of equipment to support their livelihood
- Family Services including information and welfare inquiries
- Medical Facilities through mobile clinics and volunteers
- Temporary schools/ school continuation for children
- Awareness generation regarding Menstrual Health, hygiene, and WASH in affected areas
- Counselling services to the affected population requiring psychological support
- Capacity building of communities to prepare and respond to disasters

E. Reconstruction

- Shops/ houses provided to the victims had adequate space
- Relocations were made in view of the educational needs especially girls
- Reconstruction of schools and Anganwadi centers
- Reconstruction of health care facilities
- Reconstruction of transport infrastructure such roads, railway line etc.

F. Skill development and opportunities creation

- Skill development programs conducted
- Linking the skilled workforce to market
- The projects undertaken to create opportunities to earn sustainable livelihood

G. Other Factors

- Community based early warning system
- Provision of supplies to community centres
- Development of knowledge products

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for Disaster Management, Including Relief, Rehabilitation, and Reconstruction Activities may broadly include the following aspects:

S. No.	Evaluation Criteria
(A)	**Quantitative Criteria**
	Disaster Management and Relief
1	Preparedness trainings/Evacuation to volunteers/Outreach workers & staff members, in case of advance warnings for the disaster (for example, in case of a Tsunami or a Cyclone): (i) Number of people trained (ii) Time duration of training
2	Relief Strategy: (i) Response time after the first reports of disaster (ii) Number of other organizations providing relief materials in the same area

3	Beneficiaries/Victims (i) Number of causalities recorded (ii) Number of missing people recorded (iii) Number of beneficiaries reached
4	In case temporary/permanent shelter is necessary, how many affected people have been provided with the shelter? (i) Total number of Affected people (ii) Capacity of shelter homes (iii) Number of people who actually took shelter (iv) Time in which they received the shelter (v) Number of Sanitation units
5	Relief measures provided to the beneficiaries
(a)	If food packets provided: (i) If dry ration is provided, then for how many days in first phase? (ii) Number of people provided with necessary utensils (iii) Number of beneficiaries provided with food (iv) Quantity of food/KCal provided in each packet
(b)	If water has been supplied, then how many affected households/people received clean water?
(c)	In case medical care is provided: (i) Number of people treated immediately for minor/major injuries (ii) Number of doctors/nurses/other front line health workers present on site (iii) Number of beneficiaries to whom the benefits were provided (iv) Number of Mobile/Static clinic (v) Number of counsellors/counselling sessions, in cases of distress
(d)	If clothing support is provided, how many affected people have received the support?
(e)	If schools have been setup then, what is the number of volunteers appointed in schools
(f)	Other Support e.g., i. Number of blankets provided ii. Number of Tarpaulin sheets
Rehabilitation and Reconstruction	
1	The time duration for rehabilitation initiatives
2	Number of people who lost their livelihood or had their livelihood affected
3	Timeline decided to repair or reconstruct infrastructure
4	Time taken for rehabilitation of the affected households
5	How long did it take for the reconstruction process to start?
(B)	**Qualitative Criteria**
Disaster Management and Relief	
1	Implementing Partner Selection criteria (i) Coverage of the affected area (ii) Presence in the area (iii) Language

	(iv) Experience in the similar kind of activities (v) Human Resource (vi) Logistical Expertise
2	Preparedness trainings/Evacuation to volunteers/Outreach workers & staff members, in case of advance warnings for the disaster (for example, in case of a Tsunami or a Cyclone) (i) What all preparations were made after advance warning? (ii) Training of staff and out-reach workers (iii) Topics of training (iv) Disaster Tool Kit provided
3	Relief Strategy (i) Rapid assessment to evaluate loss & damage and requirements (ii) Weather condition considered before initiating relief initiative (iii) Photographs & videos were taken for validation
5	In case temporary/permanent shelter is necessary, what type of shelters have been provided?
6	Relief measures provided to the beneficiaries
(a)	If food packets provided: (i) Were there any specific criteria for food distribution? (Age, disability, pregnant & lactating women etc.) (ii) Is the food provided in the form of cooked meals or dry rations? (iii) Does it meet the daily requirement of the beneficiary (iv) Mindful distribution as per geography
(b)	If water supply is provided: (i) How is the water provided (for example, portable water tank)? (ii) Does the provided water fulfil the household's needs? (iii) Is the water provided safe for drinking without any further treatment?
(c)	In case medical care is provided: (i) Medicines provided for the affected people (ii) Any specific activity for the kids to deal with trauma (iii) Any activity related to women's health a. Awareness on Menstruation health & hygiene b. Distribution of Sanitary pads/recyclable clothes c. Provision of some access to clean water (iv) Was there any vaccination drive conducted?
(d)	If clothing support is provided: (i) Weather condition was considered before providing clothes (ii) Quality of the fabric provided (iii) Mindful distribution as per geography
(e)	Educational Support: (i) Set up of temporary school in affected areas (ii) Any collaboration with organizations for educational support (iii) Liaison with government department for re-opening Anganwadi centres (iv) Support to resume existing schools for continuing education

Rehabilitation and Reconstruction	
1	Livelihood Options: (i) Situation before disaster (livelihood options) (ii) Were there any measures taken for income generation activities? (iii) What type of activities were initiated? (iv) Was there any equipment distributed for income generation?
2	(i) Infrastructure assessment to evaluate the loss & damage (ii) Material used for reconstruction (Does it satisfy the laid down standards on National Building Code of India?)
3	How have the affected family benefitted from the rehabilitation interventions
4	Were other Government line departments consulted with before undertaking the reconstruction?
5	What was the scale of reconstruction (individual houses, common good, etc.)?
6	Was an opinion regarding the geo-morphology of the area taken by an expert before commencing the reconstruction (during the planning phase)?
7	What measures have been taken to avoid widespread destruction of the reconstructed structures, in case there is another calamity or disaster?
8	Are the affected people satisfied with the rehabilitation and / or reconstruction?

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges/Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about disaster management, including relief & rehabilitation and reconstruction activities may include the following:

- Insufficient data / information available to plan appropriately
- Slow evacuation process due to logistical challenges
- Relief material was not provided on time
- Quality of response was not upto the mark
- Sufficiency of the Response
- Identification of affected population
- Lack of coordination and collaboration with other implementing organizations (government departments, NGOs etc.)

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples for

Disaster Management, including Relief, Rehabilitation & Reconstruction Activities may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-traceability of beneficiaries
- Lack of pre-disaster information about people, communities, livelihood etc.
- Limited documentation maintained for relief provided after disaster

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives (relating to Disaster Management, including Relief, Rehabilitation & Reconstruction Activities)

#	Area	Sub-Area
12	Disaster Management, including relief, rehabilitation and reconstruction activities	Relief activities including but not limited to medical aid, food supply and provisioning of clean drinking water during disasters
		Rehabilitation works including but not limited to programmes to assist resettlement and reintegration of refugees, internally displaced persons, and ex-combatants
		Reconstruction activities including but not limited to infrastructure works (renovating as well as new construction), agricultural resource base, supply systems, capacity building of institutions/agencies, and related activities

Draft Social Audit Standard (SAS) 1300

Promotion of financial inclusion

(SAS 1300 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Promotion of financial inclusion". The Standard aims to provide the Social Auditor with the necessary guidance in relation to independent impact assessment engagement of Social Enterprises engaged in Promotion of financial inclusion to make financial services available, accessible, and affordable to all the citizens in a safe and transparent manner and to support inclusive and resilient multi-stakeholder led growth and the audit steps and procedures that should be applied while carrying out the social impact assessment. The Standard sets out the minimum requirements to be followed while doing impact assessment. Laws or regulations may establish additional requirements which should be followed as applicable.

SECTION II – EVALAUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data include:

- Direct beneficiaries
- Immediate family members of the direct beneficiaries
- Management personnel of banking and financial institutions providing services
- Trainers imparting knowledge/ training/ awareness
- Funding entities, Government and related institutions
- Monitoring Agency
- Key program officials of the entity, etc.

- The sample chosen for conducting survey by way of Questionnaires, In-depth Interview, Focussed Group Discussions shall be fairly representative of the diverse target communities and geographies, in order to cover a wide range of the stakeholders involved and give due representation to each category. Each such category should be analysed to assess the % composition represented by it for e.g., representation from SCs, STs, OBCs, special needs, women, elderly, children, and at-risk adolescents and region wise beneficiaries.

- The assessment rate or the response rate is the number of actual responses received against the targeted number of respondents in the survey. A high assessment rate shall provide reasonable assurance that most of the targeted respondents have been largely covered under the survey and that the sample responses considered for the study are fairly representative. Identify the reasons for the gap between respondents contacted and responses received. Such gaps may be due to the candidates not being reachable, or the candidates having migrated to another place or due to incorrect contact details in the database.

- The overall activity of conducting survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

    - designed by in-house team or external specialized agency
    - conducted by in-house team or external specialized agency
    - number of days taken
    - number of teams formed
    - number of manpower deployed
    - number of villages / districts covered
    - total distance (kms.) covered

Desk Review

1.30 The Social Auditor should conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, in relation to Promotion of Financial Inclusion, may include the following:

- Financial literacy and education programmes
- Financial planning of funds
- Tie-ups with banking and financial institutions
- Training for operating of net and mobile banking
- Assistance in completing KYC and other banking formalities
- Customer protection and grievance redressal
- Creating/ strengthening requisite infrastructure
- Universal access to financial services
- Following a target-based approach
- Feedback form from beneficiaries
- MOU between the entity and the implementing agencies/ sponsors/ banking and financial institutions/ trainers/ other related institutions
- Help-desk facilities
- Photographs of various programmes/ events
- Advertisement - leaflets / newspaper
- SHG Formation or Financial inclusion through SHG formation & empowerment

Inspection & Personal Interviews

1.40 Besides desk review the social auditor should also consider doing physical inspection and conducting personal interviews to get firsthand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Did the target people receive the benefit?
- Did they think differently after the benefit?
- Did they understand the concept and work towards financial planning?
- Did they start using the bouquet of financial services?
- Did they learn something they did not know?
- Did they use / apply the knowledge and gain from it?
- Did they share it with others?
- Did the standard of living improve?

Such questions, in relation to Promotion of financial inclusion, may cover the following aspects:

(a) Composition of the participants:

- Whether the program objectives were found to be consistent with the composition of the beneficiaries?

(b) Quality of benefits provided

- How was the quality of services provided?
- Have beneficiaries initiated the use of financial services
- Were the beneficiaries satisfied with the services that they received?
- How was the quality of engagement with beneficiaries?
- Are beneficiaries better informed about their rights, entitlements, and the policies and schemes that affect them viz. NABARD, Pradhan Mantri Jan Dhan Yojana (PMJDY), Lead Banking Scheme, Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY), etc.?
- Have the services enhanced beneficiary's standard of living?
- Has financial planning increased amongst the beneficiaries, especially by disadvantaged communities/sections (including but not limited to SCs, STs, OBCs, special needs, women, elderly, children, and at-risk adolescents)?
- Have the beneficiaries started using mobile and net banking?
- Whether help-desk facilities provided were beneficial and effective?

- Suggestions from beneficiaries for improvement of the programs

(c) Suggestions / Feedback

- What were the constraints or challenges faced in providing the services/ programs?

Key Metrics for Evaluation of Project/ Program

1.60 The Social Auditor should review the project/ program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly / quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period / project / program to effectively understand and evaluate impact.

- The baseline measurement is done to establish the starting point in any project/program, which is then used to measure what actually changed due to the intervention of the entity.
- Assess the past performance trend of the entity.
- Assess the highlights and key achievements during the reporting period.

The evaluation of the project/ program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much the project contributed to the changes that are evidenced?
- How much unintended negative impacts happened due to the intervention?

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria or the key performance indicators against which the impact has to be assessed.

Such criteria in relation to Promotion of financial inclusion may include any of the following aspects:

S. No	**Evaluation Criteria**
(A)	**Quantitative Criteria**
1	Number of people having an account (by themselves or together with someone else) with a banking or financial institution along with demographics

	and geographical bifurcation
2	Number of people with at least 12 deposit and withdrawals from their account in a year
3	Number of deposit accounts opened
4	Number of wallet accounts generated and amount of monetary transactions
5	Number of people with loans outstanding from a bank or financial institution along with demographics and geographical bifurcation
6	Number of insurance policy holders segregated between life and non-life insurance
7	Number of digital transactions entered along with demographical and geographical bifurcation
8	Number of people using mobile banking/ internet banking
9	Number of debit and credit card holders and number of people using a debit or credit card for making payments along with demographical and geographical bifurcation
10	Number of people receiving salaries/ wages through direct transfers into their account
11	Amount of savings along with demographical and geographical bifurcation
12	MSME account holders with type of account details
13	Loans/ Borrowing facilities to MSME holders
14	Number of branches in a particular area
15	Number of ATMs/ PoS terminals in a particular area
16	Number of financial and digital literacy camps conducted and attendance thereof
17	How many (Number) people received the benefit?
18	Improvement in Income levels (pre and post) – program intervention? e.g. Less than Rs. 5000 p/m before Intervention and More than Rs. 5000 p/m after Program intervention
19	Improvement in Savings (pre and post) – program intervention? e.g. Less than Rs. 2000-3000 p/m before Intervention and More than Rs. 3000 p/m after Program intervention
20	How did you use the increased savings? e.g Investments, Buying assets, Children's education, Loan repayment. Household needs Etc?
21	Asset Ownership (pre and post) – program intervention? A list of assets could be created like TV, Fridge, Cycle, 2-wheeler Motorcycle, 3 wheeler, 4wheeler, Water connection, Electricity connection, Gas connection, etc to understand ownership of assets pre and post programmatic intervention.
(B)	**Qualitative Criteria**
1	**Building knowledge and awareness** – Increased financial literacy, market conduct and consumer protection and increased standard of living may be used to assess the improvement in economic conditions. The following indicators may be used to assess the same: a) Financial knowledge score: Understanding about inflation, interest rate, compounding effect of interest, insurance, etc. b) Financial behaviour: Purpose and utility of savings for emergency funding

	c) Ease in accessibility of obtaining loans/ borrowing facilities d) Quality of services towards grievance redressal e) Quality of infrastructure
2	Improvement in Decision Making – Ability to make decisions in household affairs when buying assets for the family, taking decisions on children education, ability to spend independently without anyone's approval
3	What was the change experienced by the beneficiary stakeholder?
4	How long did they experience the change?
5	Do you see any change in the way society treats you because of your participating in Financial Inclusion program?
6	Which aspect of the Financial Inclusion program helped you the most? What has changed in your life due to the financial inclusion programme?

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges / Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might have an influence on the impact assessment. Some of the examples of commonly faced issues in relation to Promotion of financial inclusion may include the following:

- Lack of awareness to the disadvantaged communities/sections (including but not limited to SCs, STs, OBCs, special needs, women, elderly, children, and at-risk adolescents) about the financial and banking services available
- Lack of awareness of rights, entitlements, schemes and entities working to provide financial inclusion
- Unavailability of adequate funds among non-profits for availing support services from ecosystem entities
- Security related issues resulting in frauds have the potential to undermine public confidence in the use of electronic payment products
- Lack of power supply and weak network connectivity
- Technology related issues
- Lack of knowledgeable manpower to educate and train people about financial services and their operations

Any significant issues observed during the assessment, that may influence the user of the Impact Assessment in decision making, must be highlighted by the Auditor in his Social Audit report.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might have an influence on the impact assessment. Some of the examples in relation to Promotion of financial inclusion may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents after completion of the services provided
- Change in contact details of respondents due to which they could not be contacted
- Untrained social investigator conducting survey
- Percentage of error in Data

Any significant limitations observed during the assessment, that may influence the user of the Impact Report in decision making, must be highlighted by the Social Auditor in his report.

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for Social Objectives

(Relating to Promotion of financial inclusion)

Sr. No.	Areas	Sub-Areas
13	Promotion of financial inclusion	Undertake reforms to give disadvantaged communities / sections (including but not limited to SCs, STs, OBCs, special needs, women, elderly, children, and at-risk adolescents) / regions equitable access to/ awareness and availability of affordable financial services.

Draft Social Audit Standard (SAS) 1400

Facilitating Access to Land and Property Assets for disadvantaged Communities

(SAS 1400 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of ''Facilitating Access to Land and Property Assets for disadvantaged Communities''. The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises engaged in facilitating access to land and property assets for disadvantaged communities and the audit steps and procedures that should be applied while carrying out the social impact assessment. The standard sets out the minimum requirements to be followed while doing impact assessment. Laws or Regulations may establish additional requirements which should be followed as applicable.

SECTION II – EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data include:

- ➢ Direct beneficiaries e.g., Trainees, Participants, Attendees
- ➢ Guardians of the direct beneficiaries
- ➢ Trainers imparting training
- ➢ Management personnel of Training Partners (such as banks, NGOs/NPOs, etc.)
- ➢ Monitoring Agency
- ➢ Employers
- ➢ Key Program officials of the reporting entity

- The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:
  - ➢ designed by an in-house team or external specialized agency
  - ➢ conducted by an in-house team or external specialized agency
  - ➢ coverage: number of villages/districts/ total distance (km) covered

- The sample chosen for conducting the survey by way of Questionnaires, IDIs, or FGDs shall be representative of the diverse target communities and geographies, in order to cover a wide range of the stakeholders involved and give due representation to each category. Each such category should be analyzed to assess the % composition represented by it, for e.g., disadvantaged communities/sections including but not limited to SCs, STs, OBCs, special needs, women, elderly, children, and at-risk adolescents).

- The assessment rate or the response rate is the number of actual responses received against the targeted number of respondents in the survey. A high assessment rate shall provide reasonable assurance that most of the targeted respondents have been largely covered under the survey and that the sample responses considered for the study are fairly representative. Identify the reasons for the gap between respondents contacted and responses received. Such gaps may be due to the candidates not being reachable, or the respondents having migrated to another place or due to incorrect contact details in the database.

- The Social Auditor should review the procedure for identifying the participants considered for the sample study. The respondents targeted for the survey should be selected on a random basis so that the incidence of biased responses, which may unfairly influence the impact assessment, is mitigated

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, about facilitating access to land and property assets for disadvantaged communities, may include the following:

- Enrolment form of trainees
- Course books for trainees
- Feedback form by trainees
- Advertisement - leaflets/newspaper
- Attendance registers of trainees
- Video/Audio recordings of IDIs/FGDs
- MOU between the reporting entity and the Training partners
- Attendance registers of trainers
- Photographs of passed-out trained batches
- Current status of trainees
- CV of existing trainers (such as *banking associates, Lekhpals, Tahsildar, Naib Tahsildar, Patwari, Talati* etc.) to assess their qualification and expertise

Inspection & Personal Interviews

1.40 Besides desk review the social auditor should also consider doing physical inspection and conducting personal interviews to get firsthand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews, and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed. This would help the Social Auditor in forming his views on the following aspects:

- Did the target people attend the awareness Campaigns/ programmes/ workshops?
- Do they think differently after the awareness Campaigns/ programmes/ workshops?
- Did they learn something they did not know?
- Did they use/apply the knowledge and gain from it?
- Did they share it with others?

Such questions, in relation to facilitating access to land and property assets for disadvantaged communities, may cover the following aspects:

(a) Composition of the participants:

- Whether the program objectives were found to be consistent with the composition of the trainees?

(b) Quality of awareness Campaigns/ programmes/ workshops

- How was the quality of awareness Campaigns/ programmes/ workshops that was imparted?
- Were the participants satisfied with the awareness Campaigns that they received?
- Has the training been useful to their present engagements?
- Are the participants satisfied with the assessment procedure?
- What was the frequency of awareness Campaigns once a target group was identified? Was there a follow - up session / engagement activity to assess implementation of the awareness Campaigns?
- Were the concerns / issues of the target group adequately addressed in future awareness Campaigns sessions?
- Were suitable solutions provided during future awareness Campaigns sessions?

(c) Socio-economic factors

- What impact did the program have on a person’s life after receiving awareness Campaigns?
- Has the training improved the well-being of the participants?

(d) Suggestions / Feedback

- What were the constraints or challenges faced in imparting the awareness Campaigns?

Key Metrics for Evaluation of Project/ Program

1.60 The Social Auditor should review the project/ program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly/quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period/project/program to effectively understand and evaluate the impact.

The evaluation of the program/ project information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much has the project contributed to the changes that are evidenced?
- Is there any unintended negative impact that happened due to the intervention?

Such information, about facilitating access to land and property assets for disadvantaged communities, may include the following points in respect of the beneficiaries covered under the survey:

(a) Composition

- Demography, Social Background of the beneficiaries- e.g., Age wise distribution, Marital status, qualification, social category wise distribution, representation/participation by women
- Ancestral background of the trainees/participants
- Selection process of the trainees/participants and identification of training needs

(b) Training aspects

- Relevance & usefulness of skill training
- Nature of training imparted
- Duration of training and its sufficiency
- Area of operation i.e., village, block, district level
- Sectors of training such as financial inclusion, land and property rights, government schemes like Pradhan Mantri Awas Yojana (PMAY), for

remunerative price for their produce, program like Pradhan Mantri Annadata Aay Sanrakshan Abhiyan (PM-AASHA), MSP etc.

- Courses of training
- Certification/assessment test
- Trainer's competencies
- Quality of the delivery mechanism
- Training infrastructure & equipment
- Apart from training, a Social Enterprise may be engaged in creating or improving access to finance/credit facilities like-
    - Arranging for / Improving access to microfinance / farm loans, etc. – Increase in annual production
    - Arranging for / Improving access to Agri Insurance - Improvement in insurance coverage
    - Arranging for / Improving access to Government Benefit schemes. - Reduction in cost of production
    - Arranging for / Improving access to judicial services in land related transactions and reducing conflicts
    - Arranging for / Improving access to legal assistance to marginalized groups -Reducing unlawful burden on family income/ property-
    - Improvement in the title ownership of women
    - Arranging for / Improving access to formalization of lease/agreement, and tenants' rights, and reducing informal type of lease/agreement
    - Arranging for / Improving active access to as members in residents' welfare associations.
    - Designing training programs specifically for members of the disadvantaged communities to facilitate access to credit to acquire and protect land and property assets.
    - Awareness programs for empowering women regarding legal rights to ownership of productive assets
    - Awareness programs for the members of the disadvantaged communities to create awareness on owing the land and property assets and how these assets help to ensure their families weather some of life’s most difficult challenges.

(c) Socio-economic factors

- Status of beneficiaries before receiving training
- Socio-economic improvement
    - Livelihood creation
    - Increase in income

    - Improved facilities at home
    - Improved ownership of assets
- Changes in socio-economic factors – acceptance / respect in the village/society, economic condition, health condition, confidence level, purchasing power, earning avenues
- Changing societal perceptions among communities that women are incapable of managing productive assets, such as land and property independently to facilitate inclusive growth and equal access to opportunities and resources for all segments of society.
- Changes / improvement in Human capabilities
- Changes / improvement in Physical capabilities
- Changes / improvement in financial capabilities

(d) Other Factors

- Holistic development
- Entrepreneurial skill development
- Extra-curricular programs offered
- Amenities/resources provided
- Impact on indirect beneficiaries
- Improved access to financial resources
- Reach of MFIs/RRBs/Cooperative Credit Institutions/Commercial Banks/Financial institutions.
- Informed decisions over asset creation
- Improved credit distribution
- Improvement in the Technical support for the access of these services
- Improvement in share of Collateral free loans
- On time repayment of credit

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for facilitating access to land and property assets for disadvantaged communities may broadly include the following aspects:

S. No	Evaluation Criteria
(A)	**Quantitative Criteria**
1	No. of beneficiaries from deprived / disadvantaged sections of society, rural or backward areas to total beneficiaries enrolled
2	No. of female/women participants to total beneficiaries enrolled
3	No. of beneficiaries successfully certified in their program of choice to

	total beneficiaries enrolled
4	No. of training hours i.e., training hours offered per week
5	No. of days of training offered by the institute for the year as well as for the course duration
6	Enrolment Fees charged from participants on subsidized basis and comparison with average fee in general
7	No. of participants who are provided partial/total scholarship to total beneficiaries enrolled
8	Trainer attendance rate during the reporting period to assess the average number of absentee days
9	Participant attendance from disadvantaged communities' rate to assess the average number of absentee days
10	Participant–Trainer ratio: No. of participants from disadvantaged communities per trainer
11	Number of participants from disadvantaged communities receiving vocational or technical training to total participants enrolled
12	Participants drop-out rate i.e., percentage of participants who had enrolled for the program but dropped out before its completion and no. of dropped participants enrolled back
13	No. of caregivers trained who are responsive to needs in early childhood care in preschools, day-care etc.
14	Increase in the number of assets owned by the target group in the period of assessment, be it land, house, property, equipment, vehicles, etc.
15	Number of loans granted by microfinance institutions to facilitate access to land /property
16	Number of judicial cases pursued to establish rights of disadvantaged individuals over property
17	Number of property records made accessible to the target group
18	Number of beneficiaries of Government benefit schemes facilitated by the Social Enterprise
19	Number of asset/ agri insurance policies facilitated
20	Increase in financial inclusion – number of bank accounts opened, Jan Dhan Yojana, direct credit transactions by Government
21	Number of legal advisory transactions facilitated
22	Increase in rent transactions of land or property within target group during the period of assessment
23	Number of individuals provided with accomodation after natural disasters / accidents
24	Number of individuals relocated after redevelopment / community building projects / Number of such projects initiated / completed
25	Number of change vectors and their man hours applied in pursuing social reforms
(B)	**Qualitative Criteria**
1.	**Demographic Profile** a) Household characteristics (members, gender, marital status, age, education, occupation etc.)

	b) Household population c) Total no. Of Homeless population d) Percentage of landless and property less population e) Percentage of Floating population
2.	**Factors affecting access to financial services** a) Gender issues b) Age factor c) Legal identity d) Limited literacy e) Place of living (due to mobility of population, problem of no fixed formal address) f) Psychological and cultural barriers g) Level of Income
3.	**Improvement in Economic conditions** – Beneficiaries becoming financially self-sufficient and having better access to facilities through improved purchasing power, post completion of training The following indicators may be used to assess the same: a) Ownership of Land/House b) Ownership of vehicles & domestic utilities c) Loan repayment/Loan availing facility d) Occupation distribution (such as construction labour, daily wage labour, agricultural labour etc.) e) Income distribution of the community
4.	**Improvement in Social conditions** – Improvement in social status and social acceptance, social prestige among peers and neighbors, gaining respect in society post completion of training
5.	**Improvement in access to services and utilities** The following indicators may be used to assess the same: a) Better access to medical facilities b) Availability of potable water at home c) Availability of sanitation facilities d) Better access to education e) Availability of public transport
6.	**Improvement in prospects** The following indicators may be used to assess whether: a) Program helped the youth in becoming self-reliant b) Program helped in creating earning avenues for future employment c) The beneficiaries influenced others to join similar programs
7.	**Access to Financial services** a) Institutional and Non–Institutional sources of finance b) Criteria of eligibility for loan c) Criteria of valuation of collateral
8.	**Assets ownership distribution** a) Per unit land/property per household b) Per unit land/property per member c) Ownership of land/property under female/male

9.	**Access to Government scheme and programs** a) Percentage of the population aware and enrolled in the government schemes and programs b) Percentage of the population enrolled in the housing and social security schemes c) Availability of government id cards
10.	**Holistic Development**–in contrast to a purely academic program, whether the need for the overall development of the participants is also addressed through: a) Inculcating good behavior as a responsible citizen b) Keeping campus & neighborhood clean d) Development of social, behavioral, and interpersonal skills f) Encouraging community service
11.	**Property and Land Rights** a) Securing progressive tenure documents ranging from occupancy permits, government leases to formal titles. b) Women's partnership in title, or sole ownership c) Joint titled ownership
12.	**Loss of land and property assets** a) Due to developmental projects, acquisition etc. b) Natural Calamities c) Loss of structure of the property
13.	**Assessment of loss/affected asset** a) Assessment of potential economic impact b) Physical measurement of affected assets. c) Categorization of potential loss d) Identification of the non-title holder e) Compensation for land/property loss or replacement cost
14.	**Measurement of the extent of financial exclusion** a) Number of low-income households/landless excluded from the formal financial system b) Financial institutions (like banks) reach (Bank Branch Density/MFIs/Bank accounts) c) Complex procedure of documentation d) High prices of financial services
15.	**Transportation** Transportation facility provided to participants who requested or needed it. Details on the service provided, such as no. of participants from disadvantaged communities who were provided transportation, eligibility criteria, bus capacity, ridership, safety etc.
16.	**Quality of Training imparted** Qualification and experience of the trainers to assess their competence, skill, expertise and the quality of delivery.
17.	**Basic facilities at the training centers** Basic amenities such as the provision of chairs, desks, toilets, safe drinking water, etc. should be assessed

18.	**Training Resources provided** Availability of textbooks, note-books, study material, digital training resources, library books for participants from disadvantaged communities should be assessed
19.	**Spirit of Entrepreneurship** Whether the focus on entrepreneurship is covered in the course curriculum to enable the trainees to develop a broad outlook and become self-reliant
20.	**Creating lifelong learners** Provision of developing a lifelong learning mindset to equip the beneficiaries to enhance their capabilities to be future ready, from a livelihood perspective.
21.	**Creating Physical Capabilities** Improvements in assets can create physical access to markets, access to basic services, provide shelter and safety, and promote nutrition
22.	**Developing Human Capabilities** Improvement in assets can provide access to information and knowledge, connecting disadvantaged poor households with their social networks, promotes education and training, promotes psychological and emotional well – being of poor people
23.	**Access to financial resources** Improvement in access to productive assets can increase incomes for poor people, can diversify income streams of poor people, encourage the adoption of risk mitigation practices, and households can liquidate nonproductive assets to cope with shocks

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges/Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about facilitating access to land and property assets for disadvantaged communities may include the following:

- Insufficient number of training equipment available for training programmes
- Training on obsolete equipments
- Residential accommodation not being made available
- Candidates not being able to finish the training due to family problems

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples of facilitating access to land and property assets for disadvantaged communities may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents due to relocation to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to Facilitating access to land and property assets for disadvantaged communities)

	Area	**Sub-area**
14	Facilitating access to land and property assets for disadvantaged communities	Undertake reforms to ensure access and timely availability of financial services, and affordable and adequate credit facilities to disadvantaged communities/sections (including but not limited to SCs, STs, OBCs, special needs, women, elderly, children, and at-risk adolescents)

Draft Social Audit Standard (SAS) 1500

Bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection

(SAS 1500 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection". The Standard aims to provide the Social Auditor with the necessary guidance in relation to independent impact assessment engagement of Social Enterprises engaged in bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection and the audit steps and procedures that should be applied while carrying out the social impact assessment. The standard sets out the minimum requirements to be followed while doing impact assessment. Laws or Regulations may establish additional requirements which should be followed as applicable.

SECTION II – EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data include:

- Direct beneficiaries
- Immediate family members of the beneficiaries
- Trainers imparting knowledge/ training/ awareness
- Service providers
- Funding entities, Government and related institutions
- Monitoring Agency
- Key program officials of the entity, etc.

- The sample chosen for conducting survey by way of Questionnaires, In-depth Interview, Focussed Group Discussions shall be fairly representative of the diverse target communities and geographies, in order to cover a wide range of the stakeholders involved and give due representation to each category. Each such category should be analysed to assess the % composition represented by it for e.g., representation from disadvantaged sections of the society, women, elderly, children, and at-risk adolescents and region wise beneficiaries.

- The assessment rate or the response rate is the number of actual responses received against the targeted number of respondents in the survey. A high assessment rate shall provide reasonable assurance that most of the targeted respondents have been largely covered under the survey and that the sample responses considered for the study are fairly representative. Identify the reasons for the gap between respondents contacted and responses received. Such gaps may be due to the candidates not being reachable, or the candidates having migrated to another place or due to incorrect contact details in the database.

- The overall activity of conducting survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

    - designed by in-house team or external specialized agency
    - conducted by in-house team or external specialized agency
    - number of days taken
    - number of teams formed
    - number of manpower deployed
    - number of villages / districts covered
    - total distance (kms.) covered

Desk Review

1.30 The Social Auditor should conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, in relation to bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection, may include the following:

- Digital literacy programmes
- Incentives to information and communication technology entities
- Collaborations with various service providers
- Cyber club set-ups
- Stronger infrastructure to provide uninterrupted internet connectivity and electronic devices
- Introduction of E-pathshalas
- Prioritizing last mile connectivity
- Innovative ideas viz. Dig once policy such that fibre companies dig up common tunnel to lay cables resulting in reduced cost that can be diverted towards providing various other benefits, etc.
- Comprehensive cybersecurity framework for data security, safe digital transactions, and complaint redressal
- MOU between the entity and the implementing agencies/ hardware and service provider/ trainers/ other related institutions
- Help-desk facilities
- Photographs of various programmes/ events
- Advertisement - leaflets / newspaper
- Reducing gender and caste divide in internet access
- Preventing discrimination or exploitation through data protection

- Ensuring consent and rule-based data collection

Inspection & Personal Interviews

1.40 Besides desk review the social auditor should also consider doing physical inspection and conducting personal interviews to get firsthand assessment of impact.

Evaluation Questions

1.50 The social auditor should review the evaluation questions addressed through Questionnaires, In-depth interviews, and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed.

In relation to bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection, may cover the following aspects:

(a) Composition of the participants:

- Whether the program objectives were found to be consistent with the composition of the beneficiaries?

(b) Quality of benefits provided

- How was the quality of services provided?
- Were the beneficiaries satisfied with the services that they received?
- How was the quality of engagement with beneficiaries?
- Has the digital divide been bridged?
- Are beneficiaries better informed about their rights, entitlements, and the policies and schemes that affect them viz. BharatNet project, National Digital Literacy Mission, Pradhan Mantri Gramin Digital Saksharta Abhiyan, The Gyandoot Project in the state of Madhya Pradesh, **FRIENDS Project** in the state of Kerala, E–Chaupals Project in few states of India, etc.?
- Whether there is increased data security?
- Whether there is reduced spread of misinformation?
- Whether help-desk facilities provided were beneficial and effective?
- Suggestions from beneficiaries for improvement of the programs
- Whether more data protection measures were used?

(c) Suggestions / Feedback

What were the constraints or challenges faced in providing the services/ programs?

Key Metrics for Evaluation of Project/ Program

1.60 The Social Auditor should review the project/ program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly / quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period / project / program to effectively understand and evaluate impact.

The evaluation of the project/ program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much the project contributed to the changes that are evidenced?
- How much unintended negative impacts happened due to the intervention?

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria or the key performance indicators against which the impact has to be assessed.

Such criteria in relation to bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection may include any of the following aspects:

S. No	Evaluation Criteria
(A)	**Quantitative Criteria**
1	Number and amount of deployment of electronic devices including mobile devices along with demographical and geographical bifurcation
2	Number of Internet users and data consumption along with demographical and geographical bifurcation
3	Number of Digital literacy programmes conducted and number of attendees along with demographical and geographical bifurcation
4	Amount spent on creating technology infrastructure along with demographical and geographical bifurcation
5	Number of cyber clubs set-up and number of beneficiaries along with demographical and geographical bifurcation
6	Amount spent on providing uninterrupted internet connectivity and number of beneficiaries along with demographical and geographical bifurcation
7	Number of beneficiaries from E-pathshalas along with demographical and geographical bifurcation
8	Current and historical number of data security breaches based on the total population susceptible to such breach
9	Current and historical number of times information is inaccurately spread based on the total population
10	Number of broadband connections and number of beneficiaries along with demographical and geographical bifurcation

11	Number of queries raised to help-desks and number of queries resolved along with demographical and geographical bifurcation
(B)	**Qualitative Criteria**
1	**Improvement in Digital Divide**– Increased digital literacy, reduced spread of misinformation, reduced data breaches, increased cyber security may be used to assess the improvement in digital divide.

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges / Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might have an influence on the impact assessment. Some of the examples of commonly faced issues in relation to Bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection may include the following:

- Costly investments and infrastructure
- Lack of digital literacy and skills
- Resistance to change due to tech savvy operations
- Language barriers
- Gender gap in access to digital devices
- Rapid spread of incorrect information without verification of facts
- Data security breach

Any significant issues observed during the assessment, that may influence the user of the Impact Assessment in decision making, must be highlighted by the Auditor in his Social Audit report.

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might have an influence on the impact assessment. Some of the examples in relation to Bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection may include the following:

- Cases of no-response in case the questionnaire is not administered in person

- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents due to re-location to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted

Any significant limitations observed during the assessment, that may influence the user of the Impact Report in decision making, must be highlighted by the Social Auditor in his report.

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for Social Objectives

(Relating to Bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection)

Sr. No.	Areas	Sub-Areas
15	Bridging the digital divide in internet and mobile phone access, addressing issues of misinformation and data protection	Undertake reforms to reduce inequalities with regard to access to, use of, or impact of information and communication technologies (ICT) between individuals, households, businesses, or geographic areas, usually at different socioeconomic levels or other demographic categories
		Undertake activities that advocate or promote promises of neutrality and equality in data protections and privacy (data protection as right rather than a paid/luxury good) for disadvantaged communities

Draft Social Audit Standard (SAS) 1600

Promoting welfare of migrants and displaced persons

(SAS 1600 should be read in the context of the "Preface to the Social Audit Standards" and "Framework for the Social Audit Standards", issued by the ICAI)

CONTENTS

SECTION I – INTRODUCTION

Objective and Scope

1.10 This Social Audit Standard relates to the thematic area of "Promoting welfare of migrants and displaced persons''. The Standard aims to provide the Social Auditor with the necessary guidance about independent impact assessment engagement of Social Enterprises engaged in promoting welfare of migrants and displaced persons and the audit methodologies and procedures that should be applied while carrying out the social impact assessment. The standard sets out the minimum requirements to be followed while doing impact assessment. Laws or Regulations may establish additional requirements which should be followed as applicable.

SECTION II – EVALUATION OF SOCIAL IMPACT

Data Collection

1.20 The stakeholders that may be approached for obtaining data include:

- Direct beneficiaries e.g., migrant workers and displaced persons
- Employers of the direct beneficiaries
- Recruitment Agencies
- Key Program officials of the reporting entity

The overall activity of conducting a survey and collecting sample data should be reviewed in terms of the following factors to assess relevance and reliability:

- designed by an in-house team or external specialized agency
- conducted by an in-house team or external specialized agency
- coverage: number of villages/districts/ total distance (km) covered

Desk Review

1.30 The Social Auditor may conduct a desk review of existing documents to gain further insight into the evaluation procedure and impact assessment. Such documents, about promoting welfare of migrants and displaced persons, may include the following:

- Tracking and analysis of policies affecting migrant workers, their families and communities
- Benchmark data on number of migrant workers and their movement from source locations to work locations and changes in these
- Benchmark data on livelihood opportunities in source locations

- Benchmark data on families and communities – income, education, health, nutrition, employment, access to schemes etc.
- Data on employers (both organised and informal sectors) of migrant workers and employment practices

Inspection & Personal Interviews

1.40 Besides desk review the social auditor should also consider doing physical inspection and conducting personal interviews to get firsthand assessment of impact.

Evaluation Questions

1.50 The social auditor shall review the evaluation questions addressed through Questionnaires, In-depth interviews, and Focused Group Discussions to assess the responses received from various stakeholders and to understand what has changed.

Such questions, in relation to promoting welfare of migrants and displaced persons, may cover the following aspects:

(a) Composition of the beneficiaries:

- Whether the programme objectives were found to be consistent with the needs of the beneficiary groups?

(b) Quality of programme input

- How was the quality of services provided?
- Were the participants satisfied with the services that they received?
- How was the quality of engagement with beneficiaries?
- Are beneficiaries better informed about their rights, entitlements, and the policies and schemes that affect them?
- Has access to rights, entitlements and schemes improved for beneficiaries?
- Have the services enhanced beneficiary livelihoods, working conditions and job security?
- Have the services enhanced income and well-being of the families of the beneficiaries?
- Have the services reduced the flow of migration by enhancing livelihood opportunities in the source districts?
- Have the services enhanced norms and practices of employers of migrant workers?
- Suggestions from beneficiaries for improvement of the programme

(e) Suggestions / Feedback

- What were the constraints or challenges faced in providing the services?

Key Metrics for Evaluation of Project/ Program

1.60 The Social Auditor shall review the project/ program documents to frame the evaluation criteria for assessing impact. Such key metrics may be collated from base-line, mid-line (monthly/quarterly) and end-line assessment (if available), respectively at the beginning, middle and end of the reporting period/project/program to effectively understand and evaluate the impact.

The evaluation of the project/ program information would facilitate the Social Auditor to assess:

- What would have happened in the absence of the intervention?
- How much has the project contributed to the changes that are evidenced?
- Is there any unintended negative impact that happened due to the intervention?

Assessment of Evaluation Criteria (Illustrative Key Performance Indicators)

1.70 The Social Auditor should identify the quantitative and qualitative evaluation criteria against which the impact has to be assessed.

Such criteria for promoting welfare of migrants and displaced persons may broadly include the following aspects:

S. No	Evaluation Criteria
(A)	**Building knowledge and awareness about schemes and policies**
1	Awareness of schemes and policies related to the welfare of migrants, including those pertaining to the portability of social security benefits
2	Number of activities/campaigns implemented to raise awareness about migrants' right to health, education and social protection amongst frontline and other service providers in government facilities
3	Number of advocacy measures taken to ensure equal participation of trade unions, collective action
4	Number of policy measures taken to address development challenges faced by migrant workers through intervention
5	Nature of steps taken to map household and other forms of migration in the locality
(B)	**Improving labour protection and improvement in capacity building and skill-building**
1	Proportion of migrants receiving support to access decent and productive work in the locality, disaggregated by gender, disability and social group
2	Prevalence of deaths, injuries, diseases and disabilities caused by unsafe

	natural and occupational environment, disaggregated by age, gender, sex, social group, disability
3	Unemployment and Wage gap between migrant and local workers, disaggregated by gender, disability and social group
4	Proportion of migrants that access vocational training programs in the locality
5	Steps taken to ensure participation of workers' organizations in policymaking and policy implementation on labour migration
6	Strengthening civil society organizations and creation of local networks
7	Proportion of migrant workers reporting discrimination and abuse at work who initiated legal or administrative action
8	Proportion and frequency of businesses inspected for conformity with labour standards
9	Capacity building process undertaken directly or activated, by gender, disability, social group
(C)	**Improved implementation of public services for migrants and their families**
1	Proportion of female migrant workers legally covered by different health related schemes, maternity benefits
2	Prevalence rates of nutritional diseases, occupational illnesses, communicable diseases, alcoholism, HIV and AIDS amongst migrant populations
3	Number of programs aimed at promoting migrants' right to health including ensuring access to public health facilities and access to insurance schemes
4	Proportion of a) children of migrant families immunized against vaccine-preventable diseases, b) underweight migrant children, c) female migrants that could equally access pre- and peri-natal healthcare services
5	Number of affirmative action measures for ensuring access to education of groups in vulnerable situations, without discrimination
6	Percentage of children and adolescent migrants who a) attend and finish compulsory education, b) early childhood education, c) secondary education disaggregated by age, sex, gender, social group, disability
7	Number of free programs for learning languages of the destination state to promote integration at school of child going age migrants Percentage of children and adolescent migrants who are involved in child work individually or as part of family labour a) under 14, b) under 16 years of age
8	Number of Social Security Benefits facilitated for migrants, while considering: o Percentage of benefits delivered to women o Percentage of benefits delivered to SC and ST households o Percentage of benefits delivered to households falling within the bottom 40% of India in terms of wealth (determined using the DHS wealth index for India)
9	Number of migrant households accessing at least 3 priority benefits. Priority benefits include: o BOCW/UOW schemes o PDS/ONOR

	o Ayushman Bharat o ICDS access o MGNREGA (at source) o National Social Assistance Programme (NSAP)
10	Value of benefits received per household
11	Leverage ratio (i.e. value of benefits delivered compared to the cost of delivery
12	Number of workers aware of their rights and redressal mechanisms
13	Number of labour-law violation cases identified
14	Number of labour-law violation cases resolved
15	Percentage of rescued bonded-labourers that are rehabilitated by government bodies
16	Value of unpaid wages that have been recovered
(D)	**Reducing gender discrimination and ensuring gender justice**
1	Steps taken to ensure fair recruitment and equal treatment of migrant workers to prevent exploitation
2	Proportion of women workers who have access to maternity benefits, access to worksite creches and sexual and reproductive health services
3	Proportion of migrant workers who have perceived experienced discrimination at a) work, b) while accessing entitlements
4	Share of migrant workers among workers represented at the company level
5	Existence of a helpline for migrant workers, number of complaints filed and redressed through the same

SECTION III – ASSESSMENT OF CHALLENGES AND LIMITATIONS

Challenges/Areas for improvement

1.80 The Social Auditor should identify the challenges faced by the stakeholders and the areas for improvement based on the suggestions and feedback received from them, which might influence the impact assessment. Some of the examples of commonly faced issues about promoting welfare of migrants and displaced persons may include the following:

- Lack of awareness of rights, entitlements, schemes and entities working to provide access to these
- Difficulties in data collection and validation due to movement of beneficiaries across states
- Lack of coherent policies and coordinated action between source districts/states and receiving districts/states

Limitations of the assessment

1.90 The Social Auditor should identify the inherent limitations of the evaluation process which might influence the impact assessment. Some of the examples of promoting awareness, social protection, employment conditions, and livelihoods may include the following:

- Cases of no-response in case the questionnaire is not administered in person
- Some of the questions being skipped by the respondents and remaining unanswered
- Non-availability of respondents due to relocation to other places after completion of the course
- Change in contact details of respondents due to which they could not be contacted

Effective Date

1.100 This Social Audit Standard shall be applicable for social impact assessment covering periods beginning on or after _________.

SECTION IV – APPENDIX

Taxonomic classification of areas and sub-areas for social objectives

(relating to Promoting welfare of migrants and displaced persons)

	Area	Sub-area
16	Promoting welfare of migrants and displaced persons	Undertake welfare activities for local migrants by providing opportunities and in turn reduce the economic inequalities.

Section - IV

Glossary of terms

10. For Profit Social Enterprise - Means a company or a body corporate operating for profit, which is a Social Enterprise for the purposes of Securities and Exchange Board of India (Issue of Capital and Disclosure Requirements) (Third Amendment) Regulations, 2022 and does not include a company incorporated under section 8 of the Companies Act, 2013 (18 of 2013).

20. Impact Scorecard – A tool that helps enterprises communicate the social impact outputs, outcomes and risks.

30. Indicator - Information that allows performance to be measured. This usually takes the form of a value which links an enterprise's activities to its outputs and outcomes.

40. Inputs - The resources used to run the project/ program/ project-based activity such as money, people, facilities, and equipment. This is the investment against which the value of the impact created will be compared.

50. Materiality – Materiality refers to the importance and significance of information in respect of the reporting entity's impact on the multiple stakeholders. Information is considered material if it could influence the decisions of the stakeholders.

60. Not for Profit Organization - Means a Social Enterprise which is any of the following entities:

    (i) a charitable trust registered under the Indian Trusts Act, 1882 (2 of 1882);

    (ii) a charitable trust registered under the public trust statute of the relevant state;

    (iii) a charitable society registered under the Societies Registration Act, 1860 (21 of 1860);

    (iv) a company incorporated under section 8 of the Companies Act, 2013 (18 of 2013);

    (v) any other entity as may be specified by the Securities and Exchange Board of India (SEBI).

70. Outcomes - Changes resulting from the activity for individuals, community, or other stakeholders. For example, number of people that came above the poverty line, employment, increase in income or community cohesion.

80. Outputs - The direct and tangible products from the project/ program/ project-based activity - for example, the number of people trained/ employed.

90. Projects/ Programs/ Project-based activities - Generic term for planned actions, activities, programmes etc. undertaken by a Social Enterprise with the intent to meet any one or more of the social objectives.

100. Professional judgment – The application of relevant training, knowledge and experience, within the context provided by auditing, accounting and ethical standards, in making informed

decisions about the courses of action that are appropriate in the circumstances of the social audit engagement.

110. Self-Regulatory Organization – Means an organization of intermediaries which is representing a particular segment of the securities market and which is duly recognised by the Securities and Exchange Board of India (SEBI) under Securities and Exchange Board of India (Issue of Capital and Disclosure Requirements) (Third Amendment) Regulations, 2022, but excludes a stock exchange.

120. Social Auditor – Means an individual registered with Self -Regulatory- Organisation (SRO) under the Institute of Chartered Accountants of India (ICAI) or such other agency, as may be specified by the Securities and Exchange Board of India (SEBI), who has qualified a certification program conducted by National Institution of Securities Market (NISM) and hold a valid certificate.

130. Social Audit Firm - Means any entity which has employed Social Auditors and has a track record of minimum three years for conducting social impact assessment.

140. Social Enterprise – Means either a Not for Profit Organisation or a For Profit Social Enterprise that meets the eligibility criteria specified in the Securities and Exchange Board of India (Issue of Capital and Disclosure Requirements) (Third Amendment) Regulations, 2022.

150. Social impact – A term used extensively for the net effect of a project/ program/ project-based activity on a community and the wellbeing of individuals and families undertaken with the social intent to deliver economic, social, and environmental benefits.

160. Social Stock Exchange – Means a separate segment of a recognised stock exchange having nationwide trading terminals permitted to register Not for Profit Organizations and / or list the securities issued by Not-for-Profit Organizations in accordance with provisions of Securities and Exchange Board of India (Issue of Capital and Disclosure Requirements) (Third Amendment) Regulations, 2022.

170. Those charged with governance – The person(s) or organisation(s) (e.g., a corporate trustee) with responsibility for overseeing the strategic direction of the entity and obligations related to the accountability of the entity. This includes overseeing the financial reporting process. For some entities, those charged with governance may include management personnel, for example, executive members of a governance board of a private or public sector entity, or an owner-manager.

Section – V

Appendix - Niti Aayog's SDG India Index Indicators

APPENDIX – Niti Aayog's SDG India Index Indicators

SDG No.	SDG Description	Linkage with other SDGs	SDG Targets
1	End poverty in all its forms everywhere	SDGs 2,3,4,5,6,7,8, 10,11,13	1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day
			1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
			1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
			1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
			1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate- related extreme events and other economic,social and environmental shocks and disasters
			1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions
			1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions
2	End hunger, achieve food security and improved nutrition and promote	SDGs 1,3,4,5,6,8,1 2	2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

	sustainable agriculture		
			2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescentgirls, pregnant and lactating women and older person
			2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment
			2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality
			2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationallyagreed
			2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries
			2.b Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and allexport measures with equivalent effect, in accordance with the mandate of the Doha Development Round.
			2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme foodprice volatility
3	Ensure healthy lives	SDGs 1,2,5,6,7,8,1	3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000live births

	and promote well-being for all at allages	1,13	
			3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births
			3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
			3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well being
			3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
			3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents
			3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and Programmes
			3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all
			3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution andcontamination
			3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate
			3.b Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, whichaffirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular,

			provide access to medicines for all.
			3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States
			3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management ofnational and global health risks
4	Ensure inclusive and equitable quality education and promote lifelong learning opportuniti es for all	SDGs 3, 5, 8, 10, 12, 13	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevantand effective learning outcomes
			4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary Education
			4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education,including university
			4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
			4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
			4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men andwomen, achieve literacy and numeracy
			4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and

			appreciation of cultural diversity and of culture's contribution to sustainable development
			4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
			4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
			4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
5	Achieve gender equality and empower all women and girls	SDGs Goals 2, 3, 4, 6, 7, 8, 9, 10, 16	5.1 End all forms of discrimination against allwomen and girls everywhere
			5.2 Eliminate all forms of violence against allwomen and girls in the public and private spheres, including tracking and sexual and other types of exploitation
			5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
			5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and thefamily as nationally appropriate
			5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
			5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
			5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and

			control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
			5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of Women
			5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels
6	Ensure availability and sustainable manageme nt of water and sanitation for all		6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all
			6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
			6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
			6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
			6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
			6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
			6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation- related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies
			6.b Support and strengthen the participation of local communities in improving water and sanitation management

7	Ensure access to affordable, reliable, sustainable and modern energy for all	SDGs 9, 10, 12,13	7.1 By 2030, ensure universal access to affordable, reliable and modern energy services
			7.2 By 2030, increase substantially the share of renewable energy in the global energy mix
			7.3 By 2030, double the global rate of improvement in energy efficiency
			7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology
			7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support
8	Promote sustained, inclusive and sustainable Economic growth, full and productive employment and decent work for all	SDGs 1, 4, 5, 9, 10, 12	8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries
			8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value-added and labour-intensive sectors
			8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-

			sized enterprises, including through access to financial services
			8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead
			8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
			8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
			8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
			8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
			8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products
			8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all
			8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries
			8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization
9	Build resilient infrastructure, promote inclusive and sustainable industrialization and	SDGs 4, 8, 10, 11, 12	9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and trans border infrastructure, to support economic development and human well- being, with a focus on affordable and equitable access for all

	foster innovation		
			9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries
			9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets
			9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities
			9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending
			9.a Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States
			9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities
			9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020
10	Reduce inequality within and among countries		10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average
			10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other

			status
			10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
			10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality
			10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations
			10.6 Ensure enhanced representation and voice for developing countries in decision- making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
			10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies
			10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization Agreements
			10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes
			10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 percent
11	Make cities and human settlement s inclusive, safe, resilient and sustainable		11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
			11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public

			transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
			11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
			11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage
			11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
			11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
			11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities
			11.a Support positive economic, social and environmental links between urban, peri- urban and rural areas by strengthening national and regional development planning
			11.b By 2020, substantially increase the number of cities and human settlementsadopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
			11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials
12	Ensure sustainable consumption and production Patterns	SDGs 2, 6, 7, 8, 9, 11, 13, 14, 15	12.1 Implement the 10-year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
			12.2 By 2030, achieve the sustainable management and efficient use of natural resources
			12.3 By 2030, halve per capita global food waste at the

			retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses
			12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
			12.5 By 2030, substantially reduce waste generation through prevention, reduction,recycling and reuse
			12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reportingcycle
			12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities
			12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
			12.a Support developing countries to strengthen their scientific and technologicalcapacity to move towards more sustainablepatterns of consumption and production
			12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products
			12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected Communities
13	Take urgent action to combat climate change and its impacts	SDGs 2, 3, 4, 6, 7, 8, 9, 11, 12, 14, 15	13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
			13.2 Integrate climate change measures intonational policies, strategies and planning

			13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
			13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
			13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries, and small islands developing States, including focusing on women, youth and local and marginalized communities
14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	SDGs 9, 12, 13, 15,16	14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
			14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans
			14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
			14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological Characteristics
			14.5 By 2020, conserve at least 10 per cent of coastal and

			marine areas, consistent with national and international law and based onthe best available scientific information
			14.6 By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least
			14.7 By 2030, increase the economic benefits to small island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
			14.a Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries
			14.b Provide access for small-scale artisanal fishers to marine resources and markets
			14.c Enhance the conservation and sustainable use of oceans and their resources by implementing international law, as reflected in the United Nations Convention on the Law of the Sea, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of "The future we want"
15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse	SDGs 2, 6, 9, 12, 14, 16	15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

	land degradatio n and halt biodiversity loss		
			15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
			15.3 By 2020, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land-degradation-neutral world
			15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development
			15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
			15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed
			15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products
			15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species
			15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts
			15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems
			15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

			15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities
16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	SDGs 1, 4, 5, 8, 10, 11 and 17	16.1 Significantly reduce all forms of violence and related death rates everywhere
			16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children
			16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all
			16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
			16.5 Substantially reduce corruption and bribery in all their forms
			16.6 Develop effective, accountable and transparent institutions at all levels
			16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels
			16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance
			16.9 By 2030, provide legal identity for all, including birth registration
			16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
			16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all

			levels, in particular in developing countries, to prevent violence and combat terrorism and crime
			16.b Promote and enforce non-discriminatory laws and policies for sustainable development
17	Strengthen the means of implementation and revitalize the global partnership for sustainable Development		**Finance** 17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection
			17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries
			17.3 Mobilize additional financial resources for developing countries from multiple sources
			17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress
			17.5 Adopt and implement investment promotion regimes for least developed countries
			Technology 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations Level, and through a global technology facilitation mechanism.
			17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to

			developing countries on favourable terms,….
			17.8 Fully operationalize the technology bank and science, technology and innovation capacity building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular……………….
			Capacity-building 17.9 Enhance international support for implementing effective and targeted capacity- building in developing countries to support national plans to implement all the sustainable development goals, including…………………
			Trade 17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha…………….
			17.11 Significantly increase the exports of developing countries, in particular with a viewto doubling the least developed countries'……………..
			17.12 Realize timely implementation of duty- free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are…………
			Policy and institutional coherence 17.13 Enhance global macroeconomic stability, including through policy…………………..
			17.14 Enhance policy sustainable development…………..
			17.15 Respect each country's policy space and leadership to establish and implement policies for poverty eradication and…………