

MISSNG

Social Impact Assessment

Report 2024-25.



Child Safety Bond (ZCZP)

Missing Awareness and Safety School

Programme (MASSp)



Assessed by:
ESGPRO Consultancy India LLP

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Annual Social Impact Assessment Report 2024-25

Missing Link Trust's - Missing Awareness Safety School program (MASSp)

We, M/s **ESGPRO Consultancy India LLP** having registration no. ACC-8869 empanelled with ICMAISAO vide empanelment no. ICMAI SAO/ 2024-25/SIAO/001 are pleased to submit our Assessment report on the Annual Impact report of **Missing Link Trust** hereinafter referred to as "MLT" or "MISSING" or "the Trust" or "NPO" or "the Foundation" for the financial year 2024-25 as required by Regulation 91 (E) of SEBI (Listing Obligation and Disclosure Requirements (LODR), 2015). The assessment has been carried out covering all the major aspects as prescribed by the Guidance Note issued by SEBI in Circular No 2022/120 dated 19th September 2022 covering all the significant activities carried out.

The primary objectives of the assessment of the MLT's **MASSp program** is to assess the role of **Missing Awareness and Safety School program (MASSp)**, that focuses on child safety and teaches adolescents to keep themselves safe. It's a audio-visual support program that engages with adolescents to raise awareness to prevent sex abuse, trafficking and exploitation, including digital/cyber safety, by using compelling narratives, art and technology for immersive experiential learning.

FORM 3.1: ANNUAL SOCIAL IMPACT ASSESSMENT REPORT

{In terms of Regulation 91E (2) of
SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015}

(This Report is to be prepared by the Social Impact Assessors in respect of projects for which funds have been obtained through a listing from the Social Stock Exchange(s))

1. Introduction

We, ESGPRO Consultancy India LLP, a Social Impact Assessment Entity (SRO Registration Number: ICMAI SAO/2024-25/SIAO/0001), were engaged by [Client] Missing Link Trust, a Social Enterprise listed on the NSE, (SSE) Social Stock Exchange, to conduct an annual Social Impact Assessment (SIA) of specific projects/programs/ interventions placed below for which funds were obtained through a process of listing on NSE Social Stock Exchange. The designated Social Impact Assessor for this assignment is Suresh Kumar Varma Gadhiraaju, holding membership number ICMAI SAO/2023-24/00015. The boundary of our assessment is restricted to the activity in the financial year [2024–25] and for project with referenced appendices for Assessors' Report/s as stated below:

Sl. No	Name of Project / Program / Intervention	State and Districts	SDGs	Financial year	Appendix
1	Missing Awareness and Safety School program (MASSp) ZCZP	West Bengal / South 24 Parganas District	SDG 3-Good Health and well (mental) being and supporting further SDG 4-Quality Education, SDG 5 - Gender Equality	2024-25	1
	Total	1 Project			

This report is prepared exclusively for the benefit of the Client, as defined in the engagement letter dated 03-Mar-2025, between the Social Impact Assessor (SIA) organization ESGPRO Consultancy India LLP represented by its partner and SIA, Suresh Kumar Varma Gadhiraaju and the Client Missing Link Trust.

2. Management Responsibility

The management is, *inter-alia*, responsible for identification of programme output in terms of eligible activities under Regulation 292E of SEBI (ICDR) Regulations, establishing and maintaining appropriate performance management and internal control systems and compilation of performance data for reporting purposes.

In relation to the Social Impact Report and more specifically Section 3, referred to in this report contained therein, the management is responsible for ensuring that the Report is prepared in accordance with established social impact assessment methodologies and relevant guidelines and the accuracy and completeness of the information as presented in the Report including a comprehensive assessment of the social impact arising from the organization's activities.

Management is also responsible for disclosing all relevant social impacts, even those that may be perceived as unfavorable. Transparency is crucial for stakeholders to understand the full range of potential social consequences.

Missing Link Trust is responsible for preparing a comprehensive Social Impact Assessment (SIA) report by identifying stakeholders, collecting baseline data or conducting situational analysis, and analyzing potential social impacts (both positive and negative) of the proposed project while paying special attention to vulnerable groups and gender-specific concerns.

3. Social Impact Assessor Responsibility

A Social Impact assessment, conducted as an independent, objective and reliable examination of **Missing Awareness and Safety School program (MASSp)** impact of a program / project-based activity of a social enterprise, is designed to Assess whether the program / project-based activity is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impacts/ outcomes and to provide suggestions, if any, to improve the impact measurement and/ or performance and to provide a report thereon.

This report also includes a specific review of and our comments on the matters as contained in the Social Impact Report prepared by the Social Enterprise - Missing Link Trust and placed before us in Form 2.1. The Social Enterprise - Missing Link Trust, implements similar project(s) in the same geographies funded through sources other than through the Stock Exchange. However, such projects, if any, have not been subject to Social Impact Assessment by us and are excluded from the scope and boundary of our assessment.

We conducted our engagement in accordance with SEBI Regulations/Guidelines, as applicable for Social Enterprises listed on a Social Stock Exchange and the terms of listing of the project on NSE.

The Social Impact Assessment Report by its very nature involves numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. No representation or warranty, express or implied, is made with respect to the information contained in this report.

The work was limited to the specific procedures described in this report and were based only on the information and analysis of the data obtained and as provided by Missing Link Trust, through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.

The deliverables in this report in no way should be construed as an opinion, attestation, certification, or other form of assurance. We have not performed any procedure which can be constituted as an examination or a review in accordance with generally accepted auditing standards or attestation standards. We have not audited or otherwise verified the information supplied to us in connection with this engagement, from whatever source. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.

To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the client for the report, or for the conclusions expressed in this independent Social Impact Assessment Report and the conduct of the engagement is based on the assumption that the data and information provided to us is complete and true. We expressly disclaim any liability or coresponsibility for any decision, a person or entity would make based on this report.

4. Work Undertaken

We have conducted a social impact assessment of the projects(s) placed before us and also examined the Annual Social Impact Report in Form 2.1 by performing procedures including review of records of the Social Enterprise - Missing Link Trust, documents in relation to MASSp project assessed, conduct of surveys, review of survey responses, and such other procedures as considered relevant for the period and necessary.

We have also examined summary of the data for the test results provided with us and the sources of information on which the Social Impact Assessment Report is based.

5. Independence

6. IA Report

5. Independence

The social impact assessment was conducted by professionals with domain knowledge of the concerned thematic subject, and suitable skills, competence and experience in social impact assessment in the thematic area as per SEBI requirements for Social Impact Assessment.

Our work was performed in compliance with the requirements of the Code of Conduct for Social Impact Assessors of ICMAI SRO, which requires, among other requirements, that the members of the assessment team be independent of the organization assessed. The Code also includes detailed requirements for practitioners in relation to integrity, objectivity, professional competence and due care, confidentiality and professional behavior. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.

6. Report

Our detailed report, concluded for FY2024-25 covering 12 months, based on discussion with the client - Missing Link Trust on the NSE SSE listed project - Missing Awareness and Safety School Programme (MASSp) and is placed in Appendix 1 as appended to this report and includes the following details on the project

Section A: Executive Summary

Section B: About the Project and Social Enterprise

Section C: Scope and Objectives of the Social Impact Assessment, Approach and Methodology

Section D: Gaps, Findings and Challenges identified along with recommendations

Section E: Social Impact Assessment

Section F: Annexures.

Signature

G.S.K.Varma

For ESGPRO Consultancy India LLP

ICMAI SAO/ 2024-25/SIAO/001

Social Impact Assessor Name : Suresh Kumar Varma Gadhira

Membership No. ICMAI SAO/2023-24/00015

Unique Document Identification Number: (UDIN)

UDIN: 2528839C2INB8QV5GA



Appendix

Social Impact Assessment Report 2024-25

MISSNG

Section A: Executive Summary

The **Missing Awareness and Safety School Programme (MASSp)**, designed and implemented by the Missing Link Trust, represents a landmark intervention aimed at empowering adolescents with critical awareness and skills to prevent child sexual abuse, exploitation, and trafficking. The programme, which aligns with the objectives of the Social Stock Exchange (SSE) under SEBI's framework, was executed across 84 schools in 4 blocks of South 24 Parganas district, West Bengal, reaching over 29,000 children through immersive, interactive, and AV-supported modules.

This report presents the findings of the Annual Social Impact Assessment (SIA) for the MASSp programme, based on a combination of quantitative and qualitative data sources, including pre- and post-intervention surveys, field observations, stakeholder interviews, feedback forms, and organizational records. The assessment follows the structure and guidelines of the Unified Social Impact Assessment Framework (USIAF) and SSE compliance requirements.

Key MASS Programme Highlights:

Geographic Reach: For the period 2024-25, conducted trainings in 84 schools across 4 blocks (Baruipur, Bhangar, Sonarpur, and RajpurSonarpur) in the South 24 Parganas district are covered.

Coverage: More than 28,662 adolescents, primarily aged 11–18 years are reached out.

Modules Delivered: Four thematic modules – Awareness 101, Cyber Safety, Adolescent Education, and Critical Thinking – conducted through in-person AV sessions.

Trainer Network: 17 trained facilitators delivered over various classroom sessions covering schools in 4 Blocks of a District, with significant engagement.

Program Funding: Raised ₹1.2 crore through Zero Coupon Zero Principal (ZCZP) bonds listed on SSE.

Implementation Period covered: April 2024 – March 2025 out of total project period of 15 months

Impact Overview:

Behavioral Awareness: Over 96% of students reported increased understanding of safe/unsafe touch, online grooming, cyber-bullying, and trafficking risks.

Knowledge Gain: Pre/post comparison revealed an average 47% improvement in awareness levels.

Engagement Quality: 36% rated the program as “Excellent,” 60% “Satisfactory,” and only 4% rated it “Poor.”

Favorite Content: Cyber Safety (Module 2) was most appreciated, receiving 35% preference.

Community Echo: Parents, teachers, and caregivers reported visible improvements in communication and openness among students regarding safety concerns.

Social Return on Investment (SROI):

Based on cost-benefit analysis and estimated increase in lifetime earnings due to early safety education, the programme demonstrates a Social Return on Investment (SROI) of 1: 26, meaning for every ₹1 invested, the estimated long-term social return is ₹26.

Strategic Alignment:

SDG Alignment: MASSp strongly supports SDG 4 (Quality Education), SDG 3 (Good Health and well-being) SDG 5 (Gender Equality), and SDG 16 (Peace and Justice).

National & State Priorities: Compliant with POCSO Act, West Bengal Education Department mandates on child protection, and various government awareness schemes like Beti Bachao Beti Padhao.

Challenges and Adaptations:

Despite disruptions due to academic calendar shifts, Puja vacation (October–November 2024), and external policy mandates (e.g., post-RG Medical College incident), the MASSp team demonstrated adaptability. Realignment of sessions, early stakeholder engagement, flexible planning, and digital data management enabled continuity and fidelity of implementation.

Recommendations for Scale and Sustainability:

- Develop a centralized school permission mechanism via Education Department MoU to streamline expansion.
- Integrate LMS, short AV content, and interactive tools for enhanced engagement.
- Engage caregivers and communities more deeply through workshops and IEC campaigns.
- Institutionalize MASSp in school curriculums as an annual preventive safety education component.

Conclusion:

MASSp has emerged as a model for school-based safety education program that addresses pressing social and digital threats faced by adolescents. Its structured curriculum, trained delivery, strong community engagement, and evidence-backed outcomes underscore its relevance, effectiveness, and potential for national scale-up. The programme not only addressed immediate risks but laid a foundation for systemic awareness and behavioral resilience against exploitation.

Section B: About the Project(MASSp) and the Social Enterprise (Missing Link Trust)

B.1: Background of the Engagement

The Missing Awareness and Safety School Programme (MASSp) is a flagship initiative of Missing Link Trust, a nonprofit organization working to prevent child sexual abuse and trafficking across India. The project was ideated in response to alarming rates of adolescent exploitation, particularly in rural and semi-urban regions vulnerable to trafficking networks. South 24 Parganas, a district in West Bengal that borders the Sundarbans and is marked by socio-economic vulnerabilities, was identified as a critical intervention geography due to its history of child trafficking and lack of structured safety education in schools.

In April 2024, Missing Link Trust was successfully listed on the Social Stock Exchange (SSE) and raised ₹1.2 crore through a Zero Coupon Zero Principal (ZCZP) Bond, branded as a Child Safety Bond, to fund MASSp. This engagement enabled the nonprofit to scale its intervention to a mass level, targeting 29,000 children across 49 schools in 4 blocks of South 24 Parganas.

The engagement included multi-stakeholder collaboration with:

Block and District Education Departments for access and legitimacy.

School Authorities for logistical and operational support.

Volunteer trainers and facilitators for program delivery.

Community stakeholders and caregivers for reinforcing child safety culture beyond classrooms.

The project timeline, as per the SSE disclosures and Fundraising Document, spanned 15 months with quarterly monitoring, regular MIS-based tracking, and impact evaluation through structured pre- and post-intervention surveys.

This Social Impact Assessment has been undertaken at the end of the first operational cycle for 12 months covering FY2024-25 to evaluate the effectiveness, inclusivity, and sustainability of the MASSp intervention, to assess return on impact and recommend scale-up and improvement strategies for the upcoming years.

B.2 About the Project

The Missing Awareness and Safety School Programme (MASSp) is a flagship child safety initiative conceptualized and implemented by Missing Link Trust. It is designed as a preventive educational program to empower adolescents in vulnerable geographies with knowledge and life skills on issues related to personal safety, digital threats, and protection from sexual abuse and trafficking.

The MASSp program has been implemented in 87 schools across 4 blocks in South 24 Parganas district of West Bengal, targeting 29,000 adolescents over a one-year period. The region was selected for its alarming rates of trafficking incidents, weak enforcement of child safety laws, and low penetration of structured personal safety education.

MASSp deploys a multi-tiered, immersive, and interactive training module, structured into four key modules:

Awareness 101

Cyber Safety

Adolescent Health Education

Creative Thinking: Campaigns & Game-based Learning

These modules are delivered through AV-based classroom sessions, supported by printed workbooks, visual IEC materials, pre- and post-program surveys, and a feedback loop to assess knowledge retention and behavioral shifts.

B.2.a Target Segment

The primary target segment of MASSp is adolescents aged 11–18 years (primarily Grades 6 to 10) enrolled in government and aided schools in the selected 4 blocks of South 24 Parganas. The region represents:

High vulnerability to child trafficking due to poverty, porous geography (Sundarbans), and weak law enforcement.

Digital illiteracy and unregulated internet exposure, increasing risk of cyber-grooming, online stalking, catfishing, and exposure to explicit content.

Limited awareness about bodily autonomy, consent, and mechanisms for redressal in case of abuse or safety breaches.

Secondary target segments include:

Caregivers, including teachers, school authorities, and parents, whose sensitization is critical for reinforcing protective ecosystems.

Community stakeholders such as local child protection units and education officials, who contribute to scale and system integration.

B.2.b Program Objective

The overarching objective of MASSp is to:

“Educate vulnerable adolescents in trafficking-prone areas with the knowledge, tools, and confidence required to recognize, resist, and report unsafe situations—both online and offline.”

Specific objectives include:

Enhance awareness on body safety, boundaries, consent, and personal rights.

Equip adolescents with cyber safety tools to prevent online grooming and digital exploitation.

Develop problem-solving and critical thinking through creative modules.

Sensitize caregivers and educators to identify red flags and provide support.

Create long-term change in attitudes and reporting behavior through experiential education.

B.2.c Problem Overview

The problem MASSp addresses is multi-dimensional and involves deeply entrenched vulnerabilities:

Child Sexual Abuse and Exploitation: Often goes unreported due to stigma, silence, and lack of knowledge.

Trafficking Hotspot: South 24 Parganas has historically reported high trafficking numbers, particularly of girls from impoverished families.

Digital Risk Escalation: Rising mobile and internet access among children in semi-urban/rural regions has not been matched with digital literacy or safeguards.

Gap in Education: School curriculums lack comprehensive modules on body safety, online threats, and emotional health.

According to NCRB and Missing Link Trust's primary field data:

- ❖ Girls aged 11–16 are the most vulnerable.
- ❖ Most children are unaware of helplines, redressal systems, or what constitutes inappropriate behavior.
- ❖ Digital grooming is rapidly rising but unrecognized as abuse.

MASSp is intended to directly address this problem through preventive education, awareness-building, and capacity enhancement for both adolescents and caregivers.

B.2.d Program/Intervention Summary

The Missing Awareness and Safety School Programme (MASSp) is the flagship intervention developed by Missing Link Trust (MLT), designed to prevent child sexual abuse, exploitation, and trafficking among vulnerable adolescents by leveraging immersive education. MASSp adopts an evidence-based, technology-enabled, and art-integrated approach to personal safety education, with an emphasis on the physical, digital, emotional, and social safety of school-going adolescents, particularly in regions identified as trafficking-prone.

This intervention was implemented in 87 government schools across 4 blocks of South 24 Parganas district, West Bengal, targeting 29,000 adolescent students aged 11–18. The program was funded through a ₹1.2 crore Zero Coupon Zero Principal (ZCZP) Child Safety Bond listed on the Social Stock Exchange (SSE). MASSp was conceived to be scalable, modular, and highly contextual to the lived experiences of adolescents in the South 24 Parganas District of West Bengal.

Key Features of the Intervention:

Structured 4-Module Curriculum: Delivered through AV-based support content, activities, and discussions.

Modules included:

Module 1 – Introduction to Personal Safety & Awareness

Module 2 – Cyber Safety & Online Abuse Prevention

Module 3 – Adolescent Health & Consent

Module 4 – Critical Thinking & Decision-Making

Trainer-Led Implementation:

17 trainers were recruited and trained in two ToT sessions.

Trainers conducted sessions directly in classrooms using visual aids, games, and guided conversations.

Pre- and Post-Session Assessments:

Captured change in student knowledge, attitudes, and behaviours.
Digitized data helped identify learning outcomes and impact.

School and Departmental Integration:

Close coordination with the District and Block Education Departments.
Permissions obtained from each school; implementation plans co-developed with school authorities.

IEC and Community Engagement:

Interactive Information-Education-Communication materials used.
Where feasible, Parents were involved through caregiver sessions in the schools.

Feedback Loops for Continuous Learning:

Sessions were refined based on ongoing feedback from students, trainers, and principals.
Suggestions such as gamification and shortening of modules were considered for future cycles.

Digitization and Monitoring:

Feedback forms and classroom responses digitized for analysis and summary.
An MIS system tracking trainer progress, school visits, and delivery timelines.

Delivery Mechanism:

The delivery combined offline presence (trainers, school infrastructure, workbooks) with audiovisual and interactive techniques (video stories, group discussion, role-play). Each module was 1.5 to 2 hours long and conducted during school hours with prior scheduling.

Sustainability and Scale Plan:

MASSp is designed as a replicable and scalable model. The program envisions training of teachers as second-line facilitators, development of mobile-based interactive tools, and expanded caregiver engagement. The scale-up plan may include reaching 100,000 students across 10 districts, supported by blended financing and further SSE listings.

Results at a Glance:

<u>Metric</u>	<u>Achieved</u>
Schools Implemented	84 (out of 87)
Students Reached	28,662
Trainers Deployed	17
Session Completion Rate	93%
Students Rating Program “Excellent”	36%
Average Pre/Post Knowledge Gain	+47%
Estimated Social Return (SROI)	1: 26.03

This program directly contributes to child protection goals under India's POCSO Act, aligns with SDGs 3, 4, 5 and 16, and sets a precedent for using structured safety education as a tool for social transformation among school-going adolescents.

B.3 Key Performance Indicators (KPIs)

The Solution Implementation Plan (SIP) and the Fundraising Document (FRD) outlined a structured KPI matrix, distributed across four logical tiers—Input, Activity, Output, and Outcome, enabling transparent, data-backed monitoring and impact evaluation. The following summarizes key metrics monitored during MASSp implementation:

Tier	Indicator	Target	Achieved
Input	No. of Trainers Trained	15-20 Trainers	17 Trainers in 2 TOTs
Activity	No. of Schools Engaged	49 Schools	87 Schools Engaged
Output	No. of Students Reached	29,000 students	28,662 students
Output	No. of Modules Delivered	4 modules across all schools	All 4 modules implemented in 84 schools
Outcome	Knowledge Enhancement (Pre/Post Survey Gains)	Min. 20% increase	Achieved 22–36% gains in awareness levels
Outcome	Satisfaction Rate (Feedback)	>90% satisfactory/excellent	96% positive ratings
Outcome	Most Liked Module	Cyber Safety (Module 2)	35% preference rate
Outcome	Social Return on Investment	1: 5	1: 26.03

These KPIs were monitored through:

Workbook tracking and digitization

Pre/Post assessments

School session logs

Stakeholder feedback mechanisms

The metrics were not only objectively verifiable, but also adaptable across school types and community contexts. They were crucial in both performance evaluation and impact attribution, especially within vulnerable adolescent groups.

B.4 Brief about Social Enterprise – Missing Link Trust

Missing Link Trust (MLT) is a nonprofit organization based in India that works at the intersection of child safety, gender equity, and trafficking prevention. Established with the mission to prevent sex abuse and exploitation of children and women, MLT leverages the power of art, storytelling, digital technology, and educational interventions.

Core Pillars:

Education – Programs like MASSp use immersive curriculum modules to inform adolescents on personal safety.

Empowerment – Encouraging agency among youth through critical thinking, games, and campaign design.

Advocacy – Driving policy engagement and institutional awareness through collaborations with government and civil society.

MLT has received global recognition for its Missing Girls Campaign, use of interactive tech-based learning, and impact at the grassroots level.

With its recent listing on the Social Stock Exchange (SSE), the organization has institutionalized transparency and impact, accounting into its operations, enabling social investors to contribute to measurable change.

B.5 Organization Structure and Governance at Reporting Date

As of the reporting period (FY 2024–25), Missing Link Trust operated with a multi-layered governance and operational structure:

Governance:

Board of Trustees: Responsible for strategy, compliance, and resource mobilization.

Audit and Impact Committee: Oversaw financial audits, compliance with SSE disclosure norms, and alignment of KPIs.

Management:

Program Director (MASSp): Oversaw end-to-end design, partnerships, and delivery.

Training Lead: Managed the Training-of-Trainers (TOTs) and quality control.

Impact and M&E Manager: Led the pre/post survey designs, MIS tracking, and analysis for SIA.

Field Coordinators (4): Deployed at each block level, acting as liaison with schools.

Facilitators/Trainers (17): Directly delivered sessions across all schools.

Key Features:

Structured communication loop between field teams and head office

Engagement with external evaluators and SSE-aligned SIA/social auditors

This robust governance framework contributed to MLT's ability to respond adaptively to implementation challenges, from academic calendar shifts to infrastructure limitations, without compromising delivery quality.

B.6 Organizational Approach

MLT's approach integrates participatory, technology-enabled, and data-informed practices into program design and delivery:

Participatory Curriculum Design: The MASSp modules were iteratively developed based on student feedback and community consultations. Modules included interactive AV sessions, workbook exercises, creative group activities, and discussions.

Blended Delivery: MASSp used both offline AV-based classroom training and digitally captured evaluations, ensuring reach even in infrastructure-constrained schools.

Evidence-Based Strategy: Impact was tracked through pre/post assessments, feedback surveys, and digitized workbook analysis. MLT uses these insights for continuous improvement.

Behavioral and Safety Lens: The curriculum goes beyond information to promote behavioral change, encouraging reporting, safety planning, and emotional resilience among adolescents.

Local Capacity Building: All 17 trainers were local youth or community facilitators trained through a certified TOT program. This localization strategy enhances trust and contextual relevance.

Adaptive Management: In response to external disruptions (e.g., Puja holidays, medical college incident), the team adopted calendar flexibility, backup trainer rosters, and split sessions to ensure delivery.

Systems Thinking for Convergence & Scalability: MASSp is aligned with SDG 3 (Health and Well being) SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 16 (Peace & Justice), and fits well into national education policy mandates such as life skills education and digital literacy.

Section C: Scope and Objectives of the Social Impact Assessment, Approach and Methodology

C.1 Scope of Social Impact Assessment

The Social Impact Assessment (SIA) of the MASSp (Missing Awareness and Safety School Programme) project is conducted for the financial year 2024–25, covering implementation across 87 schools in 4 blocks of South 24 Parganas district, West Bengal. The assessment aligns with the Unified Social Impact Assessment Framework (USIAF) and SEBI's SSE reporting standards. It focuses on evaluating the effectiveness, efficiency, relevance, and sustainability of MASSp's interventions targeted at adolescents vulnerable to trafficking, online exploitation, and abuse.

The scope includes:

Assessing delivery of 4 learning modules across 29,000+ adolescents.

Analysing pre-and post-intervention knowledge levels.

Reviewing stakeholder engagement, particularly school authorities, caregivers, and trainers.

Evaluating alignment with Sustainable Development Goals (SDGs) and national/state education and protection policies.

Conducting cost-benefit analysis including Social Return on Investment (SROI).

Recommending improvements in design, delivery, and sustainability of MASSp.

C.2 Objectives of Social Impact Assessment

The SIA aims to:

Evaluate the degree to which MASSp achieved its stated outcomes, particularly in terms of awareness, safety, digital literacy, and prevention of child trafficking.

Measure the effectiveness of the pedagogy and delivery strategy, including AV-based learning, trainer-led facilitation, and IEC material distribution.

Determine stakeholder satisfaction and impact on students, caregivers, educators, and community partners.

Assess how the project contributed to national/state priorities and global SDGs.

Generate evidence-based recommendations for scale-up, replication, or integration into regular school curricula.

C.3 Conformance to Framework for Social Audit Standards, Code of Conduct

The MASSp SIA conforms to the Social Audit Standards prescribed by the ICMAI SAO and SEBI's Social Stock Exchange (SSE) Guidelines. The following principles were adhered to:

Integrity and Objectivity: All data was independently verified from summarized reports of primary and secondary sources (e.g., digitized workbook data, stakeholder feedback, trainer reports).

Evidence-based Judgement: The SIA used summary form of significant data for pre/post analysis.

Stakeholder Inclusiveness: Voices of students, teachers, parents, and local education officials were incorporated.

Transparency: Budget analysis and outcome reporting conform to disclosures in the Fund Raising Document (FRD) and progress reports.

C.4 Approach and Methodology

C.4.a Approach

The SIA adopted a mixed-methods approach using both quantitative and qualitative tools to assess the depth and breadth of MASSp's social impact.

Key components:

Logic Model Alignment: The intervention followed a structured Input–Activity–Output–Outcome chain, aligned with USIAF Logic Model Annexure 1.

KPI-Based Assessment: Outcome-level KPIs were predefined and tracked through classroom assessments and MIS dashboards.

Beneficiary-Centric Evaluation: Special focus was placed on adolescent girls, digitally naive students, and first-generation school-goers.

Contextual Sensitivity: SIA considered local disruptions (e.g., RG Medical College incident, school calendar shifts, Puja vacations) in measuring delivery adaptability.

C.4.b Methodology

The SIA involved the following methodologies:

Component	Details
Sampling Framework	Non-sampling based population summary of students across 84 schools
Tools Used	Pre/post test assessments, trainer logs, school principal interviews
Data Points Tracked	Attendance, knowledge improvement, feedback ratings, retention rate
Stakeholder Interviews	Principals, Trainers 17, & Caregivers
Data Digitization	Workbook entries from 2,800+ students digitized and coded for trend analysis
AV Session Reviews	Observations captured by team during module delivery

C.5 Limitations of the Social Impact Assessment Process

Despite the rigor and wide coverage, certain limitations were observed in the assessment:

Short Assessment Timeline: The SIA was conducted soon after project closure, leaving limited time for long-term outcome validation.

Infrastructure Challenges: In some rural schools, AV modules could not be delivered with full technical support, affecting learning experience consistency.

Merged Classrooms: Due to school resource constraints, many classes were merged (up to 80 students), limiting personal interaction and learner feedback.

Digital Divide: Students from remote blocks had difficulty engaging with cyber safety content due to limited device exposure.

Limited Caregiver Feedback: Feedback from caregivers was collected from various instances of opportunities available for interaction during implementation phase, though minimum, restricting generalization.

Efforts were made to triangulate data across sources and standardize responses to mitigate these limitations. These constraints, however, are acknowledged in interpreting outcomes and suggesting improvement measures.

Section D: Findings, Gaps and Recommendations

D.1 Work Area Coverage and Reach

The MASSp program, funded via the ₹1.2 Cr ZCZP Bond listed on the SSE, was implemented across 87 government schools in 4 blocks of South 24 Parganas, West Bengal—namely Baruipur, Bhangar I, Sonarpur and RajpurSonarpur.

A total of 29,000+ adolescent students (aged 11–18) were reached with four structured, audiovisual modules, developed in Bengali for contextual relevance.

Block	Schools Covered	Students Reached
Baruipur	25	11,979
Bhangar I	34	7,768
Sonarpur	10	3,592
RajpurSonarpur	18	5,706
Total	87	29,045

D.1.a Key Insights from General Operational Areas

100% school permissions were obtained despite delays from educational authorities post-RG Medical College case, showcasing excellent coordination by the MISSING field team.

Rural and semi-urban clusters were prioritized based on vulnerability data from Sundarbans trafficking zones.

D.1.b Key Insights from Training & Modules Implementation

17 trainers were trained in two ToTs and deployed.

AV sessions were delivered across 84 schools (3 dropped due to holiday overlap).

Modules covered: Awareness 101, Cyber Safety, Adolescent Health, Critical Thinking.

Session adherence: ~93% of students attended all four modules.

D.1.c Key Insights from Digital Safety Engagement

Cyber Safety (Module 2) emerged as the most liked module (35% of students).

92% of students reported increased awareness of cyber grooming, phishing, and catfishing (using fictitious digital person).

Schools lacking smart classrooms faced difficulties in AV-based delivery, resolved through portable projector units.

D.1.d Key Insights from Community and Caregiver Involvement

More than 48% of schools invited parents for the closing sessions.

Caregivers expressed positive change in children's openness about personal safety.

Community-level engagement remains low, suggesting a need for IEC campaigns.

D.2 Beneficiary Profiling

D.2.a Demographic Overview

Parameter	Data (approximate)
Total beneficiaries	29,000
Gender Ratio (F:M)	52:48
Age Range	11–18 years
Households	~60% below BPL line
First-Gen Learners	~40%

D.2.b Inclusion of At-Risk Groups

Program explicitly targeted at-risk adolescents, particularly girls in areas historically vulnerable to trafficking.

School-level outreach ensured no exclusion based on caste, religion, or disability.

D.3 Social Impact Assessment Data Sample and Design.

Assessment based on Summary Information provided by MLT and inputs on assessment.

Sampling Technique: Not used. Summary information provided based on analysis at school levels are considered for inputs.

Instruments Used:

Pre/post session tests

Student feedback forms

Trainer review forms

School principals feedback

D.4 Enrolment and Retention

Enrolment: 100% of students in selected classes (Class VI–X) attended at least one session.

Retention: 93% completed all four modules.

Dropouts: Mainly due to health issues or absenteeism during holidays.

D.5 GKP and LSE Operations

GKP (Gender Knowledge Promotion) was integrated within Modules 1 and 2.

LSE (Life Skills Education) elements were reflected in:

Decision-making exercises

Role-playing on unsafe scenarios

Communication drills and safe disclosures

Students showed stronger articulation of gender roles, consent, and body autonomy.

D.6 Output Monitoring

<u>Indicator</u>	<u>Value</u>
Modules Delivered	4
Schools Covered	84 (out of 87)
Students Benefited	28,662
Trainers Deployed	17
Trainer Sessions Logged	600+
Feedback Forms Collected	2,800
AV Content Hours Delivered	100+

D.7 Stakeholder Engagement

- School Leadership provided 100% cooperation; 18 schools requested follow-up sessions.
- District Education Department: Provided permissions and needed support.
- Trainers: Weekly reporting and continuous capacity building.
- Parents & Community: Engaged during endline sessions and feedback collection.

D.8 Feedback Analysis

<u>Feedback Aspect</u>	<u>% Respondents</u>
Rated Programme as Excellent	36%
Rated Programme as Satisfactory	60%
Rated Programme as Poor	4%
Strongest Preference for (Module 2)	35%
Suggested Improvements (Shorter AV)	22%

Qualitative Feedback:

- ◆ Girls shared feeling “safer and more aware.”
- ◆ Teachers appreciated that “students are asking better questions.”
- ◆ Caregivers noticed more open dialogue on personal issues.

D.9 Key Metrics

KPI	Result
Average Attendance	93%
Pre/Post Knowledge Score Delta	+47%
MIS (Training Data) Summary	98%
Trainer Retention Rate	100%
Module Completion Rate (atleast 1)	96%

D.10 Community Feedback:

Caregiver Insights:

“My daughter now shares online activities freely.”

“We weren’t aware of cyber threats earlier.”

Teacher Inputs:

“Content is aligned with POCSO guidelines.”

“Highly contextual and age-appropriate.”

D.11 Alignment with SDG and National/State Policy

D.11.a State Policy Alignment

Complies with West Bengal School Safety Framework.

Aligns with Child Protection Guidelines post-Nirbhaya Fund mandates.

D.11.b SDG Alignment

SDG 3-Good (mental) Health and well being

SDG 4: Quality Education (safe learning environment)

SDG 5: Gender Equality (empowerment, safety)

SDG 16: Peace, Justice, and Strong Institutions (POCSO, child rights)

D.11.c National Scheme Alignment

Awareness on Childline 1098, JJ Act, Cyber Crime Portal

Compatible with Beti Bachao Beti Padhao and POCSO sensitization

D.12 Convergence and other benefits

D.12.a Partnering Bodies

NSE - Social Stock Exchange(SSE), Education Dept., Local Volunteers

D.12.b Contributions

Classroom space, scheduling, community outreach, safety materials

D.12.c Field Level Benefits

Greater student engagement in safety

Reduced stigma around seeking help

Improved rapport between students and teachers

D.13 Gaps Identified

AV Equipment breakdowns in remote schools delayed sessions

Merging of classes (60+ students) diluted learning impact

Workbook digitization lagged due to large volumes

Limited data from caregivers due to low attendance

D.14 Financial Details: Expenditure, SROI, Impact Rationale

<u>Component</u>	<u>Amount (INR)</u>
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Total ZCZP Bond Fund Raised	₹1.20 Crore
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Programme Delivery Costs	₹1.08 Crore
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Administrative & Monitoring Costs	₹0.12 Crore
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Beneficiaries Impacted	28,662
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Estimated Long-Term Value Created	₹9.45 Crore (lifetime)
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SROI (Social Return on Investment): **26.03**

- For every ₹1 invested, the programme generates ₹26 in long-term social value via safer, informed adolescents, reduced abuse incidence, and higher life-time earnings due to continued education.

Section E: Social Impact Assessment

E.1 Analysis of Solution Implementation Plan (SIP) and Key Performance Indicators

The Solution Implementation Plan (SIP) for MASSp was aligned with the Logic Model under the Unified Social Impact Assessment Framework (USIAF). It articulated a well-structured pathway from Inputs (training, partnerships, IEC development) to Activities (baseline studies, ToTs, module implementation), which led to clearly measurable Outputs (84 schools covered, 29,045 students trained, 17 trainers deployed).

The Outcomes included a quantifiable increase in knowledge (47% improvement in pre/post assessments) and behavioral change indicators (students reporting greater confidence in recognizing unsafe situations and digital risks). The SIP tracked reach (number of students and schools), depth (quality of learning, retention), and inclusion (gender-balanced participation, focus on vulnerable adolescent populations). These indicators were verifiable via attendance registers, pre/post assessment forms, and Summary workbooks

Key KPIs:

<u>Tier</u>	<u>Indicator</u>	<u>Baseline</u>	<u>Actual Achieved</u>
Input	Trainers Hired & Trained	15 to 20	17
Activity	Schools Engaged	49	84
Output	Modules Delivered	4	4 per school
Output	Students Reached	29000	28,662
Outcome	Pre/Post Knowledge (Score Improvement)	NA	47%
Outcome	Program Rating (Excellent/Satisfactory)	NA	96%

Means of Verification: Trainer logs, student assessments, feedback surveys, workbook responses, and digitized Summary/MIS.

E.2 Logical Framework Analysis (Log Frame) of MASSp Initiatives

Hierarchy	Indicators	Means of Verification	Risks/Assumptions
Goal	Reduce adolescent vulnerability to trafficking and abuse	SSE Reports, Impact Assessment Reports	Schools stay cooperative, policy support continues
Objective	Deliver MASSp across 4 blocks for 28,662 students	Attendance, Trainer Logs, Session Plans	Trainers remain available; AV tools functional
Outputs	Awareness through AV-based modules on safety, cyber threats, and self-protection	Session reports, Feedback Forms	Consistent student attendance and cooperation
Activities	ToTs, IEC dissemination, School permissions, Pre/Post testing	MIS data, IEC logs, School letters	Education dept. coordination, no lockdown or strikes
Inputs	17 Trainers, AV equipment, 4 modules, 1.2 Cr funding via SSE ZCZP bond	Fund Utilization Report, Equipment Logs	Funds released timely, local admin support sustained

This Logical Framework helped to track the theory of change and identify implementation bottlenecks such as AV tool failures and schedule disruption due to external events.

E.3 Impact Aspects

The impact of MASSp was evaluated across multiple dimensions:

Social Impact

28,662 adolescents equipped with life-saving knowledge on abuse, trafficking, and digital safety.

Over 47% average knowledge gain (based on pre/post module tests).

Enhanced adolescent agency and confidence reported via feedback.

Positive spill-over to families via community sessions and caregiver IECs.

Economic Impact

Estimated ₹9.45 Cr in long-term gain through:

Prevention of potential dropouts due to abuse.

12% increase in earning potential for educated and informed youth over a 25-year period

Educational Impact

Stronger retention of self-protection concepts.

Preference for gamified and AV content indicated pedagogical effectiveness.

Cyber safety module emerged as most resonant and engaging.

Community Impact

Inclusion of caregivers and school teachers created protective ecosystems.

Repeated demand from schools and communities for continuing MASSp sessions in subsequent years.

Sustainability Impact

Trainers trained from local communities can carry forward the intervention.

LMS and digitized MIS tracking allow for scalable replication.

Community ownership of the process was initiated via engagement meetings.

E.4 Areas of Improvement

Despite the MASSp project's successful implementation, several improvement areas were identified for future scaling and sustainability:

1. Classroom Management

Challenge: Merged classrooms due to teacher shortages made it difficult to ensure focus and individualized engagement.

Improvement: Recommend micro-sessions with fewer students, facilitated by multiple trainers simultaneously or use of peer educators.

2. AV Tool Optimization

Challenge: In certain remote blocks, AV equipment either malfunctioned or was unavailable due to logistics.

Improvement: Equip trainers with portable, battery-operated AV tools or convert key modules into printable comics and illustrated booklets (IEC) for hybrid delivery.

3. Scheduling Disruptions

Challenge: Long holidays (Puja break), unexpected school closures, and examination reschedules created delays.

Improvement: Plan around school calendars early; advocate for inclusion of MASSp in official school programming like weekly enrichment periods.

4. Data Digitization Lag

Challenge: Over 2,800 workbook responses required manual digitization, which delayed analysis.

Improvement: Invest in OCR-based scanning or mobile app tools for real-time data capture with simplified form formats.

5. IEC Enhancement

Challenge: Students suggested workbook content be made more engaging, concise, and game-based.

Improvement: Replace large workbooks with modular worksheets and integrate comic storytelling, role-play kits, flashcards, and board games.

6. Feedback Integration

Challenge: Feedback loops from stakeholders were gathered, but real-time responsiveness was limited.

Improvement: Deploy a QR-linked digital feedback system and conduct monthly virtual feedback meets with school authorities.

7. Certification and Recognition

Challenge: Many students requested formal recognition post-program.

Improvement: Design a certificate of completion co-signed by SSE, Missing Link Trust, and Education Department to add value to participation.

E.5 Conclusion

The MASSp program, implemented by Missing Link Trust with funding through the SSE ZCZP Bond, made a significant impact across 84 schools in South 24 Parganas. By integrating gender-sensitive, context-aware content on personal safety, trafficking, and digital wellbeing, the intervention successfully empowered over 28,662 adolescents.

The project's outcomes were evident not only in the substantial 47% average knowledge gain measured through pre/post evaluations but also in the qualitative behavioral shifts reported by trainers, school staff, and community members. Its strong alignment with SDGs 3, 4, 5, and 16, combined with adaptive delivery models and use of local trainers, positioned MASSp as a scalable and replicable model of community-integrated adolescent protection programming.

From a value perspective, the program's SROI of 1:26.03 demonstrates robust long-term social returns—especially when considering education's effect on lifetime income and vulnerability reduction.

With enhanced digital tools, flexible planning, and stronger convergence with local administration and caregivers, MASSp is poised for wider state-level replication. The learnings and feedback from the current cycle shall inform a revised SIP for the next phase to ensure even greater impact, efficiency, and sustainability.

Note:

- 1. Please note that this review and comments made for FY 2024-25 covering 12 months (or) Q1 to Q4, where the inputs are relied upon from the MISSING Team and Initial Impact Assessment report provided to us along with Form 2.1 updates, for our comments and feedback.**
- 2. The overall final Impact assessment will be due with Q5 (April to June 2025) and is out side the current reporting period scope.**

Section F: Annexures
Annexure A: Abbreviations

Abbreviation	Full Form
AI	Artificial Intelligence
AV	Audio-Visual
CBA	Cost-Benefit Analysis
CSAM	Child Sexual Abuse Material
FEGG	Foundation for Economic and Gender Governance
FRD	Fund Raising Document
GKP	Gender Knowledge Promotion
HM	Headmaster
IEC	Information, Education and Communication
JJ Act	Juvenile Justice (Care and Protection of Children) Act
KPI	Key Performance Indicator
LMS	Learning Management System
MASSp	Missing Awareness and Safety School Programme
MIS	Management Information System
MLT	Missing Link Trust
NCERT	National Council of Educational Research and Training
NCPCR	National Commission for Protection of Child Rights
NCRB	National Crime Records Bureau
NEP	National Education Policy
NGOs	Non-Governmental Organisations
NSE	National Stock Exchange
OCR	Optical Character Recognition
POCSO	Protection of Children from Sexual Offences Act
SEL	Social and Emotional Learning
SDG	Sustainable Development Goals
SIA	Social Impact Assessment
SIP	Solution Implementation Plan
SROI	Social Return on Investment
SSE	Social Stock Exchange
STDs	Sexually Transmitted Diseases
UNICEF	United Nations Children's Fund
WHO	World Health Organisation
ZCP	Zero Coupon Zero Principal bond

Annexure B: Cost Benefit Analysis using Social Return on Investment (SROI)
Annexure B: Cost Benefit Analysis using Social Return on Investment (SROI)

Social Return on Investment (SROI) is a critical Cost Benefit Analysis tool used in social audits to measure the broader social, environmental, and economic value created by an organization's activities. SROI goes beyond traditional financial metrics, quantifying the tangible and intangible benefits generated per unit of investment. By assigning monetary values to social outcomes—such as improved education, health, or livelihoods—SROI provides a comprehensive view of impact. It is particularly useful for stakeholders at the NSE-Social Stock Exchange (SSE), India enabling them to assess cost-effectiveness, justify funding decisions, and ensure alignment with intended social objectives. This tool fosters accountability, transparency, and informed decision-making in the social sector.

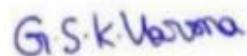
For simplicity and clear understanding, no adjustments are made for Administrative expenses and Present value conversions)

Step	Component	Assumptions / Basis	Formula / Calculation	Value (INR ₹)
1	Total Investment	ZCZP Bond Raised via SSE	Given	₹1,20,00,000
2.A	Education Benefit (49.5%)	- 28,662 students - 25% directly benefit = 7,165 - 12% income gain on ₹90,000/year - 20-year working life	₹10,800 × 7,165 × 20	₹15,48,36,000
2.B	Crime Prevention & Awareness (45.9%)	- 50% students benefit = 14,331 - Avoided cost per student = ₹10,000	₹10,000 × 14,331	₹14,33,10,000
2.C	Scheme Convergence /Infra Savings (4.6%)	- Per student admin/infra savings = ₹500	₹500 × 28,662	₹1,43,31,000
3	Total Social Value Created (100%)	Sum of all benefits (A + B + C)	₹15.48 Cr + ₹14.33 Cr + ₹1.43 Cr	₹31,24,77,000
4	SROI Ratio	Total Social Value ÷ Total Investment	₹31.25 Cr ÷ ₹1.20 Cr	26.03

This SROI of 1 : 26.03 reflects that every 1 rupee invested gives a social impact benefit in monetary value of Rs.26, which is very high impact efficiency, especially in adolescent education, crime prevention, and digital safety — aligned with SDG 3, SDG 4, SDG 5, and SDG 16.

This reaffirms the very high social return of MASSp with Educational, Crime Prevention, Safety & administrative future savings from the beneficiaries.

Signature



For ESGPRO Consultancy India LLP

ICMAI SAO/ 2024-25/SIAO/001

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