



Indian Futures

Business Plan 2017/22

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1. Executive Summary

Indian Futures aims to raise awareness, provide training, recruit volunteers, work in partnership with other charities and carry out fundraising tasks in order to support new and existing projects run by Laia Foundation (Vedanthangal, Tamil Nadu, South India). In the future, we also expect to establish contact and raise funds for other charities with similar purposes in the south of India.

Since 2005, Laia Foundation has been running educational, medical and technological/environmental projects in order to improve the quality of living of the population in the above-mentioned area and its surroundings. After more than 10 years working in the area, the charity has become well-known and has a good reputation amongst the local population. The educational projects have been particularly successful which have led to the local population, and in particular parents of school-age children, asking for more projects to be carried out and the area of action to be expanded. It is in the light of this demand that Laia Foundation has decided to open a charity in the UK so that it can bring more resources to its different projects (see 3. *What the Organisation Does* for more information).

2. Organisation Details

- 2.1. **Charity/Company Name:** Indian Futures
- 2.2. **Address:** 62 Montpelier Road (Basement), Brighton BN1 3BB, East Sussex, UK
- 2.3. **Telephone Number:** 07729726117
- 2.4. **E-Mail:** indianfuturesfundraising@gmail.com
- 2.5. **Website:** www.indianfutures.org
- 2.6. **Legal Status:** CIO, Charity Reg. No. 1173474

3. What the Organisation Does

3.1. Our Charitable Purposes

The objects of the CIO are:

To advance such charitable purposes for the public benefit according to the laws of England and Wales as the trustees see fit including, but not limited to the relief and prevention of poverty of the people of Tamil Nadu (“the beneficiaries”) in India by the provision of financial and other assistance to Laia Foundation and organisations with similar purposes to enable the beneficiaries to:



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- (1) receive education and training in order to develop their skills and secure employment,
- (2) obtain micro-finance and engage in their own business ventures and thereby become more self-sufficient,
- (3) obtain medical and other assistance to improve their health, and
- (4) obtain equipment and provide support for disabled persons in order to improve their conditions in life.

3.2. Our Mission and Vision Statements

Laia Foundation has worked since 2005 with disadvantaged communities in the area of Vedanthangal (and its surroundings) –the Dalit and tribal castes (formerly known as the *Untouchables*)- by contributing to social and economic development through education, health, women’s empowerment and technological/environmental projects.

The vision of Indian Futures is to support new and existing projects in the area of action as a way to promote equal access to basic needs, such as education and health, to the local population thus contributing to its development.

In order to do so, Indian Futures will:

- raise awareness within the UK population (particularly Brighton and Hove) about the reality and needs in the area of action thus strengthening the bond between both countries;
- provide training to those interested in taking part in our projects both in the UK and India;
- recruit volunteers who wish to promote the aims of the charity within the local population at events, festivities, community centres, etc.;
- work in partnership with other organisations that carry out educational or developmental tasks in the UK, particularly those involved with the UK Tamil communities;
- raise funds to support the projects in India.

3.3. Our Values

a. Quality and Equality

We believe that all human beings are born equal and, therefore, deserve equal access to basic needs, such as education, health, housing, etc. We will ensure



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not only that the local population in India have access to these basic needs but also that we provide quality services.

As for our UK office, we will make sure there are no restrictions in order to access voluntary positions or take part in any activities organised by Indian Futures.

b. Diversity and Inclusion

Laia Foundation has been working with the local population for over 10 years regardless of their origin, background, religion, age, gender or disability. This diversity has been a key factor in the success of its projects. Particular attention has been given to those groups at risk of exclusion who, prior to the work of Laia Foundation, were not able (and sometimes not allowed) to participate in their own community.

We will continue to promote this culture of diversity and inclusion through all the activities developed by Indian Futures.

c. Empowerment and Local Autonomy

All the projects in India are developed at the request of and designed, run, monitored and attended by the local population. The main office in India is composed of four members, three of whom were born and live in the area of Vedanthangal. In the case of the educational projects for example, all the students, teachers, and supervisors belong to the local communities. Parents of students are also involved in the running of the projects and take part in the decision-making process.

We believe that this involvement is crucial in the development of the area as it promotes empowerment and ensures the continuity of its projects.

d. Communication, Openness and Transparency

We want to promote a culture of openness and transparency with Laia Foundation, our beneficiaries, staff, volunteers, partners, donors and funders. All our events and projects (including volunteering opportunities) will be advertised regularly on our website (www.indianfutures.org) and at local volunteering centres.

In order to promote this culture, we will have regular communication with Laia Foundation via email and social media, and visits to the area of action in order to identify and assess the need of each of the projects, make contact with



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beneficiaries and make sure the projects are well run and match the needs of our beneficiaries. As for our partners, donors and funders, we will send regular reports and updates on how the projects are being run. Some of them will also be invited to visit the area of action whenever possible.

3.4. Our activities in the UK

- a. **Online activities (2017/18):** We will design a website i.e. www.indianfutures.org which will include the following tabs: 'About Indian Futures' (including history of Indian Futures, our trustees, staff and volunteers, plans, reports and policies), 'What we do in the UK', 'What we do in India', 'How you can get involved' (including ways to donate, fundraise and volunteer). The website will also contain links to our Facebook, Twitter, LinkedIn and Instagram accounts, our downloadable quarterly or monthly newsletter, leaflet and two sections for the local community to get involved in and develop: the 'e-Learning Community' and 'Creativity Corner'.

The 'e-Learning Community' will have space for blogs and comments. Its aim is to allow and foster regular contact between the learning community both in the UK and our target area, and the exchange of educational strategies, tools and experiences. The 'e-Learning Community' can help raise issues around the needs of local students. We foresee that the exchange of teachers, students and parents' own experiences with the UK educational system will create a culture of openness and innovation in the target area that will ultimately contribute to the improvement of the quality of education.

The 'Creativity Corner' will be a space for the learning community both in the UK and India to post/upload any creative work they might be involved in, from students' drawings to local festival videos. It will also contain initiatives such as 'Artists for Charity' where groups of people involved in a specific activity, e.g. painting, sewing, writing, can raise money for Indian Futures by selling their own artwork online.

- b. **Fundraising Events (2017/18):** Indian Futures will organise and take part in a variety of fundraising events that will involve the local community. For instance, we will present the work of the charity at local festivities and charity days. We will also set up stalls at community events where we will both promote our work and sell our trading products.



- c. **Presentations (2018/19):** We will organise awareness sessions at educational centres, such as community/day centres, schools, colleges and universities, as well as Tamil organisations, to present and promote the work of Indian Futures, our activities, the socio-economic and cultural reality of our target area, the tasks Laia Foundation are carrying out and how the local community can get involved in the work of our charity.
- d. **Volunteers' Training (2019/20):** On the one hand, we will train volunteers to take on the roles of Fundraiser, PR/Events Organiser and Social Media and IT Coordinator to run Indian Futures. These volunteers will over time become the staff of Indian Futures and part of their roles will be to recruit other voluntary workers to help with all our activities.

On the other hand, we will create and train a pool of aid workers. Once trained, aid workers will have 3 to 12-month long stays in the target area, participating directly in the running of their chosen project. For instance, student (or qualified) UK teachers will be able to volunteer at our after-school support centres or kindergarten and support the local government school. In order to achieve this goal, Indian Futures will work closely with local colleges and universities.

3.5. Projects in India

a. Education

- **After-school support centres: *Quality education for underprivileged children:*** The educational programme of Laia Foundation is a multi-year intensive effort to improve learning levels of children in the poorest and most marginalised villages in Tamil Nadu. In each village, two local tutors are hired and trained to provide two hours of after-school evening support classes for children.

Each child's skill level is tracked using a skill chart and children who lag behind are given special attention. Specially designed games and activities help children focus and learn better.

Parents are involved from the start and pay a small fee to support part of the costs for the program. This fee payment makes the village tutors accountable to parents who regularly monitor the evening classes. Community events and festivals where children present what they have learnt also create a wider learning environment in the village.



From the UK, we will support the centres by holding awareness sessions and events at Tamil and community centres. We will talk about how anyone can get involved in our projects and activities both from the UK and in India and encourage the community to use our website, in particular our 'e-Learning Community'.

Those wishing to visit the target area and participate directly in this innovative teaching methodology will also be provided with the required training and advice.

- **Kindergarten: Laia Foundation** runs a nursery which has about 50 students belonging to the poorest communities in India. The educational methodology encourages student participation and learning through games.

The nursery was founded in 1995 by the organisation **Service Civil International**. The parents of the students appreciate the quality of education offered at the centre and contribute to the project funding a third of the budget.

As is the case with the after-school support centres, Indian Futures will organise awareness sessions within our local community and train volunteers who wish to travel and get involved in the work the nursery carries out in the target area.

- **Support to government schools:** During the past five years, **Laia Foundation** has supported government schools to reduce overcrowding in classrooms. The foundation has donated funds to associations of parents of students to enable them to recruit staff and fill the void when the Indian government cannot afford. In this way, we can reduce the pupil-teacher ratio and improve the quality of education.

Also, the foundation has given support to schools and government day-care centres (*anganwadis*) through various other actions:

- Construction of a school compound wall (co-funded by the Indian government).
- Construction of toilets for two schools and three day-care centres.
- Donation of desks to a high secondary school and four primary schools (co-funded by the Indian government).
- Donation of efficient wood stoves to *anganwadis* (day-care centres, co-funded by the Indian government and local contributions).
- Donation of a photocopier to a higher secondary school (co-funded by the Indian government).



Indian Futures will visit local schools, colleges and universities to promote the aims and values of the charity and raise awareness on the reality of government schools in the target area. Thus we expect to create a local learning community that wishes to interact with the learning community in India. This can be done through different types of exchanges, such as posting comments, contributing to the blog or using the 'e-Learning Community' in our website.

- b. **Health: Laia Foundation** works to eradicate child malnutrition in the target area. The project also aims to minimise problems during pregnancy, promote early breastfeeding and birth spacing, deliver health education for adolescent girls, etc. In order to do so, it has appointed three health workers responsible for monitoring the health of 300 infants and their mothers.

With the recruitment and training of medical volunteers from Indian Futures, we expect to improve and expand the health project in the target area. Our volunteers will aim to run medical camps on a regular basis and work alongside the health workers in the target area thus being able to exchange medical practices and strengthen collaboration within the medical profession.

- c. **Women's empowerment:** The main objective of this project is to empower marginalised women, enabling them to become self-reliant for their survival in society and, ultimately, bringing about gender equality.

Laia Foundation has contributed to the creation of a Microfinance Fund benefitting 300 women and their families. Through this action, it is expected to achieve the following results:

- The self-sufficiency and economic independence of women leading to the strengthening of their role in social and political sectors.
- Improving household financial management, with a positive impact on nutrition, health and education of children, especially girls.
- Eradication of poverty in the target area, which is known for its economic backwardness.

Our UK staff will make contact with local women's groups in order to present and promote our Microfinance Fund. Group attendants will be encouraged to discuss their own experiences within their local community and how these can help develop our project further.

- d. **Technology and environment**



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- **Removal of indoor pollution in day-care centres:** the goal of this project is to reduce infant mortality and the risk of diseases related to indoor pollution, such as pneumonia, chronic lung disease, lung cancer, etc., amongst children under the age of six. In order to do this, Laia Foundation is in the process of replacing traditional wood stoves for efficient firewood stoves. The expected results of the project are:
 - Reducing infant mortality and risk of disease related to indoor pollution.
 - Reducing deforestation.
 - Positive impact on the environment during the five-year life of the stove, which would result in saving wood and reducing CO₂ emissions and fuel.

- **Low-cost technologies: Laia Foundation** has tested various low cost, eco-friendly technologies, to be promoted in rural areas, such as:
 - Solar dish-type cookers
 - Bio-gas cookers
 - Natural water filters
 - Manufacturing of Compressed Stabilised Earth Blocks (CSEB)
 - Organic farming techniques such as Vermicomposting
 - Efficient firewood stoves

Volunteers wishing to take part in our technological/environmental projects will also be recruited for awareness and fundraising tasks.

4. Background and Achievements to Date

In 2004, encouraged by a successful intervention that helped hundreds of families affected by the tsunami that occurred in December of that same year on the coast of Tamil Nadu, Laia Mendoza and Lluís Compte, along with local volunteers, decided to launch an educational project in Vedanthangal, Tamil Nadu.

After the death of Laia in a tragic accident in 2005, and with the support of the Foundation that bears her name, the project expanded and consolidated. Laia Foundation became then an Indian Charitable Trust. Later on, in 2011, the association Vedanthangal Sangam was established in Badalona, Spain, to carry out the work of fundraising and awareness.

Since it was created, Laia Foundation has been dedicating its efforts to build a better future for the inhabitants of a rural area of Tamil Nadu called Vedanthangal. The area of action has over time expanded to some of its surrounding areas and currently thousands of students,



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parents (particularly women), teachers and other active population are benefitting from its projects.

Laia Foundation runs 23 after-school support centres, benefitting over 700 students and employing 42 part-time teachers. This educational programme is a multi-year, intensive effort to improve the learning levels of children in the poorest and most marginalised villages of Tamil Nadu. In each village, two local tutors are hired and trained to provide two hours of after-school evening support classes for the children. Every student's skill level is tracked, using a 'skill chart' and those who lag behind are given special attention. Specially designed games and activities help children to focus more and learn better.

Laia Foundation also runs a kindergarten with 50 students and has supported several Government schools in the area of action to help reduce the pupil-teacher ratio and improve the quality of education. With this purpose, the Foundation donated funds to parents and teachers' associations to enable them to recruit additional teaching staff. There is more information on how the Foundation has helped a variety of educational projects in 3.5.

Projects in India.

Concerned by the high levels of child malnutrition in India, Laia Foundation also works to address this issue in the target area. Some of the aims of the project are minimising problems during pregnancy and promoting early breastfeeding, birth spacing, health education for adolescent girls, etc.

In the area of women's empowerment, Laia Foundation works towards supporting marginalised women through the creation of a Microfinance Fund that benefits more than 300 women and their families. Laia Foundation supports these women so that they can achieve self-sufficiency and economic independence, leading to the strengthening of their role in social sectors.

Indian Futures is the result of years of ongoing communication and cooperation between one of the volunteers who initiated the educational project, Anna Amado, and Laia Foundation. Anna, along with the board of trustees (Sushma Clark, Adeline White and Cate Taylor) and volunteer (Tom Anderson), who also have experience in the charity field and knowledge of the target area, are now willing to develop awareness, training and networking tasks from the UK. By setting up Indian Futures they aim to bring the reality of the target area closer to their local community, Brighton and Hove, presenting the variety of its projects and getting the community involved through volunteering and taking part in presentations, ad hoc events and general fundraising.



5. Our Goals

5.1. In the next 3 years

In the next 3 years, the work of Indian Futures will concentrate mainly on raising awareness and funds in order to develop the educational project in Vedanthangal and its surrounding areas:

- a. We will open 5 new after-school support centres per year in Vedanthangal's surrounding areas which means a total of 15 centres in the next 3 years.

This will involve the following:

- Identify and provide the facilities to run the after-school centres. These facilities involve either renovating an already-existing building or building a new centre if there are no facilities in the target village.
- Recruit and train two teachers per centre. The teachers will attend training provided by AID-India (www.eureka.aidindia.in/superkidz.php). Laia Foundation has been training its teachers through the above programme in order to create a new learning environment in all its centres that promotes quality education –placing the students at the centre of their own learning process-, and gives teachers the necessary tools to assess their students' progress. Apart from daily (Monday-Friday) two-hour tuitions and training, the teachers will have monthly meetings with their supervisor in order to discuss any difficulties, progress, strategies, etc.
- Provide the educational material that is necessary for the development of the project. A description of the material used can also be found on the above website.
- Form and develop associations of parents of students so they can have an active role in their children's education and promote the importance and benefits of education, and in particular the work that Laia Foundation is doing, amongst other parents of school-age children living in the area.

- b. We will bring ICT tools to the already-existing 23 after-school support centres in the areas of Vedanthangal and Vandavasi, where the centres are well established and attended.

This will involve the following:

- Provide internet access in all 23 centres. The centres (that already open for after-school tuition 6 to 8pm) will open between 4pm, when government schools close, until 6pm so students can have access to online resources in order to do research and prepare their homework.



- Provide ICT tools, such as computer tablets or desktop computers, and the necessary office furniture so the students have easy access to the online resources they need.
 - Recruit and train one ICT coordinator per centre so they can:
 - Show students how to use the ICT tools correctly.
 - Make sure the ICT tools are used for the intended purposes.
- c. Any other education-related projects that are identified as necessary for the development and progress of children's education in the area. The need for any new projects will be assessed by the members of Laia Foundation, teachers, supervisors, associations of parents of students and Indian Futures who will monitor the good running of each and every project and measure their outcomes.

5.2. In the next 4-5 years

Once the educational projects are well established, they will be completely supervised and their outcomes monitored by the local community in the target area, i.e. teachers, supervisors and associations of parents of students. As well as continuing to expand the educational project by taking it to other target villages around the current area of action, Indian Futures will then also switch its focus to other, also very necessary, areas of community development.

Indian Futures will continue to promote and develop the work already carried out by Laia Foundation in the areas described in *3.5. Projects in India*, i.e. health, women's empowerment and technology and environment, as well as establishing contact with other organisations in South India in order to set up new partnerships and expand our area of action.

6. The Public Benefit Need

6.1. What is the public need?

In India

India invests 3.8% of GDP on Education, and in the public sector, teacher absenteeism is exorbitant, with 25% never showing up for work (*World Bank Organization, 2012*).



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90% of South India's rural population live on subsistence agriculture –based on rice, forage, lentils and peanuts- and, secondly, cattle –cows, buffaloes and goats. Most of the population work for big landowners and live on extremely precarious salaries. 'A Below Poverty Line (BPL) card is issued by the government and identifies households below the official poverty line. (...) About one-fourth (27 percent) of households in India have a BPL card. In rural areas, the proportion of households having a BPL card (33 percent) is about double than in urban areas (16 percent).'

(India's National Health Survey, 2005-2006)

The target population are the inhabitants of Vedanthangal and its surrounding areas. Laia Foundation is already working in two areas: Vedanthangal, which comprises a population of about 5,000 inhabitants spread around 7 villages, and Vandavasi, with 9,000 inhabitants approximately and 22 villages. These rural areas are situated in the district of Kanchipuram which belongs to the state of Tamil Nadu (South India), about 80 kilometres to the south-west of Chennai, the state capital city.

In the villages in and around Vedanthangal, the population belong to *backwards* and *scheduled* castes (the latter were formerly known as the *Untouchables*). They're the most disadvantaged castes of India, with high malnutrition (nearly half the children suffer from it) and low literacy levels amongst the adult population.

With regards to education, there are public government schools in nearly all villages, that is to say, schooling rates are high, close to 100%. However, problems are identified when analysing the situation a bit closer:

- School monitoring is carried out from the city where each officer in charge supervises an average of 100 schools.
- While most students are enrolled to school, absenteeism is high, with percentages nearing 20%.
- Similar absenteeism rates are found amongst teachers.
- The educational methodology used in public schools is mainly memory-based which demotivates children. One of the main contributing factors to this reality is that the Indian government places the emphasis on 'figures' (i.e. facilities, number of teachers, school material, etc.) but does not have an assessment system to check whether the students' knowledge is satisfactory according to their age.



- Few students take the same course more than once which means many of them go onto higher levels without having achieved the necessary basic knowledge. This leads to high drop-out levels below the age of 16. According to OECD's PISA (Programme for International Student Assessment) Report 2009, Maths knowledge of 8th grade students (aged 14) in India is the same as that of 3rd grade (aged 9) students in Korea.
- Students do not have a suitable space or room to study at home since most households only have one room where the whole family live.
- Most parents are illiterate which means they cannot help their children and have no tools to assess their children's learning progress. This also makes it difficult for parents to have any control over school teachers and attend groups such as parents' associations.

While powerless in front of a despairing situation, parents are aware of the shortcomings of the Indian educational system and willing to get involved in their children's education. They understand that education is the key to achieve a better economical position in the future. Due to the lack of interest and cooperation from the Department of Education and Indian civil servants in general, India's rural population, and in particular the target area of Laia Foundation, is keen to access external aid to solve the educational problem.

With regards to health, according to the World Health Organization, India's life expectancy is 63.87 years for men and 66.97 for women. The same organisation states that India has an average of 7 doctors per 10,000 people. In Tamil Nadu in particular, it's estimated that 48% of the rural population do not have access to medical services. These figures apply to our current target areas i.e. Vedanthangal and Vandavasi. There are two main hospitals in the area, Chengalapattu Medical College Hospital (about 30km away) and Madurantakam Government Hospital (for less serious cases, about 15km away). It is important to note that these distances are worsened by the fact that most of the population do not have their own mode of transport, other than a pushbike. In terms of primary health care, there is a clinic with one doctor in a nearby village called Puridivakkam and a primary health care centre in Melavalampettai, about 10km away.

Apart from the high levels of malnutrition amongst children, as stated above, the local population show a general lack of awareness, understanding and, to some extent, access to nutritional foods. This impacts not only on children but also on adults, and most particularly adolescent girls, pregnant and breastfeeding women. This latter sector of society require intensive and ongoing support, not only in the areas of education and health but also in



terms of personal development and empowerment by creating employment and facilitating access to it. In this respect, a high percentage of women in the target areas are already actively involved in women's groups and benefitting from our Microfinance Fund thus increasing the family unit's overall income.

Finally, and also according to the World Health Organization, 15% of the Indian population do not have access to drinkable water sources, and air pollution in domestic dwellings, schools and nurseries is severe. It is clear that new systems to control and reduce pollution need to be implemented in order to reduce children's mortality, risk of diseases related to indoor pollution (such as pneumonia, chronic lung disease, lung cancer, etc.) and deforestation, which will, in turn, help increase people's life expectancy and provide a healthier environment for all to live in.

In the UK

According to the World Economic Forum (19th August 2016), in 2015 the UK was the third most generous country in terms of development aid, giving nearly \$20 billion either as bilateral aid or through international organisations such as the World Bank or UN. In the UK, a big part of these donations go to 'Bric countries –Brazil, Russia, India and China which have the world's largest and fastest emerging-market economies' (*The Guardian, 9th September 2015*).

The UK doesn't only have a long-standing tradition of overseas aid but, more specifically, a long-standing strong relationship with India due to their colonial history and governmental relations between the two countries thereafter.

At a much more local level, Brighton and Hove offers an ideal framework for the development of overseas cooperation between the UK and India. The area is well known for its well established network of community-based charities. A large part of the local population is involved, either through paid or unpaid work, in local charities and takes an active role in their promotion and development. However, there is currently only one charity dedicated to overseas aid in Brighton and Hove; this provides Indian Futures with the perfect opportunity to promote their aims and values.

In line with the latest asset-based initiatives adopted by community development charities in the UK and abroad, Indian Futures wishes to continue to embrace the approach from which originated the first projects in Vedanthangal. For example, the first after-school support centre in the target area, created in 2005, was the product of a pre-existing demand from the local



population. For many years, after the government school closed its doors in the afternoon, students used to gather in different areas of Vedanthangal and do their homework together with the help of an older student or a literate adult who wanted to give his or her time to helping these students. When Laia Foundation was initially created in the area, the first request by parents of students was to provide a suitable space for students to gather and for qualified teachers to help with their education.

Indian Futures wishes to raise awareness of this strength-based strategy within our local community. The projects in India are inspired by the demands of the population in the target area and are based on pre-existing social networks. This approach is based on the belief that the problem does not lie in access to services as such but rather in their ability to tackle discrimination and equal access to quality services to all sectors of society.

Indian Futures will apply these values to all our projects and promote them within the UK population, thus creating a local community that is not only well informed but also actively involved in the development of our target area.

6.2. Who will benefit from the organisation's activities?

- School-age children at risk of exclusion in the mentioned areas who currently do not have access to quality education. 80% of these children belong to the Dalit caste (scheduled caste).
- Parents of school-age children.
- Those recruited to work as teachers, supervisors and IT coordinators at the after-school tuition centres.
- Those recruited to build the after-school tuition centres.
- All individuals in the target areas involved in any health-related activities organised by Laia Foundation. Particular attention will be given to infants, children, adolescent girls, pregnant and breastfeeding women.
- All women in the target areas involved in activities that aim to promote women's empowerment.
- All individuals in the target areas involved in any technological/environmental activities.

6.3. How will they benefit?

Indian Futures will raise funds to:



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- Open 5 after-school support centres per area per year. As a result, the number of beneficiaries from the educational activities run by Laia Foundation will be an average of 10 teachers, 200 students and 270 parents more each year (years 1 to 5 of Indian Futures).
- Bring ICT tools and provide an ICT Coordinator to each of the already existing centres in the areas of Vedanthangal and Vandavasi (years 1 to 5 of Indian Futures).
- Continue to recruit and train medical staff and bring it to the new areas thus benefitting a higher percentage of the population (years 4 and 5 of Indian Futures).
- Continue to develop activities that contribute towards women's empowerment. This will be done through providing medical advice to infants, children, adolescent girls, pregnant and breastfeeding women, creating, promoting and running regular women's groups and providing access to our Microfinance Fund (years 4 and 5 of Indian Futures).
- Continue to provide and show how to use efficient firewood stoves in nursery schools and home dwellings in the target areas, and create and develop further technological/environmental projects (years 4 and 5 of Indian Futures).

6.4. What similar services are currently available?

Laia Foundation is currently running the following services in the area:

- 23 after-school support centres, benefitting over 700 students and employing 42 part-time teachers.
- 3 health workers have already been recruited by Laia Foundation to look after the health of 300 children and their mothers.
- 300 women and their families (about 1,200 people in total) currently benefit from women-empowerment related projects run by Laia Foundation, such as our 20 women's groups and the Microfinance Fund.
- 150 *anganwadis* (kindergartens) and about 30 families are already benefitting from the replacement of traditional wood stoves by efficient firewood stoves produced by Envirofit, with the subsequent impact on their health and the environment i.e. reduction of toxic fumes and deforestation.

6.5. How the organisation will integrate with other activities/providers?



www.indianfutures.org indianfuturesfundraising@gmail.com

Indian Futures will continue the joint work already carried out by Laia Foundation and develop new partnerships with other charities or agencies in the following countries:

India

- Tamil Nadu Foundation (www.tnfindia.org): In 2006, Tamil Nadu Foundation started supporting Laia Foundation, by channeling the funds from overseas to the projects in Vedanthangal and providing consultancy services for the development of its projects.
- AID-India (www.aidindia.in): In 2010, with the aim to improve the service provided by the local nursery, Laia Foundation contacted AID-India so that the local teachers could take part in their teachers' training course and learn to use both their pedagogical resources and assessment and follow-up strategies.

In 2012, AID-India offered Laia Foundation the opportunity to join their charity network (EurekaChild programme), including free consultancy services.

Spain

- Vedanthangal Sangam: In 2011, the association Vedanthangal Sangam was established in Badalona, Spain, to carry out the work of fundraising and awareness.

United Kingdom

- Indian Futures will establish contact, create and develop its own network with local charities and others with similar aims within the UK. We will devote particular attention to charities that work in the educational field (and health, women's empowerment and environmental fields once our projects in these areas are more developed) and those linked with UK Tamil communities.

7. Performance Monitoring

7.1. Key Performance Indicators

In the UK

Presentations

- Schools/colleges/universities
- Community/day centres



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- Tamil organisations

Online activities

- Facebook, Twitter, LinkedIn and Instagram accounts
- Blogs and comments in 'e-Learning Community' section
- Posts and sales through the 'Creativity Corner'
- Donations

Volunteers' involvement

- UK-based volunteers i.e. Fundraiser, PR/Events Organiser and Social Media and IT Coordinator.
- Other UK-based volunteers to help with the above roles.
- Aid workers
 - Training attended
 - Stay in target area

Fundraising Events/Activities

- Local festivities and charity days
- Community events
- Trust, legacy and grant fundraising

In India

Education

- Quality of education
 - Students' performance
 - Teachers' performance
 - Facilities provided
- Career opportunities/development
 - Students' progression on to further education (e.g. college)
 - Students' progression on to higher education (e.g. university)
 - Students' progression on to employment
- Community involvement (e.g. associations of parents of students)
 - Parents' involvement
 - Teachers' involvement
 - Other members of the community, including local government

Health, Women's empowerment and Technology/Environment

KPIs to be devised during year 1 of Indian Futures.



7.2. Measurement of KPIs

In the UK

Presentations

- Create a database of all schools, colleges, universities and community/day centres in the Brighton and Hove area, and Tamil organisations across the UK.
- Monitor number of visits to the above agencies per month.
- Gather information on the number of people who have attended each presentation and outcome of visit.
- Discuss monthly visits at team meetings with volunteers/staff and quarterly meetings with trustees.
- Devise a plan of action after each visit to reflect requests by attendees, e.g. has a second visit been requested, are they going to participate in our online activities or events, are they interested in volunteering, are they going to donate.

Online activities

- Monitor quantity and quality of posts on our Facebook, Twitter, LinkedIn and Instagram accounts.
- Monitor quantity and quality of blogs and comments in 'e-Learning Community' section.
- Monitor quantity and quality of posts and sales through the 'Creativity Corner'.
- Monitor number of donations through the donation tab on our website.

Volunteers' involvement

- Create a database of colleges, universities and community/day centres interested in volunteering and what type of activities they'd like to take part in i.e. online activities, events and/or other admin tasks or overseas cooperation.
- Create a database of all volunteers and which areas each volunteer would like to get involved in:
 - Fundraiser, PR/Events Organiser and Social Media and IT Coordinator.
 - Help with any of the above roles.
 - Aid workers in the target area.
- Create a database of all training attended by volunteers.
- For those wishing to become aid workers in the target area, also log information on:
 - Area of expertise.



- Desired length of stay in the target area.
- Documentation required e.g. application form, references, DBS check, etc.

During their stay in the target area, all aid workers will be required to attend regular supervision/meetings with appointed supervisor and be in regular contact with Indian Futures about the progress of their stay. Upon return, a meeting with the Chief Executive will be arranged in order to assess their stay and discuss whether they wish to continue to volunteer from the UK in any of the areas stated above.

Fundraising Events/Activities

- Create a database for all local festivities, charity days and community events.
- Monitor participation in the above events per month.
- Create a database for trusts, legacies and grants available.
- Monitor number of applications done to trusts, legacies and grants per month.

In India

Students' performance

- Gather SSC (or 10th Board Exam) results of students attending the after-school support centres yearly. Compare these to those of students not attending the after-school support centres.
- Monitor drop-outs of primary and secondary school students attending the after-school support centres quarterly. Compare these to those of students not attending the after-school support centres.

Teachers' performance

- Monitor number of teachers attending teachers' training course (provided by AID-India) and results.
- Monitor teachers' absenteeism.
- Compare students' result and absenteeism between centres.

Facilities provided

- Assess students, teachers and parents' satisfaction at teachers' and associations of parents of students' meetings.
- Assess the community's satisfaction by attending the local government's quarterly meetings.



- Compare facilities to those provided by the government schools and other NGOs at state level.

Students' progression on to further and higher education and employment

- Monitor number of after-school support centre students going on to further and higher education and employment. Compare this to that of students not attending the after-school support centres.
- Monitor success of above students in their chosen career paths.

Parents' involvement

- Monitor number of parents attending associations of parents of students.
- Assess their level of satisfaction with the service provided.
- Gather suggestions, comments and complaints regarding the service provided and how to improve it.

Teachers' involvement

- Monitor number of teachers attending the monthly teachers' meetings and other education-related meetings, including associations of parents of students.
- Assess their level of satisfaction with the service provided.
- Gather suggestions, comments and complaints regarding the service provided and how to improve it.

Involvement of other members of the community

- Laia Foundation staff to attend and discuss education-related issues at the quarterly local government meetings.
- Monitor number of people attending the quarterly local government meetings.
- Request feedback from local government about the service provided and how to improve it.

7.3. Reporting of KPIs

We will report our KPIs through our website i.e. www.indianfutures.org. As stated in section 3.4.b. *Online activities*, our website will contain information on who we are, including our annual reports. The compilation of these reports will be a regular item of discussion with our board of trustees in order to ensure the information on our activities and performance is collected through the year and trustees, staff and volunteers are involved in every stage of the process.



Our PR/Events Organiser and Fundraiser will be responsible for the reporting of KPIs at presentations and other events.

KPIs will also be sent to our donors as soon as we start receiving funds through trusts and legacies. We believe this will contribute to create a culture of transparency and openness, and will help build positive long-term relationships with our funders and donors.

8. Promotion and Advertising

8.1. How and where will we promote our activities/services?

- Creation of a new website (www.indianfutures.org) to promote and advertise the work carried out by Indian Futures.
- Creation of an 'e-Learning Community' and a 'Creativity Corner' within the website. This will contain blogs, news, publications, artwork, etc. by our local learning community and artists.
- Social media such as Facebook, Twitter, Instagram and LinkedIn.
- Participation in fundraising events at local festivities and charity days to promote our work, recruit volunteers and sell our trading products.
- Presentations/awareness sessions at educational centres, such as community/day centres, schools, colleges, universities and Tamil organisations.
- Networking with other local charities and educational establishments, and Tamil organisations across the UK.

9. Managing Risks

Risk 1: Risks involving the board of trustees

POTENTIAL RISKS	LIKELIHOOD	IMPACT	MITIGATION/CONTROLS
Lack of direction, strategy and forward planning	LOW	HIGH	All trustees to read and provide feedback on charity constitution, business plan, including objects, policies and guidance on 'Becoming a Charity Trustee'. Only after the above is completed, trustees to sign the 'Trustee eligibility declaration'.



			Trustees to attend training on 'Business and Strategic Planning' (on request). Trustees to meet quarterly. Trustees to attend AGMs. Ongoing communication between the trustees and staff/volunteers. If problems continue, a meeting with trustees and staff/volunteers will be called, and external advice sought.
Trustees lack skills or commitment	LOW	MEDIUM	Refer to constitution. Trustees to be elected on the basis they have the necessary skills and commitment to the charity's objects and their beneficiaries. Trustees to attend training on 'Duties of a Trustee' (on request). If, at any point, staff/volunteers feel that this is not the case anymore, a meeting with the board will be called and external advice sought.
Trustees become unreliable (e.g. do not turn up for meetings, obtain financial gains for their role, etc.)	LOW	HIGH	Trustees to read charity policies and guidance on 'Becoming a Charity Trustee' and sign the 'Trustee eligibility declaration'. Code of behaviour policy. Whistleblowing policy. Issues with a particular trustee to be taken to the CEO and board for discussion. Disciplinary/dismissal procedures in place.
Conflicts of interest	MEDIUM	HIGH	Conflicts of interest policy. All trustees to read above-mentioned policy and sign conflicts of interest on commencement of services and update when necessary. If in breach, issue to be discussed with CEO and, if not resolved, to be taken to a board meeting for discussion. Disciplinary/dismissal procedures in place.
Communication breakdown	LOW	MEDIUM	Trustees to be in regular contact with staff/volunteers.



between the board of trustees and staff/volunteers			CEO to monitor communication between board and staff/volunteers. Communication issues between both parties to be discussed at board meetings. If problem persists, external advice will be sought.
Trustees leave their posts before end of term	MEDIUM	LOW	Refer to constitution. Trustees to be elected on the basis they are committed to the charity's objects and their beneficiaries, and wish to remain in post for the duration of their term i.e. three years. New trustee to be elected according to the constitution.

Risk 2: Risks involving staff and volunteers

POTENTIAL RISKS	LIKELIHOOD	IMPACT	MITIGATION/CONTROLS
Staff/volunteers lack skills or commitment	LOW	HIGH	Safe recruitment policy. All staff/volunteers to read the charity constitution, business plan and policies. Volunteers to sign volunteer agreement at commencement of employment. Staff to sign employment contract at commencement of employment. Induction processes in place. Staff/volunteers to attend relevant training and regular supervisions.
Disputes between staff/volunteers	LOW	MEDIUM	Bullying and harassment policy. Code of behaviour policy. Whistleblowing policy. Regular team meetings to discuss project development and issues within the staff team. Regular personal supervisions with all staff/volunteers. Unresolved issues between staff/volunteers to be taken to board meetings for discussion.
High staff/volunteers	LOW	MEDIUM	Safe recruitment policy. Absence management policy.



absenteeism or turnover			<p>Induction, supervision and training processes in order to monitor performance and discuss work-related issues.</p> <p>Regular team meetings to discuss and resolve issues affecting the whole team.</p> <p>Regular advice from/contact with local volunteering bureaus.</p> <p>Attendance to volunteering recruitment/exchange meetings.</p>
Staff/volunteers fall ill/lose property when travelling to the target area	MEDIUM	HIGH	<p>Health, work and wellbeing policy to include a section for 'Risks when travelling to the target area'.</p> <p>Step-by-step employer guidance on above risks.</p> <p>All staff/volunteers to attend training on the situation of the target area, access to medical facilities/emergency services, etc.</p> <p>All staff/volunteers to get medical advice and inoculations prior to travelling.</p> <p>All staff/volunteers to have travel insurance (paid for by Indian Futures).</p>
Serious breach of contract (e.g. vulnerable adult, young person or child put at risk by staff/volunteers, breach of health and safety, etc.)	LOW	HIGH	<p>Employment contract stating rights and responsibilities of employer and employee/volunteer.</p> <p>Health, work and wellbeing policy.</p> <p>Financial management policy.</p> <p>Regular supervision with staff/volunteers to raise and discuss concerns in the mentioned areas.</p> <p>Clear disciplinary/dismissal procedures in place in case of (gross) misconduct.</p> <p>Trustees to be immediately informed of above issues.</p> <p>All staff/volunteers to travel to the target area MUST be DBS checked.</p>

Risk 3: Risks involving the success and quality of the projects/activities

POTENTIAL RISKS	LIKELIHOOD	IMPACT	MITIGATION/CONTROLS
Projects/activities	LOW	HIGH	Research the need for each



es do not have the expected success			<p>project/activity.</p> <p>Constant dialogue with the target population and, in particular, the specific beneficiaries of each project/activity.</p> <p>Constant dialogue with partners.</p> <p>Staff and volunteers (in the UK and India) to attend regular training on their areas of expertise.</p>
Projects/activities do not reach the expected quality level	MEDIUM	HIGH	<p>Staff/volunteers to attend relevant training and regular supervision to discuss issues around performance and expected quality levels.</p> <p>Regular team meetings to discuss the above.</p> <p>Regular contact with project supervisors (in India), external advisors, partners and funders.</p> <p>Regular outcome monitoring of projects/activities.</p>
Projects/activities do not respond to needs of beneficiaries or meet objectives.	LOW	HIGH	<p>Initial need MUST come from beneficiaries.</p> <p>Carry out a needs assessment of each project/activity.</p> <p>Regular contact with Laia Foundation on the development of each project/activity.</p> <p>Adapt to natural project/activity changes without losing sight of the initial needs assessment.</p>
Projects/activities aren't properly monitored or evaluated	LOW	HIGH	<p>Key performance indicators and other monitoring/evaluation procedures in place.</p> <p>Staff (both in the UK and India) to be inducted on project monitoring/evaluation.</p> <p>Regular project/activity review e.g. beneficiaries' surveys, case studies, etc.</p> <p>Clear procedures in place to 'flag up' potential errors.</p> <p>Regular communication within the UK staff/volunteers and between staff/volunteers in the UK and India.</p>



Risk 4: Risks involving beneficiaries

POTENTIAL RISKS	LIKELIHOOD	IMPACT	MITIGATION/CONTROLS
Beneficiaries mistrust the projects or aren't consulted about them.	LOW	HIGH	Partnership report to be signed by Indian Futures and partner organisations at the beginning of each project. Regular feedback to be requested from beneficiaries (about need and objectives of each project). Beneficiaries to be given regular feedback about project development. Promote the aims of Indian Futures in the target area. Transparency and honesty about the aims and outcomes reached by Indian Futures in the target area. Reporting procedures in place when there is a breach of the above (e.g. complaints' procedure). When financially possible, on-site visits by Indian Futures.
Projects/activities do not reach the potential beneficiaries	LOW	HIGH	Monitoring and impact reports to be carried out by all partner organisations. Partner organisations to ensure regular contact with Indian Futures by email, video conferencing, etc. (frequency to be outlined at monitoring report stage). Reporting procedures in place when there is a breach of the above (e.g. project risk assessment). When financially possible, on-site visits by Indian Futures.
Health and safety of beneficiaries are put at risk	LOW	HIGH	Health, work and wellbeing policy. Safeguarding vulnerable adults' policy. Safeguarding young people and children policy. Staff to be inducted on health and safety and safeguarding issues. Procedures in place to report risks by staff/volunteers, beneficiaries and partner organisations.



			<p>Partner organisations to make sure above procedures are followed by all staff/volunteers.</p> <p>All staff/volunteers to travel to the target area MUST be DBS checked.</p>
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Risk 5: Financial risks

POTENTIAL RISKS	LIKELIHOOD	IMPACT	MITIGATION/CONTROLS
Financial mismanagement	MEDIUM	HIGH	<p>Indian Futures' bank account with two signatories.</p> <p>Donor controls (who is the donor and nature of donations) in place when funding is received.</p> <p>Suspicious donations log.</p> <p>Procedures in place on how to report suspicious donations.</p> <p>Partner verification procedures (including financial checks).</p> <p>Grant monitoring reports to be done by all partner organisations.</p> <p>Audit trail to monitor expenditure.</p> <p>Trustees to meet quarterly to monitor accounting.</p> <p>Financial management and accounting policy (containing section on 'Large legacies and donations').</p> <p>Safe recruitment policy.</p> <p>Induction package and regular supervision of staff/volunteers</p> <p>Disciplinary/dismissal procedures in place.</p> <p>All staff/volunteers MUST familiarise themselves with the above during their induction process.</p>
Financial loss, fraud, money laundering, terrorist financing, failure to comply with local/national/international regulations and	MEDIUM	HIGH	<p>Follow above recommendations.</p> <p>All trustees have read guidance on 'Due diligence, monitoring and verifying the end use of charitable funds'.</p> <p>Financial management and accounting policy to contain:</p> <ul style="list-style-type: none"> Fraud, money laundering and terrorist financing controls.



exchange rate losses/gains			<ul style="list-style-type: none"> • Reporting procedures if fraud, money laundering or terrorist financing is suspected. • Financial regulations specific to target area. • Exchange rate monitoring and recording procedures. <p>Monitor changes in political environment and levels of bribery and corruption in target area.</p> <p>Monitor impact of exchange rate changes on project funding.</p>
Funds or assets provided aren't used for intended purpose	LOW	MEDIUM	<p>Follow above recommendations. Financial management and accounting policy to contain:</p> <ul style="list-style-type: none"> • Purchasing procedures. • Petty cash procedures. • Accounting and audit procedures.

10. Running the Organisation

10.1. Board of Trustees

Adeline White – Chair

Sushma Clark

Catherine Taylor

10.2. Management Team

a. Trustees

Adeline White – Chair

Sushma Clark – Treasurer

Catherine Taylor

b. Volunteers

Sushma Clark – Accountant

Anna Amado – Founder and Fundraiser

Tom Anderson – Fundraiser



10.3. Staff (including volunteers)

Role&Hours	Salary	Experience	Skills/Qualifications
Chief Executive and Fundraiser Yr 1 – Part-time Yr 2 onwards – Full-time	Voluntary (Yr 1) Salary depending on charity's income (Yrs 2-5)	10 years+ experience in voluntary sector; 3 years+ managing charity project; 1 year+ working as a Teachers' Supervisor in area of action (2008/09) Regular contact with Laia Foundation since 2008.	Degree in Translation and Interpretation (Spa/Eng); Degree in Social Education; interest and belief in the aims of the organisation; knowledge of the charity sector; knowledge of the area of action; managing and leadership skills; ability to make difficult decisions; ability to work independently and as part of a team; organisational skills; networking skills; oral and written communication skills; IT skills.
Accountant	Voluntary	20 years+ experience in accountancy; founder and director of Your Accounts Team which has been operating since 2009.	Providing accountancy services to the charity; interest and belief in the aims of the organisation; general knowledge of the area of action and needs of beneficiaries; general knowledge of the charity sector; general knowledge of potential funders; oral and written communication skills; organisational skills.
Fundraiser	Voluntary (Yr 1) Salary depending on charity's income (Yrs 2-5)	No previous experience required. Training provided on Successful Trusts Fundraising and Bid Writing.	Interest and belief in the aims of the organisation; general knowledge of the area of action and needs of beneficiaries; general knowledge of the charity sector; general knowledge of potential funders; oral and written communication skills; organisational skills.
Public Relations and Events Organiser	Voluntary (Yr 1) Salary depending	Previous experience organising fundraising events. Some training	Interest and belief in the aims of the organisation; general knowledge of the area of action and needs of



	on charity's income (Yrs 2-5)	provided.	beneficiaries; general knowledge of the charity sector; oral and written communication skills; organisational skills.
Social Media and IT Coordinator	Voluntary (Yr 1) Salary depending on charity's income (Yrs 2-5)	Previous experience in social media and/or IT. Some training provided.	Interest and belief in the aims of the organisation; general knowledge of the area of action and needs of beneficiaries; general knowledge of the charity sector; media and/or IT qualification/s or previous working experience in the sector/s.

10.4. New Equipment

Description	£, Yr 1	£, Yr 2	£, Yr 3
Desktop/Laptop/Tablet computer	£600 (approx.) for first volunteer	£600 (approx.) for second volunteer	Depending on funding
Printer/scanner	£200 (approx.)		

10.5. Other

Description	£, Yr 1	£, Yr 2	£, Yr 3
Training expenses for trustees and new staff/volunteers: Trustees: Duties of a Trustee (on request) £150 (approx.) x 3 Business and Strategic Planning (on request) £200 (approx.) x 3 Fundraiser: Successful Trusts Fundraising and Introduction to Bid Writing (Yr 1); Advanced Bid Writing and Reporting Back to Funders (Yr 2). PR/Events Organiser: Event Management £100 (approx.)		£200 (approx.)	



Creative Masterclass. Social Media & IT Coordinator: Successful Social Media Fundraising and Marketing	£100 (approx.)		
Travelling expenses: Training	£40 (Introduction to Bid Writing, London)	£80 (Advanced Bid Writing and Reporting Back to Funders)	£80 (Advanced Bid Writing and Reporting Back to Funders)
Visit to area of action		£1,500 (inc. visa, flights, insurance, food, accommodation x 7 to 10 days for one person)	£1,500 (inc. visa, flights, insurance, food, accommodation x 7 to 10 days for two people)
General office stationary	£200	£500	£750
Marketing & Advertising (Leaflets, charity awareness & events)	£500 (approx.)	£1,000 (approx.)	£1,200 (approx.)
Office Rent (Assume staff will be working from home)	n/a	n/a	n/a
TOTAL	£2,190 (approx.)	£3,280 (approx.)	£5,030 (approx.)

10.6. Policies and Procedures

Once registered, Indian Futures will have the following policies and procedures in place:

- Absence Management
- Becoming a Charity Trustee (guidelines)
- Bullying & Harassment
- Code of Behaviour
- Complaints
- Conflicts of Interest
- Equal Opportunities
- Financial Management



- Health, Work & Wellbeing (including section on 'Risks when travelling to the target area')
- How to Ensure Volunteers' Satisfaction (guidelines)
- Large Legacies and Donations
- Reimbursement of Expenses and Purchases
- Safeguarding Children & Young People
- Safeguarding Vulnerable Adults
- Safe Recruitment (including section on 'Disciplinary and Dismissal')
- Supervision (policy and guidelines)
- Volunteering
- Whistle-Blowing

The above policies and procedures will be reviewed every 2 years (unless changes are necessary within this period) and are available on request.

11. Fundraising Strategy

11.1. General funds

A new website (www.indianfutures.org) will be created for Indian Futures with regular news on the charity's events and fundraising activities, and ways of getting involved, including how to donate. A leaflet will also be designed and uploaded on to the website explaining our mission and aims, values, history, projects and activities in the target area, and how any member of the public can get involved with the charity through fundraising, volunteering or donating. The design of the website and leaflet will be done by a college/university IT student.

In the first year after the registration of Indian Futures, two fundraisers and an events organiser/PR will concentrate all their efforts on finding regular sources of income through trusts, legacies, fundraising events, etc. One of the volunteers has already attended training on Successful Trusts Fundraising and Bid Writing and identified potential funders. The aim is to focus on raising funds for education-related projects for the first three years of existence.

During years 4 and 5, Indian Futures will continue to develop health, women's empowerment and technological/environmental projects that have already been started by Laia Foundation. We will also look for new partnerships with other organisations in South India.

This will mean that new sources of funding will have to be found. However, it is hoped that with more volunteers and the recognition acquired over the first three



years, finding more funding for these new areas will be a relatively easy task, if compared to the difficulties that are expected in our first year of existence.

11.2. Restricted/Projects Funds

Once the source of income for the main educational projects is secured, the fundraisers will focus on smaller education-related activities to promote the work of Indian Futures and raise awareness on the projects in the target area. These activities will be carried out through presentations at educational establishments, community/day centres, Tamil organisations, and the participation in local events and charity days.

In its second year, Indian Futures expects to be able to employ, through both general and restricted funds, the two initial fundraisers (one of whom will become at that point the charity's CEO) and events organiser, and a social media and IT coordinator.

11.3. Trading

Laia Foundation already has some trading products advertised on its website, in particular two books (a photography book containing a DVD, and another one on the experiences lived by a volunteer in the area of action) and T-shirts with the name of the charity.

Indian Futures will advertise the already-existing trading products through our website. We expect to design and release more trading items in order to increase our funds and promote our work.

