

**Cross Sector Partnering between PANDA SOFTWARE
INTERNATIONAL (Spain) and GOODWILL (India) in Community
Technology Services Project for Children and young women in
Madurai, India –A case study**

**Prof.Dr.J.Christopher Daniel, M.A., Ph.D
Executive Director
Goodwill Social Work Centre
No: 5, South Street Extension
Singarayar colony
Madurai-625002, Tamilnadu
INDIA**

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CROSS SECTOR PARTNERING BETWEEN PANDA SOFTWARE (Spain) AND GOODWILL (India) IN COMMUNITY TECHNOLOGY SERVICES PROJECT FOR CHILDREN AND YOUNG WOMEN IN MADURAI, INDIA - A CASE STUDY

I Introduction

"We are living in a time when no organisation can succeed on its own. The development of results-focused nonprofit and business creates a growing opportunity for these organisations to work together and create new possibilities that further their respective missions. Nonprofits know they must become more businesslike. Businesses know they must become more socially responsible. As we look around us in a new century, we realise that business and nonprofits in today's interconnected world will neither thrive nor survive within the walls of their own organisations. They need to look beyond the walls and find partners who can help achieve greater results and build the vital communities to meet the challenges ahead" (Frances Hesselbein & John c. Whitehead, 1999).

Increasingly enough, the need for cross-sector partnering between businesses and nonprofits for social development efforts in rural and urban areas is greatly realized in almost all the developed and developing countries to respond to the development demands of humanity. To quote James Austin, "the problems facing our cities seem to defy solution. But the only certainty is that these increasingly complex challenges exceed the capabilities of any single sector—public, private, or nonprofit—to solve them alone."

Around the world, in particular developed countries, many businesses have been actively involving themselves in corporate giving either directly or through nonprofit sectors for community development initiatives. The importance of corporate partnership for community service was not only widely accepted but also very expressively demonstrated by many businesses by way of 'corporate giving', thanks to the management philosophy of Oliver Sheldon in 1923 who attempted to blend social ethics with the practicability of scientific management. In point of fact, his principles of the 'ethics' or 'oughtness' of industrial management and the human elements of corporate responsibility were widely accepted by the corporate sector in the 20th century and are now very much considered to be the need of the hour in every country in the present changing global cultures.

Today, community service as a part of the business culture is very much practiced by many corporates in the developed and developing countries. James Campell, President of Norwest Bank, Minnesota, USA said "There's something magical here, a feeling of responsibility, of giving back to the community and making everyone's life better. It (service) is an ingrained expectation". Indeed there is a growing recognition among

corporations of the value of nonprofit-business collaboration for taking up community service programmes for developing healthy societies. But building cross sector relationships of business and nonprofits do not just happen. They are built. Such cross sector partnering will surely be a collaboration paradigm of the 21st century. Peter F. Drucker, the legend in the field of management stated "Today's business/nonprofit partnerships are leading the biggest change in philanthropy since the rise of the foundations 100 years ago-the shift from philanthropy to investment. ---We are now talking about a true partnership to build community and produce people who are needed by healthy businesses and a healthy society."

II. Cross-sector partnering between businesses and nonprofits

The need for **cross-sector partnering between businesses and nonprofits** for social development efforts in rural and urban areas is greatly realized in most of the world to respond to the development demands of humanity. Many businesses, in particular in developed countries, have been actively involving themselves in corporate giving either directly or through nonprofit sectors for community development initiatives. Many businesses in India are already involved in building social infrastructure of a community (education, health care, housing, economic development, culture, sports, civic measures, environment development and improvement of other human environments), but their community initiatives do not ensure full participation of the poor, the marginalised and the disabled in the economic and developmental process.

In general, their partnership initiatives are not geared towards meeting major social development issues such as eradication of poverty, reduction of unemployment, or fostering social integration. Studies have reported that many Indian corporations have been taking up **philanthropic** community assistance programmes in short-term partnerships with nonprofits. These partnerships are not **transactional** --when organisations carry out their resources exchanges through specific activities, such as cause-related marketing, event sponsorships, licensing and paid service arrangements. They are not **integrative** either --when collaborative relationship is developed and the partners' missions, people and activities begin to experience more collective action and organisational integration. In the Indian scenario, only a few nonprofits and companies have advanced to this degree of integration.

While many corporate sectors in India are directly or indirectly involved in building social infrastructure of a community namely education, health care, housing, economic development, culture, sports, civic measures, environment development and improvement of other human environments, the questions raised are? Are these corporate initiatives ensuring full participation of the poor, the marginalised and the disabled in the economic and developmental process? Are their rights and duties in a civil society enforced? Are their corporate partnership initiatives geared towards meeting the major social development issues namely I. Eradication of poverty II. Expansion of productive employment and reduction of unemployment and III. Fostering social integration? How do nonprofit business collaborations respond to these vital issues?

III. Cross-sector collaboration-The need of the hour in India

Why do corporate sectors collaborate? To what extent are business sectors connected to the social purpose of the collaboration? What is the purpose of the collaboration? Where does the relationship fall on the collaboration continuum and where does each partner want it to be- philanthropic, transactional or integrative. Do both partners have written collaboration purpose statements? What are the missions, strategies and values of each partner what specific benefits will accrue to each partner from the collaboration? What resources of each partner are of value to the other? What is the level of organisational commitment to the partnership and how is this commitment demonstrated? The literature surveyed by the author and the study reports and articles presented in the website: www.indianngos.com attempts to find answers to the above questions. There are many internal and external reasons, which have prompted corporate sectors in India to be socially responsible to society. The internal reasons being employee morale and customer and shareholder satisfaction, and the external reasons include satisfying local communities, publicity and tax benefits and enlightened self-interest etc.

Interestingly enough, it was TATA family in India which was on the forefront in corporate giving in 1893, which was followed by many other enlightened corporate houses. The doyen of the Indian industry, Jamshedji Tata set up an endowment scheme for higher education and his heirs Ratan Tata and Dorab Tata carried the tradition of the Tata culture of corporate social responsibility. Following the clarion call given by Gandhiji, the father of our nation to the business communities in India during the freedom struggle movement, many corporate sectors came forward to contribute to social development sector through institution building roles. It is found that leading Indian companies namely Mahindra and Mahindra groups, the Birla, the Bajaj, Lupin etc have since then been involved in social development mission which have not only benefited the communities to economic stability and improved quality of life of the people but also added more credibility to the corporate image.

Data gathered from the website **www.indianngos.com** indicate that there are 135 Indian companies, which are involved in charity missions or social development work. These Corporates undertake programmes on various issues concerning children, women, health, disability, education, environment, disaster, communication, youth, rural development, water, multiple services and other human development activities. Further, it is noticed that there are 12 categories of Indian Corporates namely 1. Advertising and Communication 2. Manufacturing 3. Telecommunication 4. Airlines 5. Bank 6. Chemicals and Pharmaceuticals 7. Consulting and financial 8. FMCGS 9. Government Companies 10. Big Industrial Groups 11. Information Technology 12. Others, who are involved in promoting corporate social responsibility in the rural and urban areas. Interestingly enough, the Confederation of Indian Industry is also

involved in social development activities namely population and health, education and literacy and community development. It is quite revealing that multinational and national corporate sectors like Citibank, Coca Cola India, Dupont South Asia Ltd, Balmer Lawrie, Bharat Petroleum, Indian Oil Corporation, Shell Foundation, Bank of America, Business standard, Proctor and Gamble, Hindustan Lever, ITC, Lalbhais, AMM Foundation, Bajaj Auto, Sarabhai, Videocon Group, Wockhardt Dr.Reddy's Laboratories, Excel Industries etc have been taking up partnership programmes in India mostly through their direct service delivery networks. But nonetheless, there are many more corporate houses in India that have to be socially responsible and involve in social development efforts in both rural and urban areas. Interestingly enough, most of the Public sector undertakings have been actively involved in corporate giving/philanthropy or running direct and/or indirect programmes through various support activities in the fields of education, health, rural development, housing etc.

The survey conducted by the Indian Research Market Bureau (2000) has revealed that the concept of 'corporate partnership' was not understood nor the importance of corporate giving was realised by many companies in India. It was reported in the webpage www.indianngos.com that of the 600 companies surveyed, there was no indication of any upward trend as to the increasing role of the corporate sector in social development activities. Furthermore, nearly 70 per cent of the companies surveyed were undertaking social development activities by way of donations or directly or indirectly organising community services programmes through their own foundations/trusts. More than 80 per cent of such programmes were of a long-term nature. Sadly enough, cross-sector partnering between these companies and nonprofits was not very much evidenced. Even those few corporates, which are taking up community assistance programmes in alliance with nonprofits, they are not of long term in nature nor multi-year partnering. Surprisingly enough, there are many companies in India which are actively and indiscriminately involved in event

IV. Corporate Social Responsibility of Panda Software International, Spain

Organisational profile:

a) Profile: Panda Security is a global leading provider of IT security solutions, with millions of clients in more than 200 countries and products available in 23 languages. It's mission is to develop and supply global security solutions to keep it's clients' IT resources safe from the damage inflicted by viruses, intruders and other Internet threats at the lowest possible Total Cost of Ownership. Panda Security proposes a new security model, specially designed to firmly combat new types of cyber-crime. This results in technologies and products with much greater detection and efficiency rates than the market average, providing a higher level of security to our users.

Founded in 1990 in Bilbao, Spain, by Mikel Urizarbarrena, the company has been called Panda Software for its first 17 years. Under this brand, it became market leader in Spain in 1995 and started its international expansion in 1996. It currently has direct sales presence in 56 countries through an extensive network of subsidiaries and franchises. The year 2007 has been an inflection point, opening a new era in the

company's history to consolidate its international expansion. To start, we have changed brand: it is now called Panda Security, a name that better reflects our commitment to providing global security. Furthermore, important investment groups, like Investindustrial and Gala Capital, have entered the company's share capital also strengthened management of the company through the appointment of a new CEO, Jorge Dinarés.

b) Products and solutions: Panda Security has various product lines, for companies and home users: security software, security appliances and managed security services. All of our solutions are backed by tech support, made up of an expert team of professionals available at all times. Recent milestones in technology and innovation: Our corporate slogan, One step ahead, sums up the competitive advantage that has characterized the company from the start: it's commitment to continuous innovation and change, its capacity to keep one step ahead in the fight against computer threats.

- **2007:** Development of a new security model based on the combination of HIPS + In-depth Audits, which goes beyond and complements the traditional signature-based model and provides a much more effective response to new types of cyber-crime.
- **2005:** Launch of the Genetic Heuristics Engine technology
- **2004:** Launch of the first Host Intrusion Prevention System (HIPS) for all types of computers, workstations or home computers, with TruPrevent® Technologies and its autonomous behavioral analysis module.

c) Panda Security is wholly committed to playing an active role in improving the world in which people live. Conscious of the needs of the social and natural environment and the role of the business world as a motor for change, it actively promotes a policy of sustainable corporate development and support initiatives to benefit the community, and projects that bring access to new technologies closer to everyone.

The aim pursued by Panda Security through its actions as a **socially responsible company** is to recognize and support the execution of projects that contribute to the secure use of new technologies and promote universal and egalitarian access to the Information Society, especially for disadvantaged sectors of society, with particular emphasis on children, the disabled, and the elderly

d) Panda's main areas of corporate social responsibility are:

Employment. Panda Security's employment policy is strongly centered on principles of equality, diversity and non-discrimination.

Access to new technologies. As a basic ingredient in the improvement of quality of life, we support initiatives that bring new technologies closer to everyone.

Education. We strongly support education and cultural programs as cornerstones of social development and equal opportunities.

Humanitarian aid. Supporting those members of society most in need is another solid commitment of the company.

Sport. Panda is a firm believer in the social and personal benefits of sport and contributes to a number of sporting initiatives.

Environment. Panda Security is committed to respecting the natural environment and reducing the environmental impact of its activities

and a key feature of this strategy is its promotion of e-commerce. The company participates in environmental protection projects aimed at preserving natural resources for future generations. Panda IT Aid

V.Panda IT Aid? –A unique CSR programme

To celebrate its 15th anniversary and in line with its commitment to social responsibility, Panda Software International, S.L.,Spain launched the international Panda IT Aid grants program in 2006. The aim of the program was to recognize and support the execution of projects that contribute to the secure use of new technologies and promote universal and egalitarian access to the Information Society, especially for disadvantaged sectors of society, with particular emphasis on young children, the disabled and the elderly. The company set up Panda IT Aid with a fund of 500,000 euros in aid: 100,000 euros to finance the four winning projects. Up to 400,000 euros in Panda security solutions were shared among the 15 finalist projects.

The grants programme was aimed recognising and contributing to the realisation of 15 projects run by non-profit making organizations which, due to their characteristics, will contribute to foment universal and egalitarian access to the Information Society, with particular emphasis on secure use of technologies and preferentially to the benefit of the more disadvantaged sectors of society: young children, the elderly and the disabled.

a) Applicant entities: Panda has listed the following eligibility criteria to the nonprofits for submission of projects.

- a. be a non-profit making entity.
- b. be constituted as a legal entity and legally entitled to operate.
- c. to prove solvency and relevant experience in the area of its activity in similar projects to the one presented.
- d. to be up-to-date with tax payments and payments to employees.
- e. additional consideration will be given to entities whose management is subject to internal controls and external audits.

b) Project characteristics

The characteristics of the projects submitted by nonprofits should have the principal aim of the secure use of new technologies and/or universal access to the Information Society, especially for disadvantaged sectors of society (prioritizing young children, the disabled and the elderly). The projects must be executed during 2006, even if they are

forecast to continue for a longer period. Only one project may be presented by each non-profit making legal entity.

c) Geographical scope: Nonprofits the world over were invited to apply for Panda IT Aid.

d) Evaluation criteria: Panda stipulated the evaluation criteria for the winning projects

- Creativity and innovation.
- Social impact.
- Headquarters of the applicant organization in areas with an office of a company belonging to the Panda Group or international representative of Panda Software.
- Medium-term projection of the projects.
- Priority groups targeted (young children, the elderly and the disabled).
- Scope for repeating the project in other places.
- Economic, technical and administrative viability.
- Prior experience in similar projects.

VI.GOODWILL {INDIA} wins Panda IT Aid Award 2006

a) Finalist projects:

The Goodwill social work centre is the only nonprofit organisation from India to have been selected as one of the 15 finalists and one of the four winning projects of the Panda IT Aid adjudged by the selection committee. In the initial phase, the Selection Committee comprising representatives from Panda Software, the European Commission, public administrations and experts in corporate social responsibility selected the following 15 finalists from among the 130 projects submitted to Panda IT Aid.

b)The Selection Committee members included:

1. Mr. Francisco Abad, Managing Director of the Empresa y Sociedad Foundation
2. Mrs. Ana Agirre, Basque Ministry for Industry, Trade and Tourism
3. Mrs. Ainhoa Aguirre, Managing Director of Panda Software International
4. Mr. José Luis Angel, Business Management and Marketing University School (ESIC), RSE expert
5. Mrs. María Callejón, General Director for SME Policy at the Spanish Ministry of Industry, Tourism and Trade

All the 15 finalists were offered the Panda Software security software solutions necessary to launch their projects. Goodwill Social work centre was the only Indian NGO among the 15 finalists to be selected by the above committee. The **15 finalists** are listed below:

Child net International, United Kingdom. “Know IT All”, educational resource.

China Soong Ching Ling Foundation, China. “Scholarships project for poor college students”.

CILSA - Centro Integral Libre y Solidario de Argentina. “IT for everyone”.

CIPASLA - Asociación del Consorcio Interinstitucional para una Agricultura Sostenible en la Ladera, Colombia. “Pescador Cauca community telecenter”.

Close the Gap Int, Belgium. “Close the digital gap for 6 schools in Mali”.

Corporación CreArte, Chile. “Worlds in pixels”.

Fundación Bits Inspiring People, Spain. “Microvoluntarios.org”.

Fundación Braille Uruguay. “A place for visually-impaired adults and children in information society”.

Fundación CNSE ‘Para Supresión de las Barreras de Comunicación’, Spain. “A safe Internet for deaf people”.

Fundación Márgenes y Vínculos (FMyV), Spain. “Surfing the Web safely”, interactive video game for children.

Fundación Mita’i Vy aha, Paraguay. “Mita'i Katupyry Renda”.

Goodwill Social Work Centre, India. “Community technology centres for children and young women in low and moderate-income communities in Indian communities”.

Paideia, Instituto de Informática Educativa del Paraguay. “Social integration of street children through community telecenters”.

Save the Children España. “Facilitating Inter Agency Cooperation in the identification of children who are sexually abused for the production of child abuse images”.

Wired Kids, Inc., d/b/a "WiredSafety.org", United States. “Teenangels”.

VII.Panda Software supports the Goodwill Social Work Centre, India to create community technology centres, Madurai, India

The four non-profit making organizations from 15 finalists were declared the winner of “Panda IT Aid” included Save the Children (with a pan-European project), Goodwill Social Works Centre (India), Fundación Braille (Uruguay) and Paideia (Paraguay) The winning finalists were chosen by a jury of seven and with votes from the 1,500 employees of the Panda Group across 56 countries

Panda Software presented the prizes to the winners of its international solidarity initiative Panda IT Aid, which aims to support, with €500,000 in funding, projects of non-profit making organizations that contribute to universal and egalitarian access to the Information Society. The four winning projects were chosen from an internal voting among the 1,500 employees of the Panda Group and also by a jury of seven which included Francisco Abad, Managing Director of the Empresa y Sociedad Foundation, Mikel Landabaso, Unit Manager of the European Commission Regional Policy Directorate-General, Ana Agirre, Minister for Industry, Trade and Tourism in the Basque regional government, María Callejón, General Director for SME Policy at the Spanish Ministry of Industry, Tourism and Trade, José Luis Angel Vega from the Business Management and Marketing University School, Mikel Urizarbarrena, President of Panda Group and Ainhoa

Aguirre, Managing Director of Panda Software International.

VIII. Goodwill social work centre-Organisational profile

The Goodwill Social Work Centre, a professional social work organisation deeply committed to the development of children, youth and women was founded by Prof. Dr. J. Christopher Daniel, M.A., Ph.D, a professionally qualified social work Educator and a HRD trainer in November 1981 in the temple city of Madurai, India with the prime objective of performing a wide spectrum of roles in the development of children, youth and women and undertaking a comprehensive action through professional approach with a preventive, curative and rehabilitative perspective. It aims at utilising positively the scientific methods of Social Work for problem identification, problem solving and problem prevention for the multifaceted development of children, youth and women who are at a disadvantage.

It is a Non-governmental organisation registered under the Tamilnadu Societies Registration Act 27 of 1975 and Foreign Contributions (Regulations) Act 1976. It is a Member of the International Forum for Child Welfare, [IFCW], Child Rights Information Network [CRIN], U.K and ENSCW, Belgium and World Association for Non-Governmental Organisation (WANGO), USA .It is included in the NGO database of the websites: www.idealists.org , www.enscw.org, www.euforic.org and www.glinet.org. It is a registered member of the CSO Constituency of the India CCM (www.indiaccm.org). Its registration number is: 112/1981 and our FCRA number is: 075940124. It has its organisation website: www.goodwillsocialworkcentre.org. The Goodwill Social Work Centre is highly professional in its approach and its methods are underpinned by a strong academic research ethos.

Highly impressed by the professionalism in GOODWILL's governance and management of programmes, the Global Links Initiative (www.glinet.org), a registered company and a charity in the United Kingdom has entered into a partnership agreement with GOODWILL on 6th October 2007 to work together to provide services and capacity building programmes for GLI Networkers in Tamilnadu, now numbering over 250. This formal agreement deepens and strengthens the friendship, respect and collaboration that already existed between our two organisations and enables us to work even more closely together on practical local initiatives, exchanges and projects. Goodwill is taking on the role of GLI representative and ambassador in serving the needs of GLI Networkers and local NGOs in Tamilnadu. Part of this new role is to take over the management and creation of the Tamilnadu content for the GLI English Language Website recording the inspiring stories of local GLI Networkers, news of their projects and activities and sharing their experiences and expertise with the wider GLI Global network.

GOODWILL was proud to receive a cash award of 25000 Euro and Panda Software solutions for the Community Technology centres which have been created in Madurai, India. The corporate award has been given to GOODWILL for setting up Community Technology Centres for children and young women in low and moderate

income families in and around Madurai, India. The aim of the project is to create Community Technology centres in Madurai, India, to teach women and children in low to middle income families about new information technologies. It aims to train young women and children, so that they can be incorporated in the labor market in local organizations or even set up new businesses and computer centres. Around 900 children and young women will benefit from the project within a span of THREE years. The Centre has established two Community Technology centres in two locations within the project areas catering to the needs of many poor and disadvantaged rural children and young women in Madurai East and West village Panchayat union blocks. Presently 252 children and young women have completed their first six months digital training in Module I- Computer applications-Basics, II- Computer applications-MS Office and Module III-Computer applications-Internet and E mail the two Community Technology centres .The program activities can be viewed on Goodwill's web albums: <http://www.flickr.com/photos/gswc> and <http://picasaweb.google.com/chrisdangswc/GOODWILLPANDAIDPROJECT2006>

IX.PANDA-GOODWILL Project -An exemplary and innovative Multi-Stakeholder Partnership

In recent years, the term "multi-stakeholder partnership" (MSP) has gained much currency in development circles, trouncing the popularity of Public-Private Partnerships (PPP). However, proof of successful practice in the realm of Information and Communication Technologies for Development (ICT4D) is scant as documented examples of truly effective MSPs are few. MSPs are about partnerships that are greater than the sum of its parts and about creating lasting and meaningful impact at all levels of action. They are meant to promote a more holistic approach to development and better governance. The concept of MSP as an instrument for achieving development goals is sound, particularly when stakeholders with unique complementary strengths or core competencies add value to development efforts and pool their resources and assets in solving problems. But while many laud the virtues of MSPs, most are struggling to make them work.

The central challenge seems to revolve around the nurturing of a working relationship based on trust, mutual respect, open communication, and understanding among stakeholders about each other's strengths and weaknesses. Stakeholders from each sector bring their own organisational mandates, interests, competencies and weaknesses to partnerships. Without open acknowledgement of these factors, and without processes in place to facilitate negotiations among stakeholders for optimal outcomes, effective MSPs will not emerge {“*Multi-Stakeholder Partnerships: Issue paper*”, Global Knowledge Partnership}.’

For building a successful partnership an agreement is necessary between the supporting and the supported organisation. Partnership agreement can provide a clear division of roles and responsibilities among the actors, expressed in mutual agreement. It can promote a relationship that is based on respect, reciprocity and openness and make the actors mutually accountable in project collaboration and to have a mutual

responsibility to prove their ability. Most importantly, any partnership agreement should delineate the resources the multiple actors will contribute and the activities to be undertaken by the supported organisation in the achievement of the project/programme goals.

This is a multi-stakeholder partnership involving three actors namely business, nonprofit and government. The business partnership is offered by Panda Software through the award of grants, monitoring and evaluation of the project while the govt partnership is provided by Jan Shikshan Sansthan, Ministry of Human resources development through accreditation and certification of the digital learning courses, performance management and award of certificates to successful candidates. GOODWILL partnership involves project implementation, performance management, reporting and documentation.

X. Why we need Community Technology Centres?

Computer and telecommunications technologies are omnipresent in our society today. Computer usage-mail and internet use, and home purchases of computers are growing rapidly (Benton Foundation 1996a, Gonzalez 1995, Katz and Aspden 1997, Miringhoff and Carvalho 1996). At the same time, not everyone has adequate opportunities to learn about and use computer and information technologies. A large and growing gap remains between the technology "haves" and "have-nots." Differences in access to computer and communications technology exist by household income, educational attainment, race and ethnicity, age, and gender, with the greatest inequities occurring for those with the lowest income and the fewest educational opportunities (Anderson et al. 1995). The gap in computer ownership between the rich and the poor is widening (Katz and Aspden 1997, Williams 1996). As computers become integral to business, education, and other areas of life, these inequities result in greater implications for individuals' access to employment, knowledge, learning, and participation in our society.

Community access centres such as schools, colleges, libraries and other public access points are particularly well used by those groups who lack access at home or at work. Breeden et al (1998) surveyed a number of community technology programs for low income residents and confirmed that tech access is in high demand, with both parents and children recognizing that computer proficiency results in academic and employment success. Bradley A. Corbett & Douglas Willms (2002) in their study have reported that 9 out of every 10(88%) of Canadian students have a computer at home, and 8 of every 10(81%) use a computer at home nearly every day. However Canadian students from low socioeconomic families were less likely to have access to computers and a link to the Internet at home. Further, it was reported that the students used computers mainly for accessing information on the internet, communication, word processing, and games. Less than one-third of students who used computers reported that they used them to help them learn.

Indeed there has been a rapid growth and improvement in the diffusion of

technologies that have been designed to handle information and aid communication. In general, children and young adults in the developed countries have more opportunities to have access to and use of Information and Communication Technology. In this information age while children and young adults are increasingly using new technologies in their schools, colleges, libraries, homes and communities, there is a high proportion of them in a developing country like India do not have access to these opportunities for acquiring computer skills, which are important to educational process nor can the parents afford a computer in the home.

Both children and youth in low and moderate income communities in rural and backward areas in urban pockets in and around the city of Madurai district, in the State of Tamilnadu, South India, are virtually shut out from accessing computers. Obviously enough, they are denied opportunities to learn to use computers and online communications at home or schools and colleges or in the community.

The Goodwill social work centre conceived the idea to establish Community Technology Centres in response to concern about the growing gap between children and young adults of high socioeconomic status families and those who do not have due to low socioeconomic backgrounds. In the context of the project, a Community Technology Centre is defined as 'a community service, social action, and/or educational facility where computers and related communications technologies are available to children and youth who otherwise might have little or no opportunity to use or learn to use these technologies'.

Though there are numerous web browsing Centres and Internet Cafes in Madurai and its surrounding sub urban areas, which are run on a commercial basis, a Community Technology Centre that could cater to needs of children and young people especially those from the disadvantaged circumstance in low and moderate income families has not yet been established. This is a community based ICT project which aims at empowering children and youth of low and moderate income families with technology skills and usage in a community based setting keeping in view the following objectives:

1. Empowering children and young women in low and moderate-income communities in villages with technology skills and usage in a community based setting.
2. Providing them with intensive hands-on computer literacy training based on real life exercises using MS Office 2000 and help them with computer skills to advance economically and compete professionally in today's digital economy and
3. Offering them career guidance and information and assisting them for gainful employment in ICT related fields.

XI. Use of Information Technology in the CTC project:

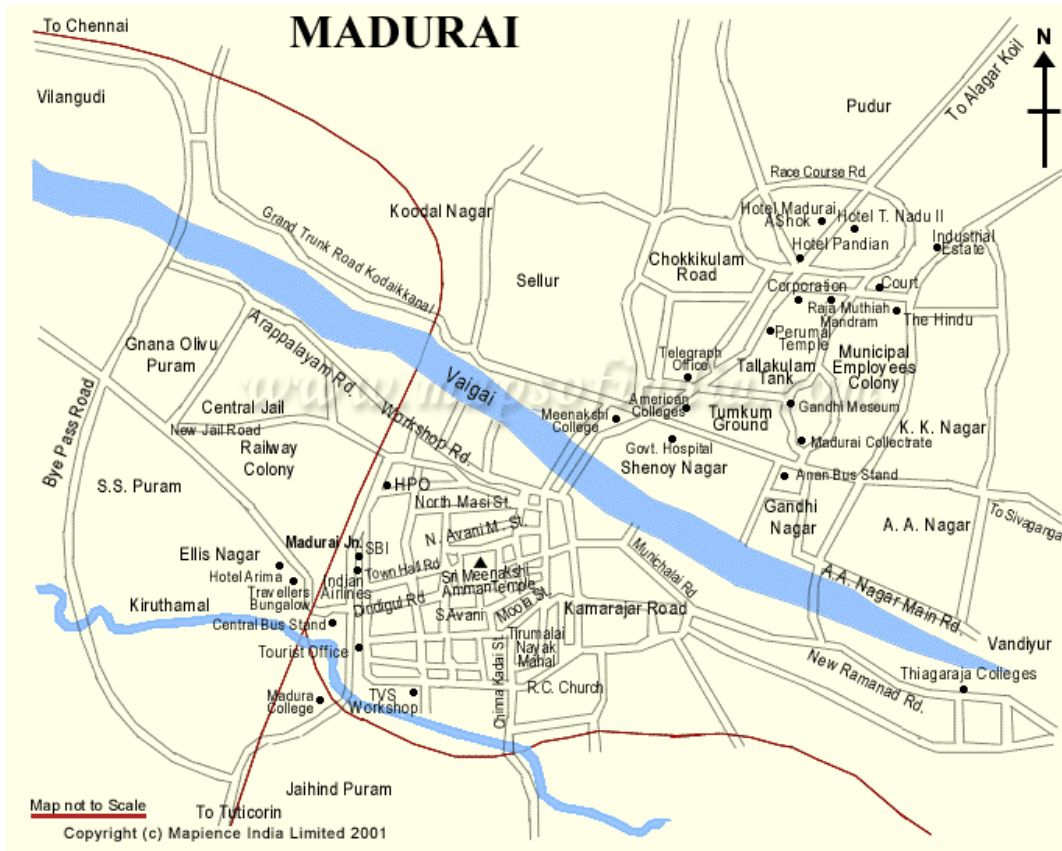
The Community Technology centres make use of appropriate information and communication technology to address the problem of unemployment and help the

target groups advance economically through job placement and also creating of income generation opportunities for the poor girls and young women. The participants in the application of computer skills gain intensive “hands on” experience. The participants use information technology in the following areas namely 1.Data entry work 2. Word processing and DTP 3.Visiting/greeting/invitation cards, brochures, booklets etc 4.Data base preparation 5.Office management 6.Online data entry and formatting work 7.Use of internet. The Community Technology Centres adopt open learning methodologies in the computer literacy training for the target groups. The target groups include 1. Children and young adults who belong to low socioeconomic status families. 2. Children and young men and women who belong to Dalit communities (socially oppressed classes in India) 3. Children and young men and women whose parents work in unorganised sectors, including agriculture.4. Young people in dysfunctional families (Female headed families, Single parent families etc 5. School and college going youth 6. Working youth in organised, semi-organised and unorganised sectors

XII.Project location

a) Madurai District, Tamilnadu, South India

The project is being implanted in two major locations within the Madurai district, Tamilnadu, South India, with Madurai as the base. Madurai district is one of the 30 districts of the state of Tamil Nadu, in southeastern India. The city of Madurai serves as the district headquarters. It had a population of 2,578,201 as of 2001. It is 56.01% urbanised as per Census 2001. Madurai pronunciation (மதுரை in Tamil) is a city and a municipal corporation situated on the banks of River Vaigai in Madurai district in the Indian state of Tamil Nadu. It is the second largest city of Tamil Nadu and has a population in excess of 1.1 million. It is well known for the Meenakshi temple situated at the heart of the town which attracts tourists as well as pilgrims. Madurai has a rich cultural heritage passed on from the great Tamil era more than 2500 years old, and has been an important commercial centre even as early as 550 AD. Madurai was the capital city of the Pandya kings of South India. Madurai is the headquarters of Madurai district.



b)Local context (economically, socially, and politically):

Since its inception, Our centre has been organising various programmes for children, youth, women and workers in unorganised sectors including agriculture in Madurai and its neighbouring villages in Madurai east village Panchayat union block and Madurai West Village Panchayat union block in Madurai district, Tamilnadu, South India. There are 106 revenue villages located within the Madurai East Panchayat union block whereas Madurai West Panchayat union block has 82 revenue villages. The total population of Madurai east Panchayat union block is 122235, of which 61958 are males and 60277 are females whereas the Madurai West Panchayat Union block has a total population of 190245 of which 96225 are males and 94020 are females. As to the socio-economic indicators of the Madurai East Panchayat Union, the number of female per 1000 males 973. The percentage of Schedule castes (socially oppressed class) to the total population is 20.19. The percentage of workers to total rural population 41.70 whereas the percentage of female workers to total workers is 41.98. Since this is an agricultural community, the percentage of agricultural workers to total workers is 70.28 whereas the percentage of agricultural labourers to total agricultural workers is 76.89. The density of population per sq. meter is 553 and the average size of household is 4. The percentage of literacy is 53.28.

c) The socio economic indicators: The socio economic indicators of the Madurai

West Panchayat union block reveal the fact that the number of female per 1000 males is 973. The percentage of schedule castes to the total population is 15.11. The percentage of workers to total rural population 37.98 whereas the percentage of female workers to total workers is 28.21. Since this is an agricultural and semi-urban based community, the percentage of agricultural workers to total workers is 20.65 whereas the percentage of agricultural labourers to total agricultural workers is 74.32. The density of population per sq. meter is 1172 and the average size of household is 4. The percentage of literacy is 81.36.

The Goodwill social work centre has been reaching out to 100 villages and hamlets in the above two union blocks and casting its net wide to work with poor and disadvantaged sections of the rural, semi-urban and backward areas in and around Madurai, Tamilnadu, India. The Panda Software, (Spain) supported project has been implemented in the above project locations catering to the digital learning needs of children and young women in low and moderate income communities.

XIII. Activity Plan

GOODWILL has designed courses and learning objectives in the following areas 1. Introduction to computers 2. Word processing (level I and II) 3. Spreadsheets (level I and II) and 4. The Internet (level I and II). The strategies include classroom teaching and exercises, class tests, hands-on training, Field placement training etc. The project has been implemented in the following phases:

- **Community mapping to identify interests and needs of prospective Participants**
- **Establishing Community Technology Centres for children and young women**
- **Plan for operational needs-space, hardware, software, furniture, and furnishings, Personnel for the CTC etc**
- **Designing curricula for various ICT courses and programmes**
- **Enrolment of children and young women**
- **Conducting a demographic survey**
- **Pre assessment of Technology use and skills of girls and young women**
- **Initiating ICT programmes for girls and young women**
- **Post assessment survey of the sampled population attending Community Technology Centres**
- **Documentation and Research reporting**

IXX. Methodology of the study

This is a case study based on quantitative and qualitative interviews. A personal profile questionnaire has been designed and developed for eliciting information on the social and demographic characteristics of each beneficiary, family composition, eligibility criteria etc from all the participants comprising children and young women numbering 252. The social and demographic characteristics of all the participants surveyed are presented in this case study. An interview/focus group protocol was

used for gathering a wide range of opinions and views from a sample representative of 60 children and young women who attended the first batch of digital training during the year 2006-2007. The protocol contained a series of broad, open ended questions related to the course design, use of training modules, teaching methodologies, learning expectations, frustrating and wasteful consequences of the training, technical problems faced and impact of training on their future career. The focus groups took place in GOODWILL's office and were moderated by the Project officer as the Executive Director and Project holder of the CTC project observed and took notes. The focus interviews were audiotaped and then transcribed. Text sections of the transcripts were coded, using thematic codes consistent with the project goals and aims. The moderator explained to the participants the purpose of the focus interviews, especially the intentions of our organisation and what will be done with the information, how it will be analysed and what it will be used. Key contextual questions were asked to elicit information from the trainees. Every one was given a chance to speak and provide their response. The information so collected were collated and presented in the study

XX. Analysis and Discussion

A. Social and demographic characteristics of the trainees{N 252}

A number of social and demographic characteristics were considered in the analysis namely age, education, marital status, caste affiliation, religion, family income, occupation of the spouse/parent, type of family. The data are shown in the following figures.

Fig 1: Distribution of trainees by age - CTC Unit I

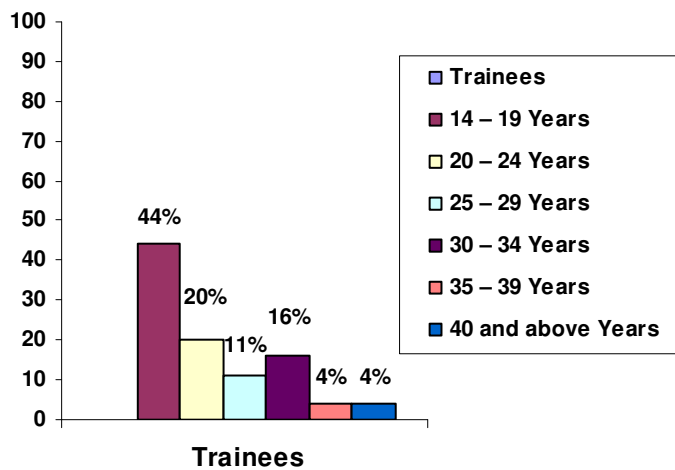
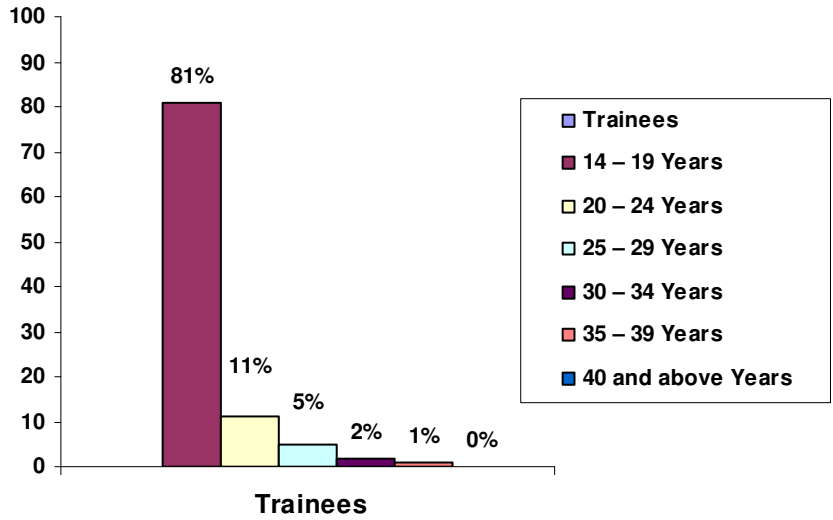


Fig 2:Distribution of trainees by age - CTC Unit II



Overall, a sizeable majority (69 percent) of the trainees (N=252) in both unit I and II were children under 18 years and young women. The age range of the trainees was 14-39. The percentage of children aged 14-19 was relatively higher in both units.

Fig 3:Distribution of Trainees by education-CTC Unit I

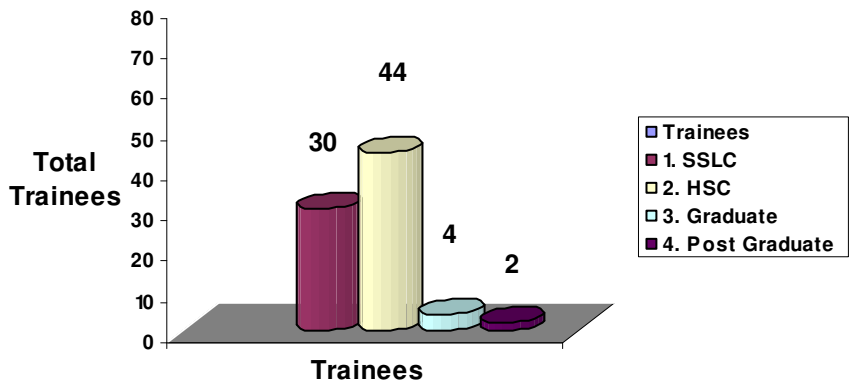


Fig 4: Distribution of trainees by education -CTC Unit II

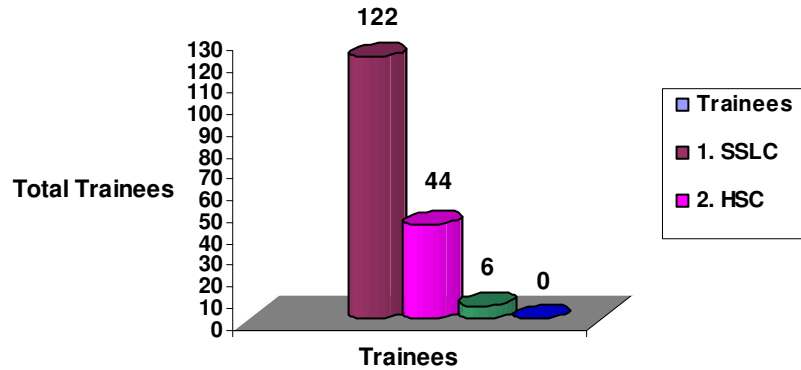


Fig 3 and Fig 4 present the distribution of trainees (N=252) by education in CTC I and CTC II. Overall, a high proportion (60 percent) of them were in the 10th grade in schooling, 34.9 percent were in the 12th grade in schooling. Only a small proportion (3.9 percent) has had education up to the graduate level and the remainder (0.7 percent) has completed postgraduate education.

Fig 5: Percent distribution of trainees by caste affiliation-CTC I

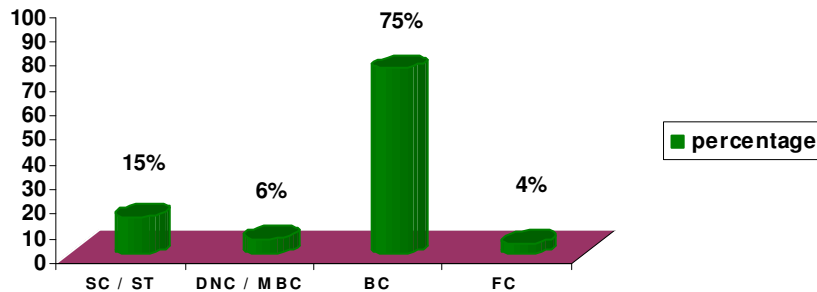
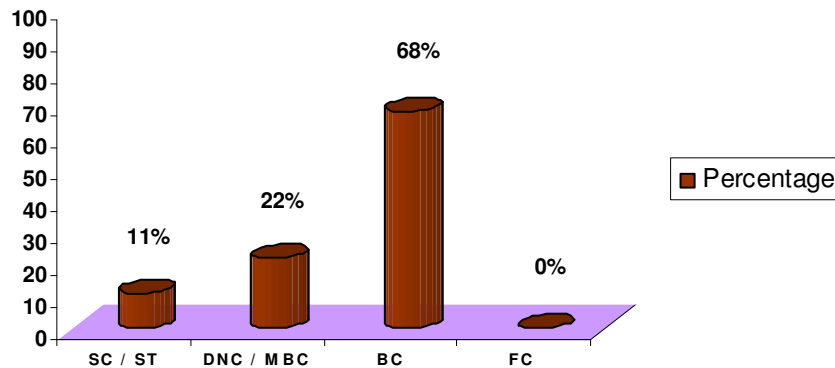


Fig 6:Percent distribution of trainees by caste affiliation - CTC II



While analyzing the social status (Caste affiliation) of the participants in CTC I(N=80),75 percent belonged to socially backward caste groups,15 percent were considered to be ‘lowest caste’(Scheduled caste/Scheduled Tribe),6 percent belonged to Denotified/ most backward social community. The remainder (3.7 percent) belonged to forward community. In CTC II (N=172) a similar trend was evidenced as a good majority (67.5 percent) belonged to backward community, 11 percent were in the social category ‘lowest caste’ and the rest (21.5 percent) belonged to Denotified/most backward community. Interestingly enough, the project has benefitted trainees (30 percent) who were socially included into this programme and digital opportunities were provided to them who are otherwise called as ‘socially excluded community (Schedule caste/Scheduled Tribe).

Fig 7:Percent distribution of trainees by religion - CTC Unit I

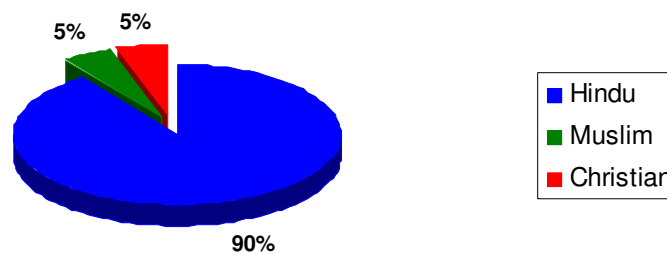


Fig 8:Percent distribution of trainees by religion - CTC Unit II

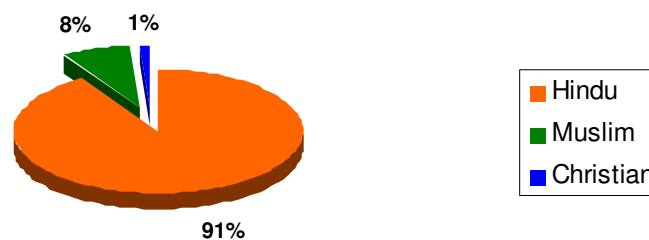
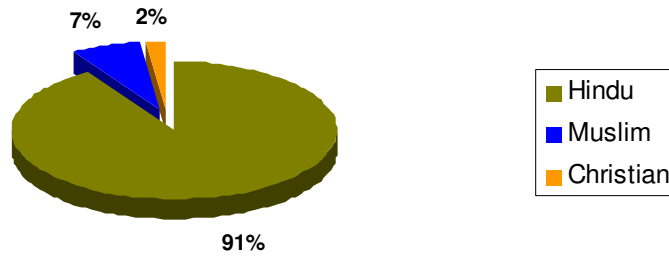


Fig 9:Overall percent distribution of trainees by religion in both centre



The dominant religion among the survey respondents {N=252} as shown in Figures 7, 8, and 9 was Hinduism (91 percent) and 7 percent were Muslims. Only a miniscule percentage (2) was Christians.

Fig 10 :Distribution of trainees by family income - CTC Unit I

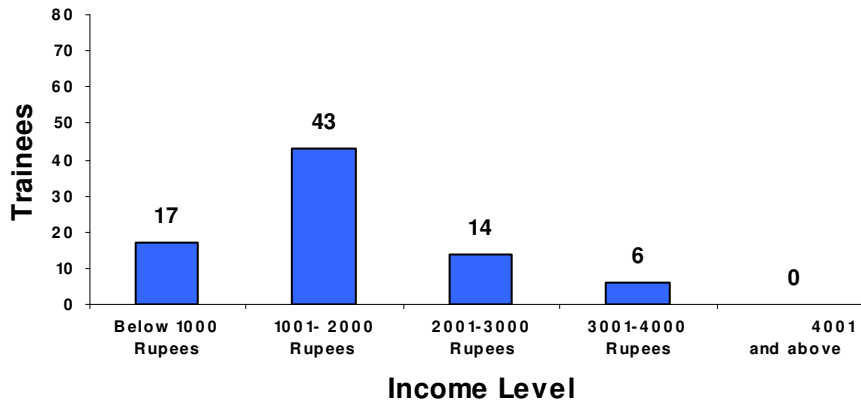
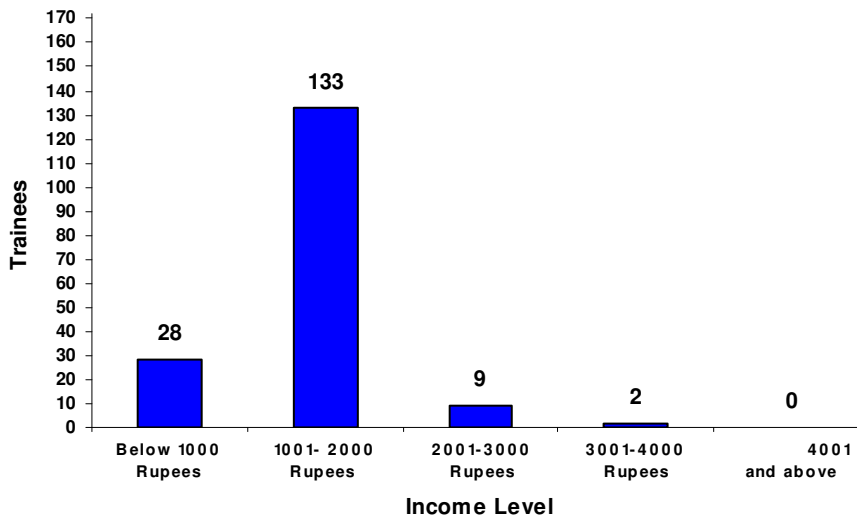


Fig 11:Distribution of trainees by family income - CTC Unit II



This project has selected beneficiaries comprising children and young women in low and moderate income communities in rural and urban pockets in Madurai, whose monthly family income was below Indian Rupees 4000. It is quite intriguing to note that a high proportion of the trainees' family income (69.84 percent; 176) was between Rs.1001-2000. It is obvious that the PANDA-GOODWILL project has really catered to the digital needs of children and young women in low income communities. Shockingly enough, 17.85 percent of them belonged to the income level below Rs.1000. Only 9.12 percent of the trainees' family income was in the range of Rs.2000-3000. The remainder (3.17 percent) of the trainees' income level was Rs.3001-4000. The study did not reveal any one falling within the income level of Rs.4001 and above. While ferreting out the nature of occupation of the parent/spouse, it is found that a high majority of them have been working as workers in organised and unorganised sectors. The types of occupation of the parents of unmarried women and children include pottery worker, silver utensils maker, carpenter, petty shop owner, stone cutters, hawkers, mason, herders, watchman, woodcutter, goldsmith, cobbler, construction worker, load man hotel servant, scavenger, private agency worker, washermen, car/truck driver, daily wage earners, flower venders, sweet stall coolies, workers in street Tiffin centre, slum dwellers, and weavers. The types of occupation of the spouse are listed as follows: Cycle Repair shop owners, Agricultural coolie, tea shop coolie, stone cutters, bonded labor, butcher, construction worker, daily wage earner, seamster, herbal collection worker, siddha Practitioner, flower venders, local Artist, car/truck Driver, and two wheeler mechanic,

Much to our expectations, this corporate funded project has virtually reached out to the most deserving communities who have never had any opportunity to digital learning through the community Technology centres created by GOODWILL.

Fig 12: Percent distribution of trainees by types of family - CTC Unit I

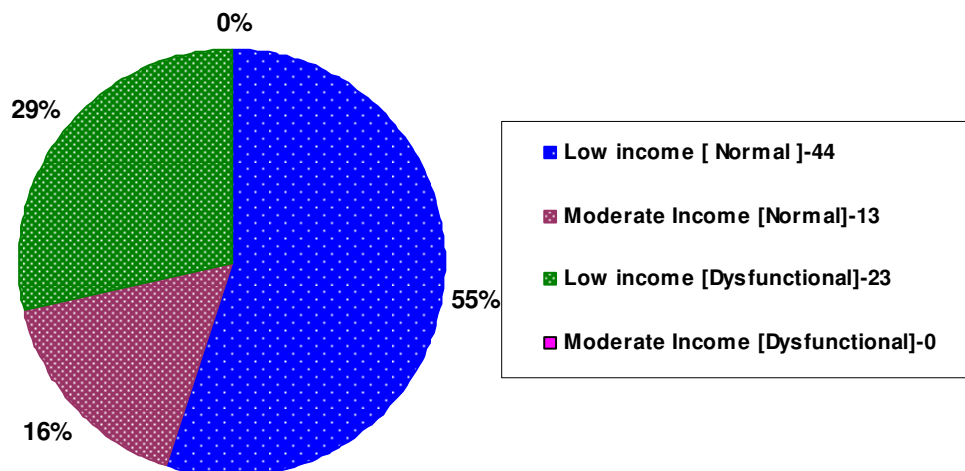
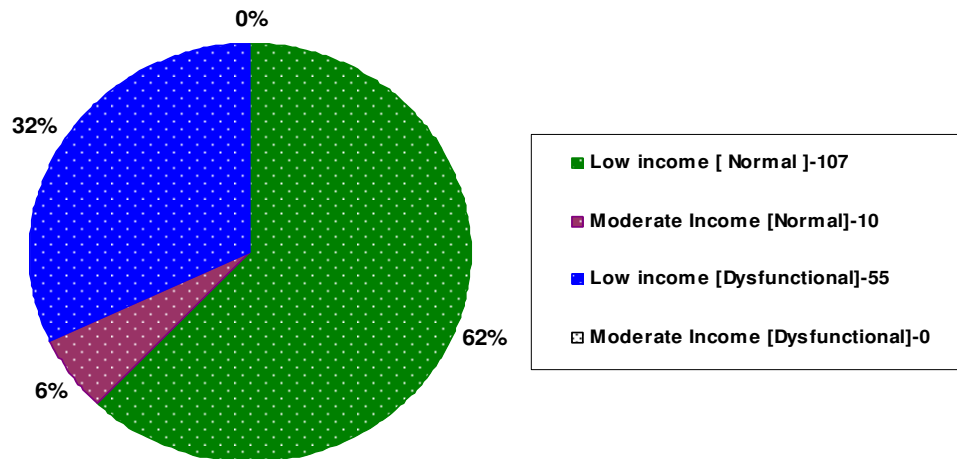


Fig 13:Percent distribution of trainees by types of family - CTC Unit II



It is evident from Figures 12 and 13 that a high proportion of the families of the trainees in unit I (55 percent) and unit II (62 percent) fall under the 'low income-normal family', 16 percent in unit I and 6 percent in unit II belong to 'moderate income-normal family'. Data reveal the fact that there were sizeable proportions of 'low income-dysfunctional family) who were enrolled in unit I (29 percent) and unit II (32 percent). There were no participants identified as moderate income-dysfunctional family in both units. The term 'dysfunctional family' is defined as one which develops a sense of powerlessness (Mishe and Mishe, 1977) that pervades the lives of the members in the family and which is unable to cope with adversities of life effectively and accomplish the life tasks. A dysfunctional family is incapable of a) giving attention to the family need b) ameliorating or preventing negative effects on the family and c) bringing about changes in family's environment through the provision of opportunities for improving the standard of living.

The study has identified children and young women who hailed from dysfunctional families which include offending families indulging in more "fights", "arguments", "conflicts" as well as "drunkenness" and "aggressiveness, female headed families, disintegrated families, stressed families(both parents alive), families likely to disintegrate, economically challenged families etc. An analysis of the causes has revealed the fact that lack of means of livelihood, marital disagreement, financial difficulties, death of spouse, problem of ill health of spouse (husband), alcoholic behaviour of husband, domestic violence (wife/husband battering), lack of understanding of family values, shirking of family responsibility by the husband, and

neurotic/psychotic behaviour of spouse have resulted in families becoming 'dysfunctional'.

Fig 14: Distribution of trainees by marital status - CTC Unit I

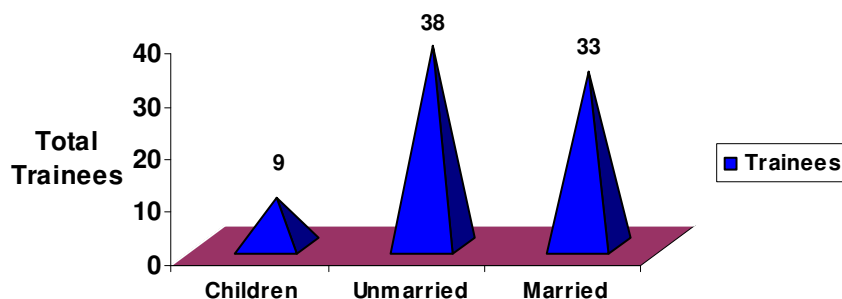
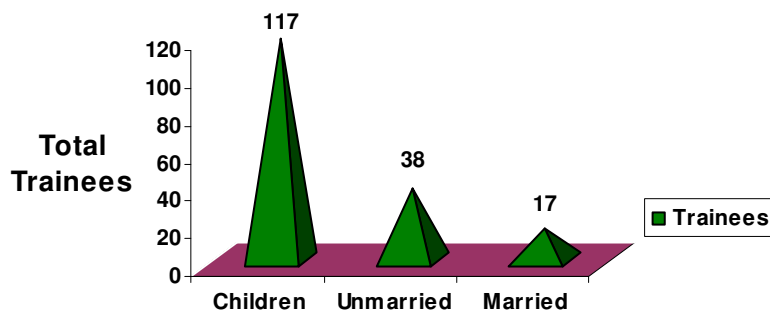


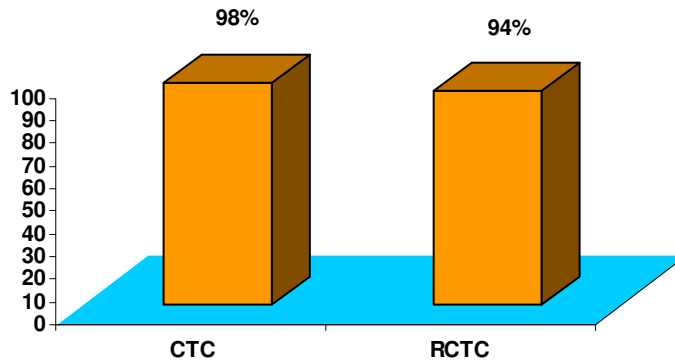
Fig 15: Distribution of trainees by marital status - CTC Unit II



Regarding the marital status of the trainees, it is evident from Fig 14 and 15 that only 19.84 percent (N=252) were married, 30.15 percent were unmarried and the rest (50 percent) were children under 18 years of age.

B. Extent of participation in CTC training in unit I and unit II

Fig16:Overall percentage of attendance of trainees
Unit I & Unit II



CTC-Community Technology centre
RCTC –Rural Community Technology centre

Interestingly enough, the extent of participation and the level of attendance in the digital learning programmes was high in both units {98 percent in unit I and 94 percent in unit II} as evidenced from Fig 16. The reasons for their active participation were attributed to the fact that the programmes were offered free of charge by the Goodwill social work centre excepting a minimum amount levied towards application, registration and examination to each participant which was collected and paid to our Government partnering organisation-Jan Shikshan Sansthan, Ministry of Human Resources Department, Government of India at Madurai, Tamilnadu, who is the accreditation body to conduct theoretical and practical tests and to finally award certificates to successful candidates. Most importantly, it is a Panda's (Spain) Corporate funded project which has attracted many a child and young woman in low and moderate income communities and admission was other than 'low income and moderate income groups' was restricted.

A unique feature of the project is that the course curriculum has been designed by the Government partner (JSS) in consultation with the GOODWILL as a nonprofit partner. The course has been designed with the prime objectives of providing knowledge and skills in a) computers and their use b) Operation of a computer and various operating systems, particularly DOS and WINDOWS c) The terminology and concepts used in the Microsoft applications d) Using and operating computer independently for word processing, creating documents, tables, charts, pictures, drawings etc e) Using computer as a means of communication through internet and Life enrichment education.

Interestingly all the trainees evinced avid interest to develop their digital knowledge and skills since they would receive certificates under the banner of 'Government of

India from JSS-Ministry of HRD on successful completion of the course, which is considered 'highly valuable' in job placement.

Fig17:Overall grades obtained by the trainees - CTC Unit I

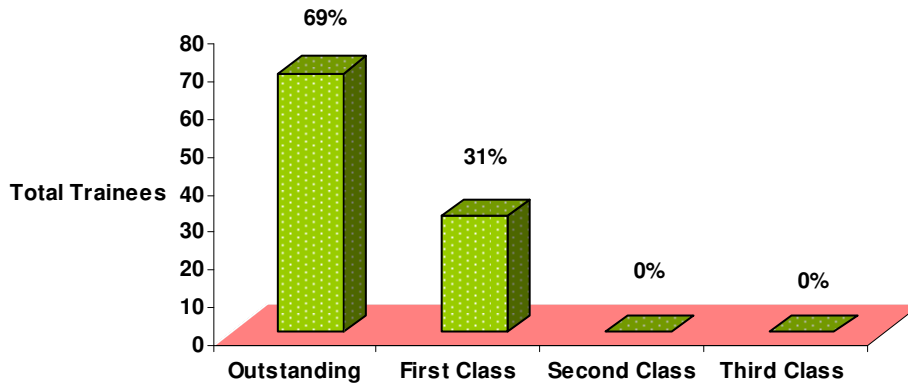
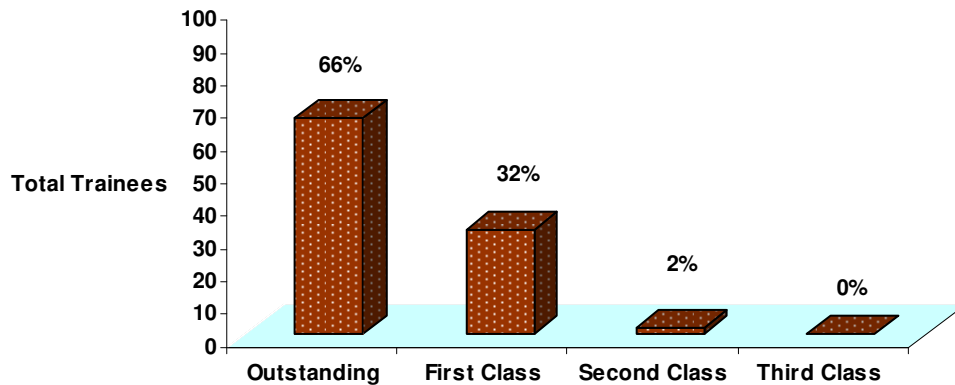


Fig18:Overall grades obtained by the trainees - CTC Unit II



The conduct of the training courses, training methodologies adopted, weightage of marks etc are given below:

Training Methodology	Weightage
1. Practical	: 65%
2. Theory	: 25%
3. Life Enrichment Education	: 10%
Total	: 100%

The centre conducts monthly tests, Slip Tests (weekly once) for all the participants. Each participant is required to earn 75% attendance in theoretical sessions and practical work. A Trainee ID Cum Inventory card is being maintained detailing the date of attendance, Time- In, Time -out, practical/theory attended etc.

The Director and Project officers of JSS-Ministry of Human Resources Development, Government of India make weekly and monthly visits regularly to the CTCs to supervise the project activities. This supervision is a pre-requisite for the award of Certificates to the participants on completion of the training course. The GOODWILL conducts summative examination (final) in six subject papers, 4 practical examinations and one Life Enrichment Education test.

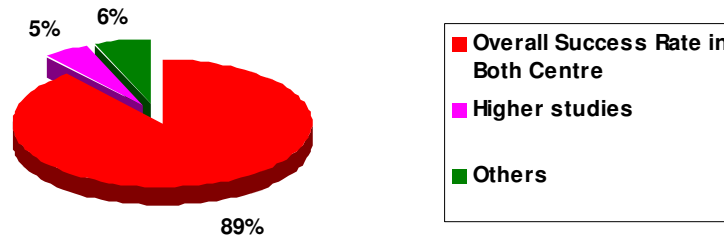
The duration of each training course (six months) is 250 instructional hours for three modules as shown below:

I.	Module I: Computer applications-Basics
II.	Module II: Computer applications-MS Office
III.	Module III: Computer Applications-Internet and E-Mail
Theory	: 25% = 62.50 Hrs
Practical	: 65% = 162.50 Hrs
LEE	: 10% = 25 .00 Hrs

The technique of learner's evaluation used is participatory, non-fearing and learner friendly in nature. Both concurrent evaluation and terminal evaluation in the form of formative and summative assessment techniques have been used in the training. The training sessions have been conducted in groups for children and young women from 10 a.m to 9 p.m everyday and the duration of each session is 2 hours per group per day. GOODWILL has employed three IT Trainers of which two are women. In addition, two project officers have been appointed to organise, supervise and monitor the project activities.

Figures 17 and 18 present the overall grades obtained by trainees in CTC Unit I and CTC II. It is quite absorbing to note that of 80 trainees in Unit I, a high percentage (69%) of them were graded 'Outstanding' compared with 66 percent (N=172) of trainees in unit II. 31 percent (25) in Unit I and 32 percent (55) in unit II were awarded 'First class'. An abysmally low percentage (2percent) in unit II secured 'second class'. Overall, the level of performance of a significant majority of trainees (73.80 percent) who attended the programmes was 'outstanding', who have secured 75 marks and above out of 100.

Fig 19:Overall success rate of the training program in both centre



It is seen from Fig 19 that the overall rate of success in both centre in terms of attendance, participation and performance on basis of the data gathered from all the participants was 89 percent which is phenomenal and highly significant. The digital learning has helped especially children under 18 years (5 percent) not only to be skillful but also to prepare themselves to pursue their higher studies in IT related fields in the future. Others (6 percent) were young women who were mostly home makers who might take up any home based outsourcing digital work to earn supplementary income.

C.Focus group discussion

The focus group interviews held with a sample of 60 children and young women throw more light on the range of views and opinions expressed by them. The interview/focus group protocol containing the following questions brought forth their perspectives on the digital learning programme organised by GOODWILL.

Interview/Focus Group Protocol

1. What is your overall opinion of the **Excellent Good fair poor**
 - A. Course design of training (Module I, II & III)
 - B. Teaching methodology (Theory & practical work)
 - C. Digital Knowledge and applicable skills gained

2. What is the most important outcome of this CTC digital training programme for you (e.g., something you learned or a way in which it changed your life or direction)? How it happened? How it has helped you? Summarize.

3. What is the most frustrating or wasteful consequence of CTC training programme, for you? Can you summarize how or why that happened? Perhaps a story about something that happened to you would help us understand what you mean.

4. Modules I, II and III are the learning components you have used in this training in order to develop knowledge and skill competencies. We'd like your help in understanding the strengths and weaknesses of this digital learning programme conducted by GOODWILL
5. How your digital learning expectations might have been accomplished if CTC programme organised by GOODWILL had not been available to you?
6. Has the use of training modules in CTC programme impacted your ability to understand and/or remember course material? Why or why not? Please explain.
7. Has the use of training modules in CTC programme enhanced your creativity? Why or why not? Please explain.
8. Has the use of training modules in CTC programme improved the skills you will need in your chosen occupation? Why or why not? Please explain.
9. Has the use of training modules in CTC programme helped to get a job in IT related workplaces?
10. Has the use of training modules in CTC programme made it easier for you to perform your job now at your work place? Why or why not? Please explain.
11. Has the use of training modules in CTC programme affected your interaction with family and friends? Why or why not? Please explain.
12. Has the use of training modules in CTC programme affected your involvement in your local community? Why or why not? Please explain.

General interest.

13. How did you come to know about the CTC program organised by GOODWILL?
14. In selecting Goodwill social work Centre, did access to computers, digital learning programme and instructional technologies influence your decision? If so, what attracted you to this organisation?
15. Was the CTC training programme organised by an NGO a factor in deciding to join? If so, in what ways was it a factor, and why?
16. Are you aware of any technical problems that occurred during your training course you attended at GOODWILL? Such as,
 - a. electronic mail not working
 - b. the World Wide Web server not operating successfully
 - c. Computers not functioning properly
 - d. Often power failure
 - e. IT Instructors not guiding properly
 - f. More hours for practical work not given
 - g. No proper technical help during 'hands-on' training

h. Any other, please specify

17. Were these problems listed in question 13 dealt with promptly? Do you have any suggestions for how we can improve our technical support services?

18. Would you recommend CTC digital training programme offered by GOODWILL to others? Why or why not?

19. Is there anything else you would like to tell us about your experience with the training at Goodwill social work centre?

Notably, all the study respondents were of the view that the course design, teaching methodology and the knowledge input and skills gained were 'excellent'. Of the 60 participants, 70 percent of them viewed that their attendance in the digital learning programme changed their life to get empowered with computer skills whereas the rest (30 percent) felt that they became aware of the digital knowledge. Interestingly enough, none of the participants felt that they have had any frustrating or wasteful consequence of having attended the CTC training at GOODWILL. All of them opined that the Modules I, II and III in curriculum designed were very relevant and useful as the courses were mostly 'learner friendly' and 'participatory' in nature. However, it was viewed by all of them that GOODWILL can provide more computers for easy accessibility by the trainees and set up a 'mini-library' containing more volume of books and journals at every community Technology centre. It is quite revealing that all of them expressed their point of view without an iota of doubt that their digital learning expectations might not have been accomplished if CTC programme organised by GOODWILL had not been available to them.

There was unanimity in the opinion of all the participants in the focus groups that the community Technology services offered by GOODWILL have impacted their ability to work on computers, enhanced their creativity to apply what they have learnt, improved their skills to demonstrate in their present occupation and also in the career in the future. In addition to the learning of the main units of lessons in Modules I, II and III, all the trainees also had a chart on how to create a new email ID, how to send messages, web chatting, call centre and its functioning and how to search the web.

In response to questions 8, 9 and 10 itemised in the focus group protocol, it is noticed that of the 60 participants 50 percent of young women who participated in the focus interviews stated that they have been able to secure a computing job to work as clerks, data entry operators, office accountants etc in local work places and private institutions. It is no exaggeration to say that the digital training programmes organised by **GOODWILL** under the aegis of **Panda Software International, Spain** with the local government partnership {**JSS-Ministry of HRD**} have provided an opportunity for young women to find jobs and earn an income for their livelihood.

To a question 'How did you come to know about CTC programme organised by GOODWILL, a sizeable proportion (45 percent) of the participants in the focus group

discussion responded that they came to know about it through 'advertisements', 20 percent from their friends, 20 percent through local NGOs and the remainder (20 percent) from ex-clients (families) who have earlier received professional assistance and support from GOODWILL.

An interesting fact is that all the participants felt that the use of training modules in CTC programme not only affected their interaction with family and friends but also their involvement in their local community. Since digital learning especially for children and women in low and moderate income communities in rural and urban areas in India is still very dearer to them, and also becomes expensive which the 'have nots' cannot afford to pay high fees for attending either basic or advanced courses in computers, this non formal employment digital training for them is a boon when a nonprofit organisation offers this opportunity with a social motive. In point of fact, GOODWILL has earned the 'goodwill' of many a child and young woman in low and moderate income communities to whom new vistas of digital learning have been opened up for them.

When the participants were asked to identify a volley of technical problems listed in the protocol during the training courses such as a) electronic mail not working b) The world wide web server not operating successfully c) computer not functioning properly d) often power failure e) IT instructors not guiding properly f) more hours for practical work not given g) no proper technical help during 'hands-on training h) any other problems, their responses of almost all the participants were in the negative excepting the fact that there were certain problems such as power failure(23 percent out of 60 participants) and more hours for practical work not given(8.3 percent out of 60 participants) as perceived by a negligible section of the participants, which were dealt with promptly. There were a few suggestions made by the participants namely 1.increasing internet broadband speed 2.more computers to be added to the computer Lab 3.Establishing a library with computer related books and journals and 4.using a generator in the event of power failure. What's more, they suggested that GOODWILL could add more advanced digital courses and help find jobs for them and provide career information in IT related fields.

XXI.Conclusion

Since empowerment of the poor children and young women is a crucial pre-requisite for sustainable development, ICT is considered as one of the most powerful weapons in the empowerment process. As expected the overall success rate of the project has been 89 percent{Fig 19} as the digital learning programmes have benefitted them, which will eventually generate acceptable investment returns through their active participation for their economic growth. In particular, it has benefitted young women in learning different computer skills and contracting job work in local organizations and also starting their own computer centres in a small way to take up word processing and DTP, data entry work, office management, online data entry and formatting work and data base preparation etc. In point of fact, children and young women in low and moderate income communities have been empowered with technology skills and usage

in a community based setting. The intensive hands-on computer literacy training based on real life exercises using MS Office will enable them to acquire applicable technology skills to advance economically and compete professionally in today's digital economy.

As the world communities are beginning to form a 'global society', nonprofits and businesses have their social responsibility. Peter Drucker has stated 'Too few in our society truly understand the concept of partnership or the nature of the social sector. With government and business, the social sector is one of the three pillars on which modern society is based, and by far the most diverse... But no one sector can do its jobs alone; business cannot thrive in a sick society. All three must work together. We must establish the independence and the interdependence of each sector. The Drucker Foundation has viewed 'A healthy society requires three vital sectors: a public sector of effective governments; a private sector of effective businesses; and a social sector of effective community organisations'.

Questions for discussion:

1. why do businesses collaborate with nonprofits? What are the **benefits** of partnering for corporations?
2. Where do most of the businesses fall on the **collaboration continuum** (Philanthropic / Transactional / Integrative)?
3. Do corporations still have the **charity syndrome** or would they want to be developmental in their perspective?
4. What collaborative strategies could be used to make businesses-nonprofits relationship be more **sustainable**?
5. What kind of corporate **human service professionals** get involved in this partnering initiative?
6. Do businesses-nonprofits enter into **collaboration agreement** and if so, how do they execute it and do they bind to the agreement.
7. How important is cross sector partnering between businesses in the north and nonprofits in the south?
8. Identify the underlying principles governing the management of multi-stakeholder partnerships for sustainable development
9. Examine the emerging role of corporates in India in promoting social responsibility in India?

10. Identify the major components of a project of a nonprofit that would attract corporates to consider as a winning project as in the case of GOODWILL-India.

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