

General

BT India Digital Impact Policy

BT's Responsible Business and
Social Impact Strategy in India

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Issue: 2

Date: 29/1/2026

BT Group

Background

BT Group's Social Impact aims are part of BT's global Responsible Business approach for growth that is rooted in our purpose, 'we connect for good' and recognises that success is critical in working to help solve some of the problems faced by the societies and customers we serve. This India policy reflects our commitment to our social impact goals in India through the appropriate use of our resources aimed at delivering long term sustainable outcomes.

We carry out all our work transparently and in line with the BT Way in accordance with the BT Group charity approach.

This Policy, along with the new governance and funding models, sets out our Corporate Social Responsibility (CSR) initiatives In India, in compliance with the Companies Act requirements (as applicable), whilst remaining aligned to BT Group strategy and the BT Group Charity Approach.

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1 Responsible Business in India and Summary of the Companies Act, 2013

1.1 Responsible Business in India

In 2016, the BT Operating Committee (OC) - now called Executive Committee (ExCo) - approved a new umbrella initiative for India, which is to focus on breaking the isolation of adolescent girls through a long-term strategic approach focusing on projects which have an emphasis on digital/technology in the way they engage young people. The intent is to utilise our resources in this area and the agreed ambition locally is to make this our key focus.

To bring about the degree of social change which lies at the heart of this strategy, BT works in collaboration with a range of organisations across the country at or near locations where BT has a presence.

BT identified this need through diligent research to discover where our purpose (to connect for good) is least true. To test the validity of our findings, BT engaged with experts in the field, from corporates, agencies, NGOs and thought leaders to secure their support for and endorsement of this initiative. The intention of BT is to act as 'lead convener' for a collaboration / partnership of organisations who adopt this as their common purpose.

1.2 Regulations

As per the Companies Act, 2013 ("the Act") read with the Companies (Corporate Social Responsibility Policy) Rules, 2014 and amendments thereto (hereinafter referred to as 'the Rules'):

- the qualifying companies, in every financial year, are required to spend at least 2% of the average Net Profits Before Tax ("PBT") during the three immediately preceding financial years in pursuance of its CSR Policy adopted by the Board of directors of such company.
- the qualifying companies must constitute a Corporate Social Responsibility Committee of the board of directors consisting of three or more directors. If a company has only two directors on its Board; the committee shall be constituted with two such directors.
- puts a formal and greater responsibility to set out clear framework and process to ensure strict compliance. This includes reporting CSR activities in the Board's report and approval by the Board of CSR plan / activities recommended by the CSR committee of the Company as specified in Schedule VII of the Act. If the company is in default in complying with the applicable provisions of the Act, the company and its directors shall be liable to penalty as prescribed under the Act.

2 India Responsible Business Board (“IRBB” or “CSR Committees”)

2.1 Objective and role

The India Responsible Business Board (“IRBB”) will be responsible for the governance of all activities / projects in India and make recommendations to the Board of in-scope companies and at the same time ensuring compliance with BT internal policies and the applicable legal requirements.

Led by the Principal, Social Impact India and knowledge experts, the IRBB members shall:

- 1) develop an annual Social Impact (CSR) plan aligned with the Group-level social impact strategy and recommend the same to the Board of Directors of the company for approval. (Appendix A and C). Ensure that budget is allocated appropriately and effectively, monitoring the implementation and progress of the activities under the approved projects and programs.
- 2) Support the programme through mobilisation of the wider workforce in India.
- 3) Ensure that projects are as stated under schedule VII of the Act as well as the overarching strategy of the umbrella programme.
- 4) Sign-off on the allocation of budget against the approved strategy / plan.
- 5) Explain the way the surplus from projects, if any, will be treated.
- 6) Report to the board of directors of in-scope companies about the on-going projects and progress including the reporting requirements under the Act. The IRBB or its Secretary will be responsible to provide the completed report in the format prescribed in Appendix E of this Policy.
- 7) Monitor and review the Policy on an annual basis, also taking into consideration any changes in the Rules as may be introduced by the government. To ensure all changes in policy are approved by the Board of the company.
- 8) Ensure compliance with external and BT Internal compliance requirements applicable to aligned activities.

2.2 Membership

The IRBB (or CSR Committee) shall comprise of the following: -

- a) At least 2 directors where there are two directors on the Board of in-scope companies (Appendix D) or at least 3 directors where the number of directors is more than 2 plus:
- b) Pooja Lamba - Director Global Delivery Capability, BT Business International - Chair
- c) Sanskriti Gaur – Corporate Governance Specialist
Ilan McBride – Principal, Social Impact – India – Corporate Affairs
- d) Jay Muthusubramanian - People & Culture Director, India

The members of the IRBB may invite other attendees or assign DoA with the permission of the Chair or Secretary. Any changes in the constitution of the IRBB will be approved by majority and the Board of directors of the relevant In-scope companies.

2.3 Proceedings & Periodicity

The quorum for meetings of IRBB will be at least 2 directors of each of the In-scope companies, one independent member (i.e. from (b), (c) and (d) above) and the Secretary. For clarification purposes, each director can represent more than one company.

The IRBB shall meet at least twice in every financial year; and additional meetings can be requested by the members or Secretary as per the operational needs.

In absence of the nominated Chairperson, the members present at the meeting shall elect a Chair for the meeting. The Secretary will request members to nominate a chair. The Chair will be approved by majority and the Board of directors of the relevant In-scope companies.

2.4 Minutes

The Secretary of the India Responsible Business Board shall circulate the minutes of meetings to all members of the IRBB as soon as is practicable after the meeting.

3 Overarching Programme Plan

All CSR activity in India (all Corporate Units, Customer Facing Units, entity budgets) will be aligned to the overarching programme as approved by the OC (Appendix B).

The programme plan will also take into account government policy in India where mandatory or where beneficial to the aims and objectives of the programme.

The creation and execution of the plan will be led and owned by the Principal, Social Impact - India and programme team assigned to this initiative and will be submitted to the IRBB and the Board of Directors of the relevant in-scope company for approval.

3.1 Principles of Assessment and Selection of Partners

To be consistent with BT Group's approach to working through its strategic charity partners, BT in India will work through the British Asian India Foundation) the India arm of the British Asian Trust, BT's approved charity partner for India.

The intention is that the partner(s) will work with local organisations and be accountable to the Principal, Social Impact – India to create and deliver interventions to meet our programme goals and objectives and leverage resources.

3.2 Project Execution and Monitoring Process

Legal Contract – A contract duly signed off by legal including, but not limited to, the terms in regard to scope, deliverables, criteria, timelines, measurement plan, governance, etc. shall be executed between the relevant company and the respective selected organisation or partner members.

IRBB (or CSR Committees) and the Board of directors shall approve the strategy and monitor the progress of the approved projects. Principal, Social Impact - India will be required to provide necessary information in form of reports or otherwise at regular intervals to ensure effective monitoring. Additionally, the Principal, Social Impact - India shall also be responsible for submitting the reports to the Board of Directors of the relevant in-scope company as required under the regulations.

Important Points to note:

- a) Surplus arising out of the CSR projects or programmes or activities shall not form part of the business profit of the company.
- b) 'CSR activities' do not include the activities undertaken in pursuance of normal course of business of a company.
- c) Time spent as part of volunteering activities will not be counted towards the 2% of net profit spend as required under the Companies Act and also exclude expenditure incurred in relation to external advertising and Public Relation activities.
- d) The appendices to this Policy form an important part of the Policy. Any questions, clarifications or changes required to this Policy or its appendices should be raised with Principal, Social Impact - India in the first instance.

Appendix A Responsible Business Plan

The Responsible Business Plan will be placed before the Board of Directors of the Company and will be consistent with the overarching Digital Impact strategy. The plan will seek to focus on long term sustainable outcomes (as opposed to short term programmatic targets) and will outline the following:

- **The overarching approach**
- **High level budget and resource requirements**
- **Communication and volunteering plan**
- **Projects:**
 - Confirmed as in line with the strategy for India
 - **Aligned with Schedule VII**
- **Partner project implementation:**
 - Proposals
 - High level execution documentation
 - Project goals, outcomes, resource requirements
 - Activities, timelines and end-dates at a summary level
 - **Owners and responsibilities**
- **Project monitoring mechanism:**
 - Progress reporting and frequency of reports
- **Compliance**

The plan to be presented to the board, will have been reviewed and pre-approved as being fully compliant with internal and external requirements.

Appendix B Responsible Business/ Social Impact Projects in BT

The strategy in India will be in line with the BT Group purpose - to connect for good, and the BT Group Social Impact strategy and ambitions.

For India, the focus is to break the isolation of adolescent girls through technology. India is represented by the Principal, Social Impact - India, who is Secretary of the IRBB.

Responsible Business Portfolio

Project Name	Partner Name	Project Description	Annual Budget	Annual Target (Reach)	Major KPIs
Spreading Wings (FY 24-25 budget)	ETASHA Society	Empowers girls aged 12–25 through digital literacy, vocational training, and online safety education. Promotes economic independence, self-reliance, and safe digital engagement through capacity building and volunteering.	INR 89,79,300	10,000+ adolescents and young people	• % of adolescents and youth demonstrating improved digital career readiness (career awareness, online safety, employability skills) post-intervention. • Number of participants transitioning to skilling, internships, apprenticeships, or employment pathways, disaggregated by gender.
KITES (Katha Information Technology and Entrepreneurship School) (FY 24-25 budget)	Katha Labs	Upskills women and adolescent girls (10–30 years) in Delhi in digital literacy, ICT, and e-commerce. Focuses on gender inclusion and employability in technology-driven roles.	INR 75,93,998	1000 adolescent girls	• % of girls acquiring foundational and future-ready digital/STEM competencies, validated through course completion and assessments. • Number of girls progressing to certified courses, higher education, internships, or job-linked pathways.

Hosa Hejje Hosa Dishe (FY 24-25 budget)	IT for Change	Builds digital awareness and gender equity among adolescents in Karnataka through “Kishori Clubs” and digital labs. Focuses on agency, cyber safety, and inclusion using tech-enabled learning and mentoring.	INR 80,54,760	9,000 adolescent girls	- Number and % of adolescent girls completing integrated gender, digital safety, STEM, and career-readiness modules across districts. - Digital engagement and influence metrics (reach, views, participation) demonstrating adolescent-led discourse on gender and technology.
Outdoor School for Girls (FY 24-25 budget)	Going to School	Delivers an innovative school-based program combining football and digital learning for adolescent girls in Mumbai and Bengaluru. Builds life, digital, and enterprise skills to help girls complete education and transition to work.	INR 1,34,00,000	1,50,000 adolescent girls	% improvement in digital skills, life skills and gender-equitable attitudes among girls (and boys as allies), measured through pre-post assessments. - Scale and depth of community mindset shift, measured through indirect reach, TV-series, surveys, and community engagement indicators.

Mentor To Go (FY 24-25 budget)	Mentor Together	Connects young women with professionals for digital mentoring to develop career skills and networks. Offers both foundational and group mentorship for employability preparation.	INR 1,25,00,001	17,196 adolescent girls	- Mentor-mentee match completion rate and sustained engagement, measured by sessions delivered and module completion. % of mentees reporting improved career clarity, digital skills, or STEM aspiration post-mentorship.
Learning Equaliser (FY 24-25 budget)	Transform Schools	Integrates blended learning, gender empowerment, and digital safety to improve learning outcomes for girls. Works with state governments in Karnataka and West Bengal to embed equity-focused digital education.	INR 89,39,146	West Bengal: 6,750 students Karnataka: 40,49,535 students 2,40,098 teachers	- Scale of government-system integration, measured by number of students and teachers reached through state-endorsed implementation. - Improvement in student learning outcomes and life skills, tracked through state assessment data and programme M&E tools.

Digital Champions Programme (FY 24-25 budget)	Young Leaders for Active Citizenship (YLAC)	Promotes safe and responsible digital engagement among youth, teachers, and parents. Builds digital literacy and resilience to foster informed online behaviour and community awareness.	INR 1,51,24,000	30,000 young people	• % of adolescents and youth enrolled and for improved online safety knowledge and responsible digital behaviours. • Multiplier effect of online safety awareness, measured through household and community reach via trained adolescents.
Better Together – Inclusion for All (FY 24-25 budget)	Motivation India (with Going to School & Katha)	Strengthens inclusion of children with disabilities in education programs through barrier assessment, training, and assistive technologies. Promotes rights-based inclusion, peer mentoring, and community awareness.	INR 30,00,000	Partner Systems (GtS and Katha)	• Number of schools/centres adopting disability-inclusive practices, measured through self-assessments and action plans. • Capacity improvement of educators and staff in identifying and supporting children with disabilities.

Nano Entrepreneurship Sustainability & Transformation (NEST) (FY 25-26 budget)	British Asian India Foundation (BAIF)	Supports nano-entrepreneurs from disadvantaged backgrounds - mainly women and youth - through technical and business training, finance, and market access. Uses an outcome-based model to enable 700+ micro-entrepreneurs to launch sustainable enterprises across India.	INR 2,50,00,000	700+ Nano enterprises	% of nano-entrepreneurs achieving sustainable income generation (stable or increased monthly income) within 6–12 months of support. - Enterprise survival and growth rate, measured by businesses operational and accessing finance/markets post-programme.
Empowering STEM Faculty through Cybersecurity FDP (FY 25-26 budget)	Indian Institute of Science (IISc)	Trains 100 STEM faculty, especially women, in advanced cybersecurity skills through a 7-day residential program. Faculty will establish cybersecurity courses in engineering colleges, creating a multiplier effect across thousands of students.	INR 1,00,00,000	100 STEM faculty – primarily women (impacting ~10,000 students)	Number of trained faculty integrating cybersecurity modules/courses into their home institutions within one academic year.

Standard Skilling IT/ITeS Project (FY 25-26 budget)	Magic Bus India Foundation	Prepares underserved youth for IT/ITeS jobs through demand-based training, placement, and post-placement support. Focuses on building employability and life skills among nearly 1,000 young people across five cities.	INR 2,00,00,000	975 young people	- Number of trained youth placed in IT/ITeS jobs or internships within 3–6 months of course completion. - Job retention rate at 6 months, indicating sustained employability outcomes.
Swatantratha: From Isolation to Inclusion (FY 25-26 budget)	Motivation India	Provides wheelchairs and motorised tricycles to enhance mobility and inclusion for persons with disabilities in Karnataka. Also builds peer support groups and trains rehabilitation personnel with special focus on women beneficiaries.	INR 70,39,630	217 individuals	Number / % of beneficiaries reporting improved mobility, independence, and social participation post-assistive device support.

Employability Enhancement Program for Female Youth (FY 25-26 budget)	SEEDS with Learnet Skills Ltd	Trains 1,000 female college graduates in career readiness and domain-specific skills across BFSI, Retail, and ITES sectors. Includes blended learning, guest lectures, and placement support with 60% placement target.	INR 2,00,00,000	1000 young people	Placement rate of trained women graduates (target: $\geq 60\%$) in BFSI, Retail, and ITES sectors.
Empowering Adolescent Girls in Tech, Digital Skilling & AI (FY 25-26 budget)	Smile Foundation	Trains 3,000 underserved girls (Grades 6–9) in digital skills, creative coding, and AI concepts across three states. Builds confidence, innovation, and STEM aspirations through hands-on learning and mentorship.	INR 74,53,575	3000 adolescents (primarily girls)	% of girls demonstrating improved digital, coding, and AI literacy, measured through assessments and project outputs. - Increase in STEM confidence and aspiration levels among participants, captured via pre–post surveys.

STEM for All (FY 25-26 budget)	SOS Children's Villages	Establishes a STEM lab in Faridabad to enable over 1,000 children, mostly girls, to explore robotics, coding, and emerging tech. Encourages inquiry-based learning and community engagement to inspire future careers in STEM.	INR 78,02,500	1000 adolescents (primarily girls)	Number and % of students regularly using the STEM lab and completing hands-on STEM learning modules.
Infrastructure Development for Education at KITES Centre (FY 25-26 budget)	Katha	Infrastructural setup and top-up for the existing KITES Centre	INR 23,85,000	3000+ adolescent girls	- Procurement and installation of intended infrastructural assets at the centre. - Improvement in quality of learning delivery, measured through increased utilisation of upgraded facilities and learner participation.

Appendix C Business Case Template for Projects

BT 2025-2028 Appendix C | CSR Policy

Project Name	Hosa Hejje Hosa Dishe	Start Date	1 April 2023
		End Date	31 March 2026
Summary of the project	The project seeks to transform government schools in Karnataka into spaces for adolescent empowerment by using digital pathways to build agency and critical gender awareness among girls, boys, and young people from marginalized backgrounds. Through teacher-facilitated Kishori Clubs across the state and intensive labs in Bengaluru South district, it enables girls to safely navigate online and offline spaces, with a strong focus on cyber safety education to protect adolescents from online threats and promote essential digital security practices. The programme engages teachers and students on diversity and inclusion, involves corporate volunteers and tech professionals as mentors through digital literacy workshops, and works with state education bodies to influence education policy and advance gender justice. By combining digital tools with in-person engagement, the project aims to create lasting systemic change.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2024-25	FY 24-25 – 89,79,900

Investment/resource requested: • What funding are you looking for? • What will you spend the money on? • What other resources are you asking for – please give details • Does this project require volunteering effort? Please specify	Funding requested The project seeks financial support to expand adolescent empowerment initiatives across government schools in Karnataka. Funding will be used to: • Establish new Kishori Clubs across four districts, reaching 8,300 adolescent girls. • Run Kishori Adda social media engagement campaigns. • Conduct Intensive Labs in Bengaluru schools for 150 girls. • Launch the Kishori Safety Circle in 15 schools in Bengaluru South, focusing on cyber safety. • Implement teacher development workshops and online courses for in-service and pre-service teachers. • Expand the career guidance MOOC, incorporating more streams and opportunities. • Produce digital learning resources and open educational materials under Creative Commons. • Undertake documentation, impact sharing, and policy advocacy to strengthen government adoption. Volunteering opportunities Yes, the project actively seeks volunteer engagement from BT staff. Specific opportunities include: • Soft skills training for young people and pre-service teachers in Bengaluru colleges. • Serving as mentors and role models, bridging the gap between technology professionals and marginalised communities.
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Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top 3–4 benefits / outcomes • Adolescent empowerment at scale: 8,300 girls reached through 250 Kishori Clubs, building awareness on gender, health, cyber safety, and life skills. • Safer digital engagement: Kishori Adda, Safety Circles, and podcasts build confidence to navigate online spaces safely. • Teacher capacity-building: 250 in-service and multiple cohorts of pre-service teachers equipped with gender-sensitive pedagogical tools. • Digital inclusion and career readiness: Coding camps, digital literacy workshops, and a career guidance MOOC enhance employability. Targets and measurement • Quantitative: Kishori Clubs established; girls and teachers trained; digital literacy and coding workshops delivered; social media engagement. • Qualitative: Stories of empowerment, safer online practices, improved education or STEM aspirations. • Documentation: Quarterly reports, digital resources, podcasts, social media, and participatory feedback. Contribution to “connecting the unconnected” • Safe digital access for adolescent girls from marginalised communities. • Digital literacy, coding, and online safety skills to access opportunities and reduce risk. • Teacher-led classroom integration and open resources shared via the Karnataka Open Educational Resources platform to extend reach.
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Project Name	Spreading Wings	Start Date	1 April 2024
		End Date	31 March 2026
Summary of the project	Project Spreading Wings empowers adolescents and youth—primarily girls aged 12–25 from underprivileged communities in Delhi and Haryana—to achieve economic independence by leveraging digital technology and skilling solutions. The initiative addresses career guidance, online safety, vocational training, and employment readiness to create sustainable impact. The project promotes girls’ participation in skilling and employment through digitised career guidance workshops, digital literacy and cyber safety training to ensure safe and responsible technology use, engagement of BT employees as volunteers through online and offline activities, and collaboration with strategic partners and innovative technologies to enable economically independent, secure, and dignified lives.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed with BT entity name	State financial year	FY 2024-25	FY 24-25 – 76,16,066
Investment/resource requested: - What funding are you looking for? - What will you spend the money on? - What other resources are you asking for –	What funding are you looking for? Financial support for Project Spreading Wings Phase 2 to deliver career guidance, digital literacy, cyber safety, vocational skilling, and placement programmes for adolescents and youth in Gurugram, Palwal, and Delhi NCR. What will you spend the money on? - Scaling the Career Highway portal for 29,000 school students. - Digital literacy and cyber safety workshops for 35,150 beneficiaries.		

please give details Does this project require volunteering effort? Please specify	- IT and vocational training for 3,150 youth, with a focus on girls. - Placement support, including job fairs, internships, and industry engagement for 1,000 youth. - Teacher training enables government schoolteachers to act as career guides. - Strengthening the placement cell and alumni engagement for sustainability. What other resources are you asking for – please give details - Technology partnerships for developing a youth-focused cyber security curriculum. - Access to industry networks for placements, internships, and exposure visits. - Smartphones and EdTech resources to expand the smartphone library model. Does this project require volunteering effort? Please specify Yes. Around volunteers can support digital safety, employability, and soft skills sessions; mentor youth on careers and IT skills; contribute to teacher training; and assist with mock interviews, CV workshops, and job readiness activities.
Benefits - Please specify the top 3-4 benefits / outcomes - How are you going to set targets and measure them? - How will this deliver the goals of connecting the unconnected?	Top benefits / outcomes - Career clarity and guidance: 29,000 students (21,750 girls) will receive digitised career guidance, action plans, and counselling support. - Digital inclusion and safety: 35,150 adolescents, especially girls, will be trained in digital literacy and cyber safety. - Job-linked skilling and placements: 600 youth (450 girls) will receive vocational and IT training, with at least 432 placed in jobs and 1,000 accessing internships. - Systemic change in schools: Teachers trained as career guides will embed sustainable career guidance in government schools. Targets and Measurement - Quantitative targets: Students receiving career guidance; adolescents trained in digital literacy and cyber safety; youth completing IT/vocational training; placement and internship numbers; teachers trained. - Qualitative indicators: Increased confidence in technology use, career success stories, employer feedback, and testimonials from

	students, parents, and teachers. • Monitoring methods: Career Highway portal data, training and placement records, volunteer logs, and independent impact assessments. Connecting the unconnected • Extending digital literacy and cyber safety to adolescents, particularly girls excluded from technology access. • Enabling safe participation in online spaces and reducing digital risks. • Linking first-generation learners to employability through digital and job-ready skills. • Scaling access through a tech-enabled model using the Career Highway portal and smartphone library.
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Project Name	The Outdoor School for Girls	Start Date	1 April 2024
		End Date	31 March 2025
Summary of the project	The Outdoor School for Girls equips adolescent girls in Grades 5–10 in government schools in Mumbai and Bengaluru with digital, life, and employability skills to complete their education and transition to equitable work or sustainable enterprise. Learning is delivered through play-based methods, including stories, games, action-research projects, and digital skills education, enabling girls to research and design solutions to problems they want to address. On alternate days, girls play football, a team sport proven to build transformational life skills. As the first integrated football-and-skills programme for girls in government schools, the project combines sports and digital learning through partnerships with government and co-funding partners. Delivered during school hours within the system, it establishes proof of concept and enables scale to new geographies in India.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2024-25	1,34,00,000
Investment/resource requested: - What funding are you looking for? - What will you spend the money on? - What other	What funding are you looking for? Financial support for the Outdoor School for Girls to reach 150,000 adolescent girls in government schools in Mumbai and Bengaluru over three years with integrated digital, life, and sustainable enterprise skills. What will you spend the money on? - Designing and delivering local-language digital skills curricula for girls in Grades 5–10. - Blended offline–online learning, including story-based materials,		

- resources are you asking for – please give details - Does this project require volunteering effort? Please specify	research tasks, and digital practice using school laptops. - Integrating online safety and disability inclusion into curricula, assessments, and delivery. - Conducting disability audits in 100 schools and producing a recommendations report for the Government of Bengaluru. - Developing and maintaining the Outdoor School App for tracking attendance, skills, and projects. - Producing two 22-minute TV episodes showcasing girls applying digital skills. - Communications, monitoring, and third-party evaluation for accountability and scale. What other resources are you asking for – please give details - Technology expertise from BT to strengthen online safety curricula and digital tools. - Strategic collaboration with CSR partners to embed career pathways. - Amplification support through BT networks to promote learning and girls' role models. Does this project require volunteering effort? Please specify Yes. Volunteers will support online safety sessions, coding and IT skills training, school disability audits, sports activities like football, and communications and awareness campaigns.
Benefits - Please specify the top 3-4 benefits / outcomes - How are you going to set targets and measure them? - How will this deliver the goals of connecting the unconnected?	Top benefits / outcomes - Digital empowerment at scale: 150,000 girls trained in digital literacy, coding, data analysis, presentation design, and online safety, with 9 million reached indirectly through communications and TV content. - Inclusive education and participation: Girls, including those with disabilities, complete inclusion curricula, disability audits, and design adaptive solutions informing government policy recommendations. - Life skills and enterprise pathways: Girls build problem-solving and sustainable enterprise skills and explore roles in technology and climate-related sectors. Targets and Measurement - Quantitative targets: 150,000 girls reached directly, 9 million indirectly, 100 schools completing disability audits, digital projects

	uploaded, and volunteers engaged. • Qualitative indicators: Shifts in gender attitudes, increased online safety confidence, case studies of new opportunities, and evidence of problem-solving and enterprise ideas. • Measurement tools: Baseline/endline surveys, Outdoor School App data, MIS records, project assessments, activity reports, and third-party evaluations. Connecting the unconnected • Providing school-based digital skills to girls without device access at home. • Creating safe pathways for online participation and protection from digital risks. • Bridging the digital gender divide from school to work or enterprise. • Embedding disability inclusion and online safety to ensure no girl is left behind.
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Project Name	KITES (Katha Information Technology and Ecommerce School)	Start Date	1 April 2025
		End Date	31 March 2026
Summary of the project	KATHA's KITES (Katha Information Technology and Ecommerce School) programme focuses on upskilling adolescents and women aged 10–30 across Delhi, with the age group extended to 30 in response to high unemployment and post-Covid skilling gaps. It equips participants from marginalised communities with essential digital and technological skills and is inclusive of persons with disabilities within each community. The programme responds to persistent gender inequities in India, where women's economic contributions remain undervalued and access to ICT skills is uneven. Despite widespread internet access, one in three Indians lacks core ICT skills, disproportionately affecting women, whose workforce participation has declined and who remain underrepresented in ICT careers. KITES addresses these gaps through targeted digital education that promotes gender and disability inclusion, reduces stereotypes, and supports equitable workforce participation in line with national and global commitments.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2024-25	INR 75,93,998
Investment/resource requested: What funding are you looking for?	What funding are you looking for? Financial support for Katha's KITES Programme to empower 3,000 adolescent girls and women, including persons with disabilities, in Delhi over three years through digital literacy and IT skills training. What will you spend the money on? Designing and delivering digital training modules (ICT, coding,		

• What will you spend the money on? • What other resources are you asking for – please give details • Does this project require volunteering effort? Please specify	online safety, employability skills). • Capacity building and accessible infrastructure for inclusive participation of persons with disabilities. • Computers, digital tools, connectivity, and training infrastructure. • Monitoring and evaluation through surveys, MIS, and behaviour-change measurement tools. • Community sensitisation, advocacy, and employer engagement to promote inclusion. • Alumni support and industry linkages for jobs and entrepreneurship. What other resources are you asking for – please give details • Technology expertise from BT to strengthen curriculum and align with global best practices. • Partnerships with employers and IT companies for placements and entrepreneurship. • Communications and storytelling support to amplify impact and influence policy and communities. Does this project require volunteering effort? Please specify • Yes. Volunteers will mentor participants, deliver technical and employability sessions, support mock interviews and career readiness, participate in community sensitization, and help track beneficiary progress using digital tools.
Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top benefits / outcomes • Economic empowerment: 70% of participants access income-earning opportunities through jobs or entrepreneurship. • Digital skills for inclusion: 80% of beneficiaries improve ICT and STEM competencies, with accessible training for persons with disabilities. • Social transformation: Communities and employers become more supportive of gender equity, disability inclusion, and women in STEM and IT roles. • Volunteer engagement & impact: BT employees contribute expertise and mentorship, strengthening community connections and social impact. Targets and Measurement • Quantitative indicators: 80% improvement in IT skills; 70% in income-earning opportunities; 3,000 reached directly over three years; 12,100 reached indirectly. • Qualitative indicators: Shifts in community attitudes toward

	women and persons with disabilities, employer perception changes, and increased beneficiary confidence. • Tools and monitoring: Baseline/endline surveys, MIS and digital tracking systems, third-party evaluations, and monitoring by Katha staff, alumni, partners, and BT volunteers. Connecting the unconnected • Enabling underprivileged girls and women to participate in the digital economy through digital and IT skills. • Ensuring inclusion of persons with disabilities in digital opportunities. • Linking skills training for jobs and entrepreneurship. • Driving systemic change through community sensitisation, employer engagement, and policy advocacy.
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Project Name	Mentor To Go	Start Date	1 April 2025
		End Date	31 March 2026
Summary of the project	Mentor To Go is a digital mentoring programme that connects young women with professionals from a range of careers. These mentors help young women learn skills, serve as inspiring role-models, and help them widen their career networks. Young women can access either a foundational mentoring programme in their pre-final year, and/or a group mentorship programme in their final year to aid in placement preparation.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2024-25	INR 1,25,00,001
Investment/resource requested: - What funding are you looking for? - What will you spend the money on? - What other resources are you asking for – please give details - Does this project require volunteering	What funding are you looking for? - Financial support for a three-year digital mentoring ecosystem (FY 2025–2028) to empower 17,196 young women, including 100 women with disabilities, across India. - Funding will support scaling the Mentor To Go platform and delivering structured, evidence-based mentoring. What will you spend the money on? - Expansion and maintenance of the Mentor To Go digital platform (Android and web). - Recruitment, training, and onboarding of mentors and mentees, including learning content and monitoring support. - Delivery of 6–8 month mentoring engagements (1:1, 1:2, or 1:3) supported by pair managers. - Inclusion and capacity-building measures for young women with disabilities.		

effort? Please specify	• Monitoring, evaluation, and research on career outcomes, digital safety, and gender-equitable beliefs. • Collaboration with state governments and corporate partners to embed mentoring in tertiary education. What other resources are you asking for – please give details • Employee volunteering through BT staff serving as mentors on the platform. • Industry partnerships via BT networks to strengthen employer linkages and job pathways. • Technology expertise from BT to support digital innovation and scalability. • Communications and advocacy support to amplify mentor and mentee stories. Does this project require volunteering effort? Please specify Yes. BT employees will be onboarded as digital mentors over three years, complete structured training, mentor young women via the app in individual or small groups, and act as advocates for gender-equitable practices.
Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top benefits / outcomes • Workforce readiness and employability: 922 young women, including 25 with disabilities, transition into employment or self-employment through mentorship. • Skill and confidence development: 69% of mentees show measurable improvement in career decision-making, self-efficacy, social intelligence, and gender-equitable beliefs. • Stronger networks and role models: 5,675 mentees access personalised mentorship and expanded professional networks. • Volunteer impact and advocacy: 3,357 mentors, including BT employees, are trained as mentor-advocates promoting gender-transformative practices. Targets and Measurement • Quantitative targets: 17,196 sign-ups on Mentor To Go; 5,675 mentees receiving mentorship; 922 transitions to employment/self-employment; 200 BT employees onboarded as mentors. • Qualitative indicators: Improved confidence, social intelligence, career decision-making, and gender-equitable beliefs among mentees. • Measurement tools: Pre- and post-assessments, app-based

	monitoring, surveys, pair-manager check-ins, and independent evaluations. Connecting the unconnected • Reaching young women from low-income families across India through a digital-first mentoring platform. • Integrating online safety and digital literacy, with 400 mentees acting as change agents. • Providing role models and career guidance to address network and skills gaps. • Ensuring inclusion of women with disabilities in digital mentorship pathways.
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Project Name	Learning Equalizer	Start Date	1 April 2025
		End Date	31 March 2026
Summary of the project	Learning Equaliser is a transformative initiative to break gender barriers in education by integrating the Transform Learning and PARity models. Using targeted instruction, a gender-transformative approach, and a strengthened focus on digital awareness, safety, and skills, the project aims to improve learning and life outcomes for girls and advance a more equitable and inclusive future. The project focuses on four pillars - blended learning, gender empowerment, digital awareness, and volunteer-led support - to enhance learning outcomes, confidence, digital safety, and agency for girls in underserved communities. In partnership with the State government, it will reach 20,61,587 girls and 1,9,81,198 boys across Classes 6–10 in Karnataka, and 6,750 girls in Classes 8–9 across 15 schools in West Bengal.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2024-25	INR 89,39,146
Investment/resource requested: - What funding are you looking for? - What will you spend the money on? - What other	What funding are you looking for? - Financial support for the Learning Equalizer programme (2025–2028) in West Bengal and Karnataka, reaching 2,250 girls annually in West Bengal and scaling to 1 million students in Karnataka by Year 3. - Funding will support an integrated model of blended learning, gender empowerment, digital awareness, and volunteer engagement.		

- resources are you asking for – please give details - Does this project require volunteering effort? Please specify	What will you spend the money on? - Digital learning: Expanding the Palooza gamified learning app, delivering targeted instruction, and integrating with Karnataka’s Marusinchana programme. - Gender empowerment and life skills: Workshops, peer reflection, and student clubs to build girls’ agency and confidence. - Digital safety: Online safety curriculum in 50 schools per year in Karnataka, reaching 5,000 students annually. - Teacher and system capacity-building: Training in gender-responsive pedagogy, digital tools, and inclusive practices. - Monitoring and evaluation: Baseline/endline assessments and ongoing data collection. - Volunteer engagement: Supporting BT employee mentoring, digital skilling, and soft skills sessions. What other resources are you asking for – please give details - Employee volunteering: Long-term engagement of BT staff as facilitators and mentors in both states. - Technology expertise: BT support to scale Palooza, integrate AI and digital tools, and expand reach in underserved schools. - Advocacy and visibility: Joint communications to amplify impact and strengthen government partnerships. Does this project require volunteering effort? Please specify Yes. BT employees will deliver quarterly sessions on cyber security, AI tools, digital literacy, career awareness, and financial literacy; support student clubs and mentoring; provide one-on-one career counselling and soft skills training in Karnataka; and lead digital skilling and awareness activities in West Bengal.
Benefits - Please specify the top 3-4 benefits / outcomes - How are you going to set targets and measure them?	Top benefits / outcomes - Improved learning outcomes: Blended learning strengthens achievement in core subjects, benefiting over 1 million students in Karnataka and 6,750 students in West Bengal over three years. - Gender equality and life skills: Girls build confidence, agency, and leadership, supported by system-wide adoption of gender-responsive pedagogy. - Digital inclusion and safety: 5,000 students per year in Karnataka gain essential skills to stay safe online. - Volunteer-driven impact: Sustained BT employee engagement

How will this deliver the goals of connecting the unconnected?	enables mentoring, career guidance, and digital literacy for thousands of students. Targets and Measurement - Quantitative targets: Reach 1 million students in Karnataka by Year 3; engage 2,250 girls annually in West Bengal; deliver 30–200 hours of instruction per grade; train 129,000+ teachers and system actors; implement digital safety in 150 schools over three years. - Measurement methods: Baseline and endline assessments, session-wise formative evaluations, teacher monitoring, system reflection meetings, and volunteer and school feedback. Connecting the unconnected - Expanding access to gamified, technology-enabled learning for underserved adolescents. - Strengthening digital literacy and online safety, especially for girls. - Embedding gender-transformative practices within government systems. - Connecting underprivileged students with professionals and mentors through BT volunteers.
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Project Name	The Digital Champions Program	Start Date	1 April 2025
		End Date	31 March 2026
Summary of the project	The Digital Champions Programme aims to empower young people across India with essential digital literacy skills, promoting safe, responsible, and informed engagement with technology. By training students, teachers, and guardians, the programme seeks to create a safer online environment while fostering a culture of proactive digital safety discussions. Through collaborative efforts, the project will strengthen digital resilience and enhance the capacity of stakeholders to navigate and mitigate online risks.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2024-25	INR 15,249,000
Investment/resource requested: - What funding are you looking for? - What will you spend the money on? - What other resources are you asking for – please give details - Does this project require volunteering	What funding are you looking for? - Financial support for a three-year national scale-up of the Digital Champions Programme, reaching over 128,200 beneficiaries, including adolescents, teachers, guardians, ITI trainers, and local authorities. - Funding will support platform enhancement, curriculum expansion, training, research, and policy advocacy. What will you spend the money on? - Content development: Updating, translating, and creating interactive and offline modules on digital safety, AI, cyber risks, and misinformation. - Technology upgrades: Strengthening the learning platform with age-specific content, independent youth registration, and enhanced MIS tracking. - Implementation with partner NGOs: Delivery through BAT network and YLAC partners across multiple states.		

effort? Please specify	• Capacity building: Training teachers, parents, community committees, and police officers. • Student leadership: Digi-Ambassadors, peer learning, and student-led awareness campaigns. • Research and advocacy: Annual SCREEN survey, publications, and national summits on digital citizenship. • Monitoring and evaluation: Baseline/endline assessments, focus groups, and feedback loops. What other resources are you asking for – please give details • Employee volunteering: BT staff engagement in training, community sessions, and school/college interactions on digital safety. • Technology expertise: BT support on platform scalability, data analytics, and user experience. • Policy engagement and visibility: Joint advocacy and showcasing impact at national and regional forums. Does this project require volunteering effort? Please specify Yes. BT employees will support field visits, training, mentoring, and student-led campaigns, strengthening industry–education linkages and promoting safe digital practices.
Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top benefits / outcomes • Improved digital safety and literacy: 82,500 adolescents gain skills in online safety, digital well-being, and responsible internet use. • Stronger support systems: Teachers, guardians, ITI trainers, school and child protection committees, and local authorities are trained to reinforce safe digital behaviors. • Youth-led advocacy and leadership: Digi-Ambassadors and at least 10 student-led campaigns promote responsible digital use among peers. • Policy impact: Findings from the SCREEN survey and national summits inform child-centered online safety policies. Targets and Measurement • Quantitative targets: Reach 82,500 adolescents completing at least five modules; train 5,400 teachers, 40,000 guardians, and 300

	ITI trainers; integrate digital safety in 400 schools and colleges. • Measurement methods: Baseline and endline surveys, focus group discussions, participant feedback, MIS data on enrolment and completion, and annual SCREEN surveys. Connecting the unconnected • Bridging digital literacy gaps in underserved rural and semi-urban areas. • Enabling self-registration and multi-language access to reach excluded adolescents and youth. • Empowering students as digital advocates within families and communities. • Advancing system-level change through policy and ecosystem advocacy.
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Project Name	Better Together – Inclusion for All	Start Date	1 April 2025
		End Date	31 March 2026
Summary of the project	Going to School (GtS) and Katha have strong track records in supporting children and young people, especially girls, to access education and move out of poverty, while Motivation India brings deep expertise in disability inclusion and assistive technologies. Together, the partners will deliver Better Together – Inclusion for All to ensure children with disabilities are fully included in GtS and Katha programmes, creating benefits for both disabled and non-disabled children and the wider community. The partnership will assess community contexts through document reviews and consultations with staff, children with disabilities, and caregivers to identify physical, attitudinal, communication, and information barriers. These insights will inform a prioritised inclusion plan, potentially including rights and inclusion training, referral pathways, caregiver support, wheelchair services, peer mentoring, and inclusive sports.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2025-2028	INR 30,00,000
Investment/resource requested: - What funding are you looking for? - What will you spend the money on? - What other	What funding are you looking for? Funding support for Motivation India, in partnership with Going to School and Katha, to deliver the Better Together – Inclusion for All initiative and strengthen inclusion of children with disabilities across education and livelihoods programmes. What will you spend the money on? - Organizational inclusion audits for GtS and Katha. - Desk research and community consultations on experiences of		

- resources are you asking for – please give details - Does this project - Require volunteering effort? Please specify	children with disabilities. - Development and implementation of evidence-based inclusion action plans. - Capacity building through disability inclusion training, caregiver support, peer mentoring, assistive technologies, and inclusive sports. - Monitoring, evaluation, and knowledge dissemination to inform future programmes. What other resources are you asking for? - Platforms to share learning and tools with wider NGO networks, including BAT/BT partners. - Opportunities to showcase the initiative at BT and BAT forums to strengthen visibility for disability inclusion. Does this project require volunteering effort? Yes. BT employees may support disability inclusion awareness, skills-based organizational strengthening, advocacy and communications, and sensitization and awareness events.
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Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top benefits / outcomes • Strengthened organizational capacity of GtS and Katha to integrate disability-inclusive practices in all programmes. • Increased participation of children with disabilities in education and community activities. • Empowered caregivers with knowledge, skills, and networks to better support their children's inclusion. • Greater community awareness and reduced stigma around disability. Targets and Measurement • Baseline and follow-up inclusion audits for GtS and Katha. • Evidence from desk research, staff feedback, and caregiver consultations. • Activity-specific monitoring tools (e.g., pre/post-training assessments, tracking number of CwD included, changes in caregiver practices, user-reported quality of life improvements through assistive technology). • Progress against defined milestones, such as delivery of inclusion action plans and measurable increase in participation of CwD by end of project. Connecting the unconnected By systematically addressing the barriers to inclusion for children with disabilities, the project ensures they can access the same education, play, family life, and livelihood pathways as their peers. It creates equitable opportunities for disabled children and young people to connect to digital tools, learning environments, and community networks — enabling them to fully participate in society and reducing their exclusion.
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Project Name	Empowering Adolescent Girls in Tech, Digital Skilling & AI (Smile Foundation)	Start Date	1 November 2025
		End Date	31 March 2026
Summary of the project	A 5-month digital and STEM skilling programme for 3,000 adolescent girls (Grades 6–9) from underserved schools in Delhi NCR, Bengaluru, and Kolkata. The project delivers 40 hours of hands-on training across four modules—Digital Skills, Creative Coding, 3D Design, and AI/STEM—using project-based learning, mentorship by women in tech, and teacher co-facilitation to build future-ready skills and confidence.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2025-2026	INR 74,53,575
Investment/resource requested: - What funding are you looking for? - What will you spend the money on? - What other resources are you asking for – please give details - Does this project require volunteering effort? Please specify	What will you spend the money on? Programme delivery including curriculum design and delivery of 40-hour digital and STEM modules; deployment of facilitators and project staff; learning kits, STEM materials, and limited school lab support; mentorship sessions, role-model interactions, and exposure activities; monitoring, evaluation, documentation, certification, and donor reporting; travel, logistics, and operational overheads across three cities. Other resources requested Access to partner schools and permissions; engagement of women professionals as mentors; support for virtual exposure sessions and student showcases. Does this project require volunteering effort? Please specify Yes – employee volunteering through mentorship sessions, storytelling interactions, virtual tech exposure sessions, and participation in student showcases.		

Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top 3-4 benefits / outcomes • Improved digital and STEM capabilities: 3,000 adolescent girls gain practical skills in digital literacy, coding, 3D design, and introductory AI/STEM concepts. • Enhanced confidence and aspiration: Exposure to women role models and mentorship builds self-belief and interest in STEM education and careers. • Creation of tangible outputs: At least 50 student-led digital, coding, or design projects developed and showcased across three cities. • Strengthened school capacity: Minimum 30 teachers trained as co-facilitators, enabling continued STEM and digital learning beyond the project period. Targets and Measurement • Output tracking: Number of girls enrolled and completing modules, number of batches delivered, and teacher participation. • Learning assessment: Module-wise assessments, practical project submissions, and completion of digital portfolios. • Engagement metrics: Attendance records, participation in mentorship sessions, and showcase events. • Verification: School confirmation letters, certificates issued, photo/video documentation, and donor reports. Connecting the Unconnected • Extends access to digital education and emerging technologies to girls from underserved urban and peri-urban schools. • Reduces gender and digital exclusion by providing early exposure, skills, and mentorship in high-growth tech domains. • Builds long-term inclusion by strengthening teacher capacity and school-level digital ecosystems, ensuring continued access for future cohorts.
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Project Name	STEM for All – Establishment of a Community STEM Lab (SOS Children’s Villages)	Start Date	1 November 2025
		End Date	31 March 2026
Summary of the project	The project proposes the establishment of one state-of-the-art STEM Lab at SOS Hermann Gmeiner School, Faridabad, to provide hands-on, inquiry-based STEM education to 1,000 underserved adolescents (60% girls) annually. The lab will function as a hub-and-spoke model, extending STEM learning beyond the school to nearby government schools and communities through trained teachers, student peer mentors, and community mobilisers. The initiative focuses on experiential learning, exposure to emerging technologies, and building 21st-century skills.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2025-2026	INR 78,02,500
Investment/resource requested:	Funding Amount: INR 78,02,500 What will you spend the money on? • STEM Lab infrastructure & setup: Procurement and installation of lab equipment including computers, robotics and electronics kits, 3D printer, furniture, and software required for hands-on STEM learning. • Programme delivery & learning activities: Design and delivery of STEM modules, hands-on experiments, innovation challenges, exposure visits, science fairs, and certification events. • Human resources: Project management, STEM lab teachers, community mobilisers, operations and maintenance staff, and finance/admin support.		
• What funding are you looking for? • What will you spend the money on? • What other resources are you asking for – please give details • Does this project require volunteering			

effort? Please specify	• Teacher & peer capacity building: Training of schoolteachers and selected students as STEM facilitators and peer mentors to support sustainability and outreach. • Community outreach & mobilization: Identification, enrolment, and engagement of children from nearby underserved communities, with special focus on girls' participation. • Monitoring, evaluation & reporting: Baseline/endline assessments, participation tracking, documentation, donor reporting, and learning reviews. • Operational & overhead costs: Travel, lab maintenance, utilities, and administrative support. Other resources requested • Access to school infrastructure and approvals • Engagement of technical experts, mentors, and industry professionals • Linkages with government and CSR-led STEM initiatives Does this project require volunteering effort? Please specify Yes, corporate volunteering through STEM workshops, mentorship and career talks, exposure visits, digital content development, and participation in certification/showcase events.
Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top 3-4 benefits / outcomes • Improved STEM literacy and problem-solving for 1,000 underserved adolescents annually through hands-on learning. • Increased participation and retention of girls in STEM, addressing gender gaps in access to technology and innovation. • Stronger school-community linkages, with teachers and students acting as STEM ambassadors and peer trainers. • A scalable STEM Lab model that can be replicated across other SOS institutions and communities. Targets and Measurement • Infrastructure outputs: A fully functional STEM Lab with defined equipment and usage protocols. • Participation tracking: Student enrolment and attendance, disaggregated by gender. • Learning assessment: Pre- and post-assessments, project outputs, and completed innovation challenges. • Capacity indicators: Teachers trained, peer mentors oriented, and community outreach events conducted.

	• Verification: Attendance records, lab logs, assessment reports, photographs, certificates, and donor reports. Connecting the Unconnected • First-time access to quality STEM infrastructure for underserved children. • Schools transformed into community innovation hubs beyond classrooms. • Reduced gender and socio-economic barriers for girls and first-generation learners. • Sustained inclusion through local capacity building beyond the grant period.
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Project Name	Empowering STEM Faculty through Cybersecurity Faculty Development Program (FDP) (Indian Institute of Science)	Start Date	1 September 2025
		End Date	31 March 2026
Summary of the project	A faculty-focused cybersecurity capacity-building programme anchored at Indian Institute of Science (IISc), Bengaluru, aimed at training 100 STEM faculty members (with emphasis on women educators) from Tier-2 and Tier-3 institutions across Karnataka. The project delivers an intensive 7-day residential FDP covering cybersecurity frameworks, SOC & SIEM operations, malware analysis, digital forensics, incident response, and niche areas such as Telecom/IoT/OT security. Trained faculty are supported post-programme to launch cybersecurity courses in their home institutions, creating a strong multiplier effect for student skilling.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2025-2026	INR 1,00,00,000
Investment/resource requested:	Funding Amount: INR 1,00,00,000		
- What funding are you looking for? - What will you spend the money on? - What other - resources are you asking for – please give details	What will you spend the money on? - Programme delivery & curriculum design: Design and delivery of a 7-day residential FDP including expert-led sessions, hands-on labs, simulations, and assessments across core and advanced cybersecurity domains. - Cybersecurity lab setup & tools: Development of virtual labs, system rentals, mock simulations, and access to open-source and enterprise tools (e.g., Splunk, Zeek, Wireshark, FTK Imager, Metasploit, MITRE ATT&CK).		

Does this project require volunteering effort? Please specify	- Faculty logistics: Accommodation, meals, local transport, and training kits for 100 faculty participants during the residential programme. - Human resources: Programme manager, coordinator, technical experts, and administrative support for execution, monitoring, and follow-up. - Certification & alumni engagement: Issuance of FDP certifications, creation and management of an alumni knowledge-sharing portal, and ongoing mentorship support. - Monitoring, reporting & overheads: Tracking post-FDP course rollouts, student reach, reporting, travel, and contingency costs. Other resources requested - Academic leadership and infrastructure support from IISc - Technical mentorship from CySecK and industry experts - Knowledge exchange and guidance from BT and UK-FNI partners - Access to institutional networks for post-FDP course rollout Does this project require volunteering effort? Please specify Yes, BT employees may volunteer as guest lecturers, mentors, panelists, mock interviewers, lab facilitators, and reviewers of faculty-led projects, through virtual and on-site engagement.
Benefits - Please specify the top 3-4 benefits / outcomes - How are you going to set targets and measure them? - How will this deliver the goals of connecting the unconnected?	Top 3-4 benefits / outcomes - Strengthened cybersecurity teaching capacity: 100 faculty gain industry-aligned cybersecurity skills, tools, and pedagogy. - Large-scale multiplier impact: Each trained faculty reaches at least 100 students, benefiting ~10,000 students indirectly. - Improved gender inclusion: Targeted participation of women faculty strengthens representation and leadership in cybersecurity education. - Institutional strengthening: New cybersecurity courses and niche areas, including telecom security, introduced in underserved institutions. Targets and Measurement - Output metrics: Faculty trained and certified; completion of FDP modules and labs. - Outcome metrics: Cybersecurity courses launched; student

	teaching hours delivered by trained faculty. • Multiplier indicators: Students trained, workshops held, and hackathons organized after the FDP. • Verification: Attendance records, certifications, alumni portal data, institutional reports, and follow-up monitoring. Connecting the Unconnected • Extending advanced cybersecurity education to Tier-2 and Tier-3 institutions with limited faculty and lab access. • Empowering educators as local change agents beyond metro and elite institutions. • Enabling underserved students to access future-ready cybersecurity careers, including telecom security. • Sustaining impact through a train-the-trainer and community-of-practice model.
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Project Name	Employability Enhancement Program for Female Youth (SEEDS Impact)	Start Date	1 September 2025
		End Date	31 March 2026
Summary of the project	A multi-city employability and placement-linked skilling programme aimed at training 1,000 female graduate youth (18–30 years) across Delhi/NCR, Kolkata, and Bangalore. The project delivers 120 hours of blended training covering employability skills, domain-specific skills aligned to BFSI, ITES, and retail sectors, and gender-focused modules on workplace readiness and safety. Implemented by SEEDS with Learnet Skills as the training partner, the programme follows a demand-led placement model targeting a minimum 60% organized-sector employment rate, supported by structured industry engagement and post-placement handholding.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2025-2026	INR 2,00,00,000
Investment/resource requested:	Funding Amount: 2,00,00,000 What will you spend the money on? Programme delivery costs including outreach, mobilisation, training delivery, assessments, certification, guest lectures, and industry exposure activities; personnel and staffing costs for trainers, programme managers, placement coordinators, and support teams; infrastructure and operational costs such as training facilities, IT labs, digital platform access (LinQ), learning materials, branding, and events; placement facilitation and post-placement tracking support; programme management, monitoring, reporting, and administrative overheads. Other resources requested Access to college infrastructure and student networks; employer		

effort? Please specify	participation for guest lectures, mock interviews, and placements; digital learning and MIS platforms for tracking training and placement outcomes; collaboration with industry and placement partners. Does this project require volunteering effort? Please specify Yes, corporate employees may support through guest lectures, mentoring sessions, participation in training interactions, certification ceremonies, alumni meet, and programme design inputs.
Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top 3-4 benefits / outcomes 1,000 female graduates trained and certified in employability and domain-specific skills; at least 600 women placed in organized-sector employment with average monthly salaries of INR 18,000–20,000; improved workforce participation and income security for women from underserved and lower-middle-income backgrounds; strengthened industry-ready talent pipeline for service-sector employers. Targets and Measurement Tracking number of students outreached, enrolled, trained, certified, and placed through a digital MIS; pre- and post-assessments of employability and career readiness; placement letters, salary details, and employer feedback; monthly, half-yearly, and annual reports covering outputs, outcomes, and financial utilization. Connecting the Unconnected The project enables urban female graduates, particularly from economically weaker sections to transition from education to formal employment by providing market-aligned skills, structured placement pathways, and post-placement support. It connects women who are otherwise excluded from organized-sector opportunities to employers, digital platforms, and sustainable livelihoods, reducing gender and economic participation gaps.

Project Name	Standard Skilling IT/ITES Project (Magic Bus India Foundation)	Start Date	1 September 2025
		End Date	31 March 2026
Summary of the project	A placement-linked skilling programme aimed at improving employability and workforce participation of young people, with a focus on youth from underserved communities. Implemented by Magic Bus India Foundation, the project provides industry-aligned IT/ITES skilling, employability training, certification, and structured placement support across multiple urban centres including Delhi NCR, Kolkata, Bengaluru, Chennai, and Hyderabad. The programme includes pre-training mobilisation and counselling, skills training, post-training placement support, and up to three months of retention and handholding to enable sustainable employment outcomes.		
Sponsorship & Ownership (who is involved?)		Lead Accountable (Mandatory)	
	Head		
	Project	Lead: Ian McBride Owner: Ian McBride	
	LoB Finance Rep		
Investment Proposed £ with BT entity name	State financial year	FY 2025-2026	INR 2,00,00,000
Investment/resource requested:	Funding Amount: 2,00,00,000 What will you spend the money on? Programme delivery costs including mobilization, counselling, training delivery, assessments, certification, industry exposure, and placement facilitation; personnel costs for trainers, programme managers, counsellors, placement and retention teams; infrastructure and operational expenses such as training centres, learning materials, IT resources, and events; post-placement retention support including counselling and employer coordination; programme management, monitoring, reporting, travel, and administrative overheads. Other resources requested Access to community and training infrastructure; employer partnerships for IT/ITES placements; digital tools for training		

effort? Please specify	delivery and monitoring; collaboration with industry partners for exposure and hiring. Does this project require volunteering effort? Please specify Yes – corporate employees may be engaged for guest lectures, industry interaction sessions, mentoring, mock interviews, certification events, alumni interactions, and programme design support.
Benefits • Please specify the top 3-4 benefits / outcomes • How are you going to set targets and measure them? • How will this deliver the goals of connecting the unconnected?	Top 3–4 benefits / outcomes Youth trained and certified in industry-relevant IT/ITES and employability skills; at least 70% placement of trained youth into meaningful jobs in the IT/ITES sector; improved income stability and career progression for first-generation and underserved youth; strengthened employer access to a job-ready talent pipeline. Targets and Measurement Tracking enrolment, training completion, certification, placement, and retention through programme MIS and reports; verification through attendance records, certification lists, placement letters, and employer feedback; monthly utilisation reports and periodic programme and financial reports as per BAIF requirements. Connecting the Unconnected The project connects underserved youth to formal-sector employment by bridging gaps in skills, exposure, and employer access. Through structured skilling, placement pathways, and post-placement handholding, it enables youth who are otherwise excluded from organized employment to enter and sustain careers in the IT/ITES sector, contributing to inclusive economic participation.

Please complete the checklist over the page as part of the business case.

As part of your business case, please complete the necessary details below and, where necessary, provide the required additional information.

Compliance & Ethics requirements	Response
Does funding request include any donations to a Charity/ NGO?	YES
If yes, check BT's Group Charity approach.	YES
Confirm you have complied with it?	YES
Which BT entity will make this spend and will this spend be made in India only?	In Scope Companies – BT (India) Private Limited, BT Global Communications India Private Limited, BT e-Serv (India) Private Limited Spend will be in India only
Is this a venture with a charity? N.B - if yes, do we have a contract in place with them already?	British Asian Trust (British Asia India Foundation) -contract in Place
Will this involve collaborating with our competitors? N.B - if yes, potential competition issues to be checked	NO
Is this project connected with an existing or prospective BT customer?	NO
Does this have the approval of BT Legal and Finance team in India?	YES
Communications	
Is there any communications spend included in this project?	NO
Has a plan been agreed?	NA
Procurement	
Are you using a third-party supplier/ agency to deliver any of the project work?	NO
Has the supplier got an established track record of three years in undertakings similar programs or projects?	NA
Are they an existing BT rostered supplier/ agency?	NA
If yes, what is the name of the agency/ supplier?	NA
Has BT Procurement been involved in any negotiations so far?	NA
If yes, who?	NA

BT internal charges	
Does this cost include any internal charges?	NO
If yes, what for? e.g. TSO development, Catering charges, BT venue hire	NO

Appendix D Name of directors of In-scope companies

Entity Name	Name of the Director
BT e-Serv (India) Private Limited	Jayakumar Dhanvantari Doshi
	Kapil Khaneja
	Gopal Bindal
BT Global Communications India Private Limited	Anurag Yadav
	Gopal Bindal
	Pooja Lamba
BT (India) Private Limited	Anurag Yadav
	Gopal Bindal
	Pooja Lamba

Appendix E Details of CSR (NGO) Organisations Funded by BT in India

Responsible Business Portfolio

Project Name	Partner Name	Project Description	Annual Budget	Annual Target (Reach)
Spreading Wings (FY 24-25 budget)	ETASHA Society	Empowers girls aged 12–25 through digital literacy, vocational training, and online safety education. Promotes economic independence, self-reliance, and safe digital engagement through capacity building and volunteering.	INR 89,79,300	10,000+ adolescents and young people
KITES (Katha Information Technology and Entrepreneurship School) (FY 24-25 budget)	Katha Labs	Upskills women and adolescent girls (10–30 years) in Delhi in digital literacy, ICT, and e-commerce. Focuses on gender inclusion and employability in technology-driven roles.	INR 75,93,998	1000 adolescent girls
Hosa Hejje Hosa Dishe (FY 24-25 budget)	IT for Change	Builds digital awareness and gender equity among adolescents in Karnataka through “Kishori Clubs” and digital labs. Focuses on agency, cyber safety, and inclusion using tech-enabled learning and mentoring.	INR 80,54,760	9,000 adolescent girls

Outdoor School for Girls (FY 24-25 budget)	Going to School	Delivers an innovative school-based program combining football and digital learning for adolescent girls in Mumbai and Bengaluru. Builds life, digital, and enterprise skills to help girls complete education and transition to work.	INR 1,34,00,000	1,50,000 adolescent girls
Mentor To Go (FY 24-25 budget)	Mentor Together	Connects young women with professionals for digital mentoring to develop career skills and networks. Offers both foundational and group mentorship for employability preparation.	INR 1,25,00,001	17,196 adolescent girls
Learning Equaliser (FY 24-25 budget)	Transform Schools	Integrates blended learning, gender empowerment, and digital safety to improve learning outcomes for girls. Works with state governments in Karnataka and West Bengal to embed equity-focused digital education.	INR 89,39,146	West Bengal: 6,750 students Karnataka: 40,49,535 students 2,40,098 teachers
Digital Champions Programme (FY 24-25 budget)	Young Leaders for Active Citizenship (YLAC)	Promotes safe and responsible digital engagement among youth, teachers, and parents. Builds digital literacy and resilience to foster informed online behaviour and community awareness.	INR 1,51,24,000	30,000 young people

Better Together – Inclusion for All (FY 24-25 budget)	Motivation India (with Going to School & Katha)	Strengthens inclusion of children with disabilities in education programs through barrier assessment, training, and assistive technologies. Promotes rights-based inclusion, peer mentoring, and community awareness.	INR 30,00,000	Partner Systems (GtS and Katha)
Nano Entrepreneurship Sustainability & Transformation (NEST) (FY 25-26 budget)	British Asian India Foundation (BAIF)	Supports nano-entrepreneurs from disadvantaged backgrounds - mainly women and youth - through technical and business training, finance, and market access. Uses an outcome-based model to enable 700+ micro-entrepreneurs to launch sustainable enterprises across India.	INR 2,50,00,000	700+ Nano enterprises
Empowering STEM Faculty through Cybersecurity FDP (FY 25-26 budget)	Indian Institute of Science (IISc)	Trains 100 STEM faculty, especially women, in advanced cybersecurity skills through a 7-day residential program. Faculty will establish cybersecurity courses in engineering colleges, creating a multiplier effect across thousands of students.	INR 1,00,00,000	100 STEM faculty – primarily women (impacting ~10,000 students)

Standard Skilling IT/ITeS Project (FY 25-26 budget)	Magic Bus India Foundation	Prepares underserved youth for IT/ITeS jobs through demand-based training, placement, and post-placement support. Focuses on building employability and life skills among nearly 1,000 young people across five cities.	INR 2,00,00,000	975 young people
Swatantratha: From Isolation to Inclusion (FY 25-26 budget)	Motivation India	Provides wheelchairs and motorised tricycles to enhance mobility and inclusion for persons with disabilities in Karnataka. Also builds peer support groups and trains rehabilitation personnel with special focus on women beneficiaries.	INR 70,39,630	217 individuals
Employability Enhancement Program for Female Youth (FY 25-26 budget)	SEEDS with Learnnet Skills Ltd	Trains 1,000 female college graduates in career readiness and domain-specific skills across BFSI, Retail, and ITES sectors. Includes blended learning, guest lectures, and placement support with 60% placement target.	INR 2,00,00,000	1000 young people
Empowering Adolescent Girls in Tech, Digital Skilling & AI (FY 25-26 budget)	Smile Foundation	Trains 3,000 underserved girls (Grades 6–9) in digital skills, creative coding, and AI concepts across three states. Builds confidence, innovation, and STEM aspirations through hands-on learning and mentorship.	INR 74,53,575	3000 adolescents (primarily girls)

STEM for All (FY 25-26 budget)	SOS Children’s Villages	Establishes a STEM lab in Faridabad to enable over 1,000 children, mostly girls, to explore robotics, coding, and emerging tech. Encourages inquiry-based learning and community engagement to inspire future careers in STEM.	INR 78,02,500	1000 adolescents (primarily girls)
Infrastructure Development for Education at KITES Centre (FY 25-26 budget)	Katha	Infrastructural setup and top-up for the existing KITES Centre	INR 23,85,000	3000+ adolescent girls



Date: 29/01/2026

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