



HELPING DREAMS TAKE OFF WITH EDUCATION

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MESSAGE FROM THE CEO

The WNS Cares Foundation (WCF) has always embodied the core values of WNS – to be a company that is socially responsible, impacting the community positively and striving toward higher goals. We believe that every person has the power to make a difference. Driven by this objective, each of us works passionately toward building an organization that is valued by our clients, employees, business partners, investors and the community at large.

“

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”

The zeal to outperform, which shapes the work culture at WNS, also extends to WCF. With a mission to Educate, Empower and Enrich lesser-privileged children and young adults, WCF has impacted more than 100,000 children to date in our partner schools across 10 countries. Our vision is to build a secure and sustainable ecosystem around each of our businesses and locations. This gives our employees a chance to give back to society as WCF volunteers.

This report offers an overview of the global impact of our CSR practice. While the numbers are gratifying, what inspires us are the children and young people whose horizons are widened by our programs, giving them the confidence to follow their dreams.

Keshav R. Murugesh
Group CEO, WNS Global Services
Vice Chairman, NASSCOM*

*National Association of Software and Services Companies

MESSAGE FROM THE CHIEF MENTOR



It is heart-warming to look back at how WCF has now grown into a movement, impacting thousands of children across the world.

With a constant focus on 'learning beyond the syllabus,' WCF has developed infrastructure, learning modules, organized initiatives and conducted numerous activities to achieve this purpose.

“ Every milestone reached and accolade received is a true testimony to the Power of One. ”

There have been a myriad highly successful programs from art and sports to science exhibitions, the Youth4Change (Y4C) movement, various themes under the Global Impact Day umbrella – all with the objective of staying relevant to the needs of the children.

An important pillar of WCF is the volunteer because none of this would have been possible without the support of our volunteers, the WNS employees. They have given their personal time to ensure that WCF activities are conducted smoothly and with maximum impact, across the globe. They inspire us to believe in the Power of One, reinforcing our mission to Educate, Empower and Enrich. Every milestone reached and accolade received is a true testimony to the Power of One.

Shamini R. Murugesu

Shamini R. Murugesu
Honorary Chief Mentor – WNS Cares Foundation

A VISION TAKES SHAPE

When the desire to give back to society runs strong within a company's ethos, powerful forces are set in motion. Propelled by a shared vision, an unwavering purpose and the genuine commitment of employees across the globe, the corporate social responsibility initiative at WNS has grown from strength to strength.

The beginnings were made in 2004 with WNS Cares. But the company's social commitment took the form of a dedicated organization in 2010, and WNS Cares Foundation was launched.

Initial multiple-themed programs were given a laser focus, purpose and structure, when the company and 72 percent of its employees took the decision to focus on education. Formally established as a Section 25 company in 2011, WNS Cares Foundation's vision now extends to communities around the world.

With education at the core of its agenda, to help bridge the gap between the haves and the have-nots, WCF pursues a trifold path: Educate. Empower. Enrich. Guided by these broad principles, WCF extends a host of opportunities to help impact more than 100,000 children across most locations where WNS is present:



Digital learning through computer literacy programs



Reading skills and vocabulary enhancement through static and mobile libraries



Academic support through science exhibitions, math Olympiads and many other programs

WCF credits its success primarily to the wholehearted support of WNS employees. As volunteers, they enthusiastically contribute to teaching, assisting and conducting workshops in education, art and craft, health and hygiene, making a significant difference to the lives of children and youth.



THE WNS CIRCLE OF VALUES

Our mission is guided by our set of values, the CIRCLE.



Client First

Place clients at the core of everything we do



Integrity

Be ethical, honest and committed in all actions



Respect

Be sensitive to individual differences and treat everyone with dignity



Collaboration

Always keep 'One WNS' uppermost in everything we do



Learning

Learn from our experiences; share knowledge and best practices to create innovative solutions

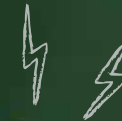


Excellence

Strive for excellence in everything we do and aspire to outperform at every stage



WNS: AN OVERVIEW



History:

British Airways captive, spun-off into a third-party



Constant currency

revenue growth in FY-17: 15.8%



Net Revenue in Fiscal 2017:

USD 578.4 Million
(Revenue Less Repair Payments - Non-GAAP)



NYSE traded (Symbol: WNS)

since July 2006. First Indian pure-play BPM company to be listed on NYSE



Clients: 200+



Employees: 33,000+



Operational Footprint:

China, Costa Rica, India, Philippines, Poland, Romania, South Africa, Sri Lanka, Turkey, the U.K. & the U.S.



Business processes from simple transactions to complex analytics:

600+



Market Capitalization:

USD 2 Billion (As of November 2017)



Delivery centers around the world:

52



GLOBAL DELIVERY CAPABILITY



A leading global business process management company, WNS offers business value to more than 300 global clients. The company combines operational excellence with deep domain expertise in key industry verticals, including insurance, travel & hospitality, diversified businesses (including manufacturing, retail and consumer packaged goods, media and entertainment and telecom), healthcare, utilities, consulting and professional services shipping and logistics, and banking and financial services. Our spectrum of business process management services includes finance and accounting, customer care, technology solutions, research and analytics and industry-specific back-office and front-office processes. WNS has

delivery centers around the world, including Costa Rica, India, the Philippines, Poland, Romania, South Africa, Sri Lanka, Turkey, the UK, China and the US.

We are passionate about co-creating excellence with client, employee, business partner and investor ecosystems, along with the communities in which we operate, to build an organization that is valued by all.

This vision has inspired us to create, support and consistently widen the reach of the WNS Cares Foundation (WCF).



CORPORATE SOCIAL RESPONSIBILITY AT WNS: **IN VISION AND ACTION**

WNS Cares Foundation (WCF) is a group company (not-for-profit) of WNS (Holdings) Limited (NYSE: WNS). It was born from a strong and visionary corporate ethos, with the aim of creating a robust foundation for sustainability initiatives and corporate social responsibility at WNS.

While it works for the empowerment of under-privileged communities, WCF also offers a platform to WNS' employees and clients to make their own positive impact on society.

THE WCF GUIDING FORCE

WCF Board Members



Keshav R. Murugesh
Group CEO



Sanjay Puria
Chief Financial Officer



R. Swaminathan
Chief People Officer



Shamini R. Murugesh
Honorary Chief Mentor, WCF

WNS Global Services Private Limited CSR Committee



Gopal Agrawal
Chief Internal Business Officer
and Head - CSR



Deepak Gupta
Business Head - Travel,
Shipping & Logistics, Utilities



Arijit Sen
Corporate SVP - Strategy

THE WCF MISSION

To Educate, Empower and Enrich lesser-privileged children and youth

 Educate beyond academics

 Empower children to overcome social and economic barriers

 Enrich children/ youth with life skills

THE WCF EQUATION

WCF's core philosophy is rooted in the belief that every single individual has the power to make a difference.

The philosophy is summed up in the equation


$$I^1 = E^3$$

This translates into the idea that each individual has the power to

EDUCATE, EMPOWER
and **ENRICH**

THE WCF JOURNEY

WNS Cares is launched

2004



WCF is registered as a not-for-profit company under Section 25 of the Companies Act, 1956.

2011



WCF begins programs in the U.S. the U.K. Sri Lanka, Costa Rica and Romania.

2013



Make My Career – a mentorship initiative is introduced in Chennai (India), organizing live conference chats between customers and WCF-supported children.

2015



A community knowledge center is set up to reach 5,000 children from 20 schools, seven mini science centers are set up in rural schools, self-defense programs are launched for 3,000 girls, and a WCF program is launched in China. The beneficiary count reaches approximately 100,000 children across the globe.

2017



2010

An internal employee survey results in choosing education as the focus area. The WNS Cares Foundation is born, inspired by the need for a more structured and focused approach to CSR.



2012

New programs are initiated: Computer literacy, remedial education, E-mentoring, reading programs, aesthetic transformation of classrooms in 35 schools for 22,000 beneficiaries and enrollment of volunteers.



2014

The Reading program is expanded through a mobile library in Mumbai (India), and digital technology comes to WCF.



2016

A network of eight mobile libraries is set up across India, 168 schools are provided with digital learning centers and internet. The digital treasure website is launched.

WCF: AN OVERVIEW



THE BUILDING BLOCKS OF A STRONG FOUNDATION

The Learning Center: The Heart of WCF

The Learning Center is the core of the Foundation's strategy to educate, empower and enrich. Understanding the felt needs of target groups, the Learning Center deploys its knowledge and expertise to shape and sustain every program initiated by WCF.

Taking into account specific learning requirements, the Learning Center develops customized programs and facilities, including computer literacy, libraries, remedial education, life-skills and career-oriented courses, through unique and innovative formats.

Programs Shaped by Need

WCF believes in creating programs that are versatile, comprehensive and driven by specific core objectives. The target is to create multi-faceted programs that provide a wholesome learning experience and reach the intended beneficiaries, and also provide volunteers with diverse opportunities to choose from.

Every program is guided by certain WCF imperatives:



Strategic response:

It must be tailored to the needs of lesser-privileged children, the volunteers and the uniqueness of each program location, among other things.



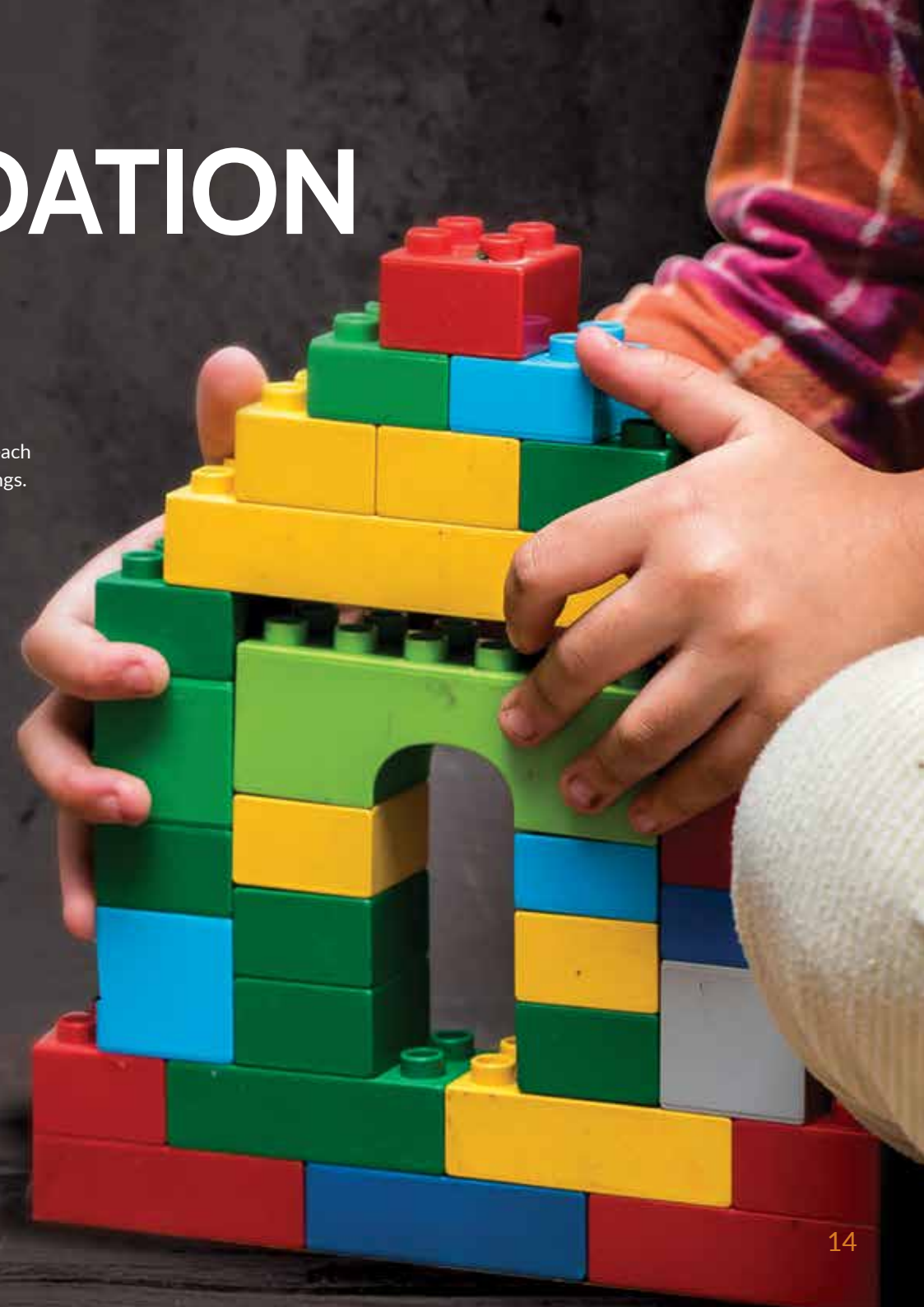
Results:

It must reach a large number of students through strategic programs, and ensure that the programs help children through critical stages of their student life.



Impact:

It must create the right impact at the right stage - to inculcate the love for learning, to help a child pursue higher education, or help a young person become employment-ready.



Partnering Schools to Reach the Children

With the clear aim of reaching the lesser-privileged children as simply and effectively as possible, WCF adopts schools, which then serve as a medium for disseminating its programs. Working in collaboration with government-run, government-aided and private schools that lack funds and infrastructure, WCF sets up learning centers within the premises.

The schools are carefully selected to ensure that the dual objective of impacting lesser-privileged children and active volunteering by WNS employees/clients is achieved in a meaningful manner.

At some international locations, local conditions and laws make it difficult to work directly with a school. In such locations, WCF partners with NGOs that are already working with lesser-privileged children.





The People Who Make the Difference

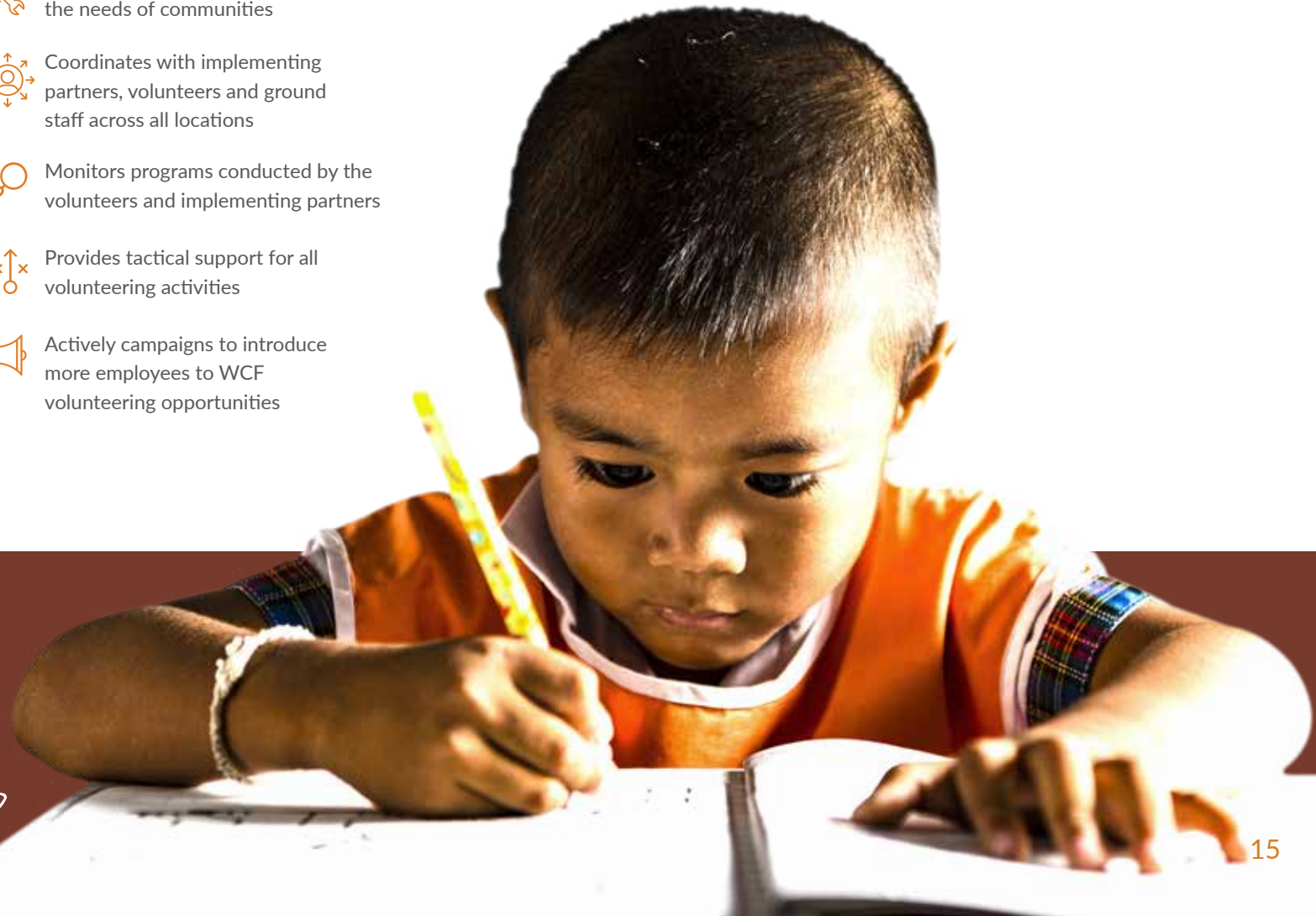
Dedicated and experienced people (including WCF volunteers, school personnel and employees of our partner NGOs) work cohesively to implement and monitor our programs, around the year.

The WCF Core Team:

-  Creates customized programs as per the needs of communities
-  Coordinates with implementing partners, volunteers and ground staff across all locations
-  Monitors programs conducted by the volunteers and implementing partners
-  Provides tactical support for all volunteering activities
-  Actively campaigns to introduce more employees to WCF volunteering opportunities

WCF Trailblazers with Golden Wings:

-  Motivate other employees to join the WCF movement and volunteer
-  Serve as key point of contacts/CSR ambassadors in the region
-  Execute important WCF events and programs, such as Global Impact Day
-  Coordinate with the WCF team, implementing partners and ground staff to ensure that programs are conducted successfully





WCF Volunteers:

Enthusiastic and committed volunteers from WNS locations across the globe, form the critical task force that drives WCF's initiatives. They are recruited as volunteers through various platforms, including the WNS Intranet (which features an MIS, created to help WNS employees get the latest information on volunteering opportunities), monthly volunteering calendars, weekly broadcasts and newsletters. WCF has developed an elaborate infrastructure and systems to facilitate this process, end-to-end and report on it.

Implementation Partners:

WCF partners with Non-Governmental Organizations (NGOs) and other similar institutions to implement its programs and maintain their consistency and quality. In locations where such partnership is not possible, WCF hires independent staff. For example, at two schools in Chennai and one in Vizag, WCF India has hired independent teachers to administer the computer literacy program.

Our Indian partner-NGOs include Pratham InfoTech Foundation, Seva Sahayog, Palavi Education Initiative, Suprabhat Mahila Mandal, Grameena and others.

Our past international partner-NGOs include Trinity Charity Organization and Dost from the UK, Harlem Children Zone (HCZ) and Change for Kids from North America, Save the Children and General Direction of Social Assistance and Child Protection (6th District) from Romania, CAFDA Junior Resource Center (Retreat), Ikhaya le Themba, Reach for a Dream and Mapetla Day Care Center from South Africa.

PROJECT MANAGEMENT CYCLE



MEETING NEEDS, TOUCHING LIVES: THE OUTCOMES OF WCF'S INITIATIVES

The needs of lesser-privileged communities are many. They range from basic necessities such as nutritious food and education, to higher-order wants like the need for culture in life. Understanding and developing programs that meet these needs can be a challenge, but the outcomes make every effort worthwhile.

DIGITAL LEARNING PROGRAM

This project gave lesser-privileged children access to technology, reducing the fear of it and helping them get comfortable with computers. School children are now aware of how to use the Internet and the precautions they need to take. Through this program, WNS is contributing to the vision of Digital India.



Now that I have attended the Cyber Safety training in our school, I know how to use the Internet and what precautions I should take - like never replying to unwanted messages and not sharing my password with anyone. I want to make a new kind of Facebook when I grow up, a social website that will read minds and I am attending the Computer Aided Learning program in my school to make my dream come true.

- Aman Kumar,
S.J. Public School, Gurgaon, India.



DIGITAL LEARNING CENTER

Digital classes have made it easy for school children to understand theory as well as practical demonstrations. Screening videos has helped children understand subjects very clearly.

It is an effective method of education as it reduces the variance in the quality of teaching by school teachers. It also serves as an educational aid for teachers to generate interest in their subjects.



The digital classes really opened a whole new world for us. I knew about blood circulation process in our body but watching it in 3D was a different experience. When it is explained on the black board, you can't visualize how it actually happens. Thanks to the videos shown in the digital classes, I understand it clearly and my interest in Biology has grown, which means, I can dream of becoming a doctor one day.

- Shinagam Lavanya,
ZPHS Anandapuram School, Vishakhapatnam, India.



MOBILE LIBRARY

The arrival of the mobile library van has brought about a remarkable change within communities. Sanjay Gandhi Nagar, for instance, was an unsafe neighborhood, notorious for unruly youth, petty criminals and drug offenders. The mobile library, however, draws young people who are interested in broadening their minds, and keeps away anti-social elements, making it a safe space for children.



I love visiting the WCF Mobile Library in my locality. I have read 12 books in three weeks! I had never read books earlier as my school does not have a library. Then, I decided to write a book myself. I have completed one book and have started a second one. I am happy that I have inspired other children, who now accompany me to the library.

- Mangesh Gaikwad,
Thite Vasti, Pune, India.



REMEDIAL EDUCATION

This project has helped students improve their academic skills, as study sessions conducted before or after school boost their learning efficiency. The program has also ensured that children do not drop out from school.

TEACHER TRAINING PROGRAM

The program gave teachers access to refresher courses and regular training sessions to upgrade their skills. The motivated teachers ensured that quality education was imparted to students. Teachers and principals shared their best practices, helping them enhance their existing teaching models at school.

YOUTH4CHANGE

The program has helped disadvantaged youth explore new possibilities and goals, helping them channel their energy and potential towards a brighter future.

“ After participating in the Youth4Change program, I realized that I must work harder at school. I passed my business studies because of this project and training. I see myself going to a university to study economics and business management. I would then like to open my own shipping business. What I really love most though is to help those in need.

- Vuyo Njiva,
Charlotte Maxeke High School, South Africa.

ART AND CRAFT

The initiative drew an enthusiastic response from the children, many of whose families could not afford even basic school supplies. The access to art materials inspired and supported their creative abilities and opened up new avenues for their talents.

“ We were so excited when WCF came to our school to give us stationery kits. At home, since we have to save for food first, I was afraid to ask my father for color pencils even though I love to draw. Now, I have my colors and my drawing even won a prize. When I grow up, I am going to design buildings and become a very famous builder in Philippines!

- Errol Cruz,
Libis Elem School, The Philippines.

E-MENTORING

WNS volunteers taught school children essential computer operations, enabling them to interact regularly with mentors from the U.K. As a result, the children's communication skills saw significant improvement.

“ We are very lucky that WNS invited us for the E-mentoring program. We thoroughly enjoyed it. They helped boost our confidence, taught us how to use computers, send an e-mail, chat and send messages to mentors from the U.K. Our communication skills have improved a lot as well

- Vasudha Singh,
Joymax English High School, Mumbai, India.



EVERYONE CAN BE SANTA

The program spreads the joy and cheer of the festive season among children as well as the employees of WNS, helping instill the spirit of giving and the delight of shared cultural experiences.

“

I love Christmas because I can spend time with my family and give something to the poor children so that they can have a merry Christmas too. The WCF Christmas celebrations give us so much happiness. One day, I am going to become rich and do the same thing that WCF is doing. I am going to help the poor.

”

- Katy Chaves Cruz,
Honduras School, Costa Rica.

SELF-DEFENSE PROGRAM

Girls who have been through the self-defense program expressed that they feel more confident to deal with situations, and are sure that they can protect themselves.

“

The self-defense session has made me more confident and put me in a better position to handle situations now. I would like to learn more about self-defense techniques and may take up a career to be a self-defense trainer.

”

- Sakshi Nandu,
Amchi Shaala Secondary school,
Mumbai, India.

FOCUS ON SCIENCE

The initiative has upgraded and enhanced the academic standard in schools, with a special focus on science. As less time is spent in explaining the basic concepts, the students and teachers have more time to delve deeper into each topic, increasing the students' exposure and knowledge base.

“

The science center has been very helpful for students – they visit the center and read the information charts explaining the experiments. This helps them understand the concepts better, so that they can handle the models themselves and demonstrate the experiments to their classmates.

”

- Principal,
Madhavrao Kane High School, Palghar,
Maharashtra, India.

YOU CAN BE PYTHAGORAS:

Provincial Math Competition

The program has helped sharpen the mathematical aptitude of students and increase their interest in the subject. It has also inculcated the ability to compete, interact with peers and develop social skills.

“

I am so proud that I was part of the team that finished in 8th place in the World Finals of 'Odyssey of the Mind'. It is my dream to go to outer space because I want to see how big the moon really is. I always imagined that the cosmos is filled with little creatures, but I will only find out when I get there.

”

- Zuzia Kargan,
Xawery Czernicki Primary School,
Pogorze, Poland.



EDUCATE

To ignite minds, widen horizons and transform lives.

With the firm belief that only education can bridge social and economic divides and offer lesser-privileged communities a better future, WCF supports and complements a range of educational programs in various countries.



DIGITAL LEARNING PROGRAM COMPUTER-AIDED LITERACY PROGRAM

Need:

In today's educational environment, a huge amount of information is disseminated through technology. Schools in economically challenged areas lack even the basic infrastructure for educational technologies, access to computer-based educational content and the expertise to facilitate IT-based curriculums.

Objective:

- ⦿ To give young students greater, better access to computers and digital-related job skills, through computer-aided learning and digital literacy
- ⦿ To encourage young children (grades 1 to 4) to take interest in computers and provide job-relevant skills to older students (grades 5-10)





Project Description:

In some schools, WCF collaborated with an implementation partner or NGO to set up computer literacy centers. These centers offer computer-aided learning, technology infrastructure and after-school training in computers and job-skills. Partnering with Pratham Infotech Foundation, WCF runs centers in 131 centers across Mumbai, Pune, Nashik and Gurgaon. On its own, WCF runs computer literacy centers in Chennai, Vishakhapatnam and Bengaluru by appointing experienced teachers. WCF also supported some of the schools with computers to enhance the computer-to-student ratio and learning.

The efficacy of the computer literacy program is measured through written exams, practical exams and project work. The children are tested for their understanding of various topics taught to them during the year. The attendance figures are also collated during the year to understand the acceptance and popularity of the program among the children.

Reach:

- Launched in 2011 across 22 schools, the program was extended to 169 schools in 2016-17.
- The program has benefitted 65,024 children.

Impact:

- In a comparative study of baseline data to end-line data, it was seen that the school children achieved a significantly higher level of competency in all training modules - including number operations, computer ethics and content, sound recording and PowerPoint slide making.
- The written and practical test scores of children in all grades, increased from an average of 10 percent to an average of 90 percent (based on the training content of 2016-17).

Location:

- India

DIGITAL LEARNING CENTERS

Need:

The lack of good teachers is a big challenge for schools in underdeveloped areas. As students struggle to understand concepts and go through the course curriculum, interest in schooling dwindles and there is a high dropout rate.

Objective:

- ⦿ To empower teachers to enhance the learning outcomes of students (grades 1 to 10) from low-income households, by providing e-learning content and infrastructure.

Project Description:

WCF, in partnership with NGOs, set up Digital Learning Centers in schools, providing them with digitized versions of the entire course curriculum content in English and local Indian languages. The hardware of TV sets and e-boxes, and internet connectivity through dongles were also provided.

Reach:

- ⦿ The program was implemented in 127 schools in 2016-17, reaching about 52,376 school children.

Impact:

- ⦿ Access to audio-visual content and equipment enabled teachers to teach more effectively in schools.
- ⦿ It helped students understand concepts better and curbed the dropout rate significantly.

Location:

- 📍 India



DONATION OF COMPUTERS TO SCHOOLS AND COMMUNITY CENTERS



Need:

Many schools and community centers lack well-equipped and maintained computer labs – a serious gap in today's era of information technology.

Objective:

- ⦿ To enhance and enrich education by providing children with facilities to engage in computer-based learning.

Project Description:

WCF identified schools across communities and localities that were lacking in computer facilities. Those schools and community centers were asked to submit their requests and proposals. After assessing their needs, the availability of facilities and qualified teachers, WCF volunteers helped establish computer labs by donating computers to the relevant schools and community centers.

This activity/program is undertaken as one of the activities under the computer aided literacy program.

Reach:

- ⦿ In Sri Lanka, 200+ computers were donated to set up 40 computer labs, offering more than 30,000 children, young people and their parents access to computers and information technology. 196 computers were donated in the WCF-adopted schools in India.

Impact:

- ⦿ WCF's partner schools can now hold weekly computer training programs and have access to online training modules and modern learning programs through the computer labs.
- ⦿ Children from Grades 1 to 12 are guided through a well-planned curriculum, many of them getting access to a computer for the first time. These schools can now provide information technology as a subject, raising their standards. Students have the opportunity to attend after-school classes in community centers, and some centers have even encouraged parents to learn using the computers.

Locations:

- 📍 Sri Lanka and India



READING PROGRAM

STATIC LIBRARY



Need:

With even basic educational facilities lacking in many under-served areas, children have no access to higher-level resources such as encyclopedias, reference journals, story books and autobiographies, among others.

Objective:

- To educate beyond academics, inculcating the habit of reading books in students (grades 1 to 10) and helping them broaden their horizons.

Project Description:

WCF works independently and also in partnership with NGOs, to identify schools in need of libraries. Libraries with a wide range of books in English as well as regional languages are set up in these schools through the learning center model. WCF then associates with the school faculty to conduct weekly library sessions. Children are encouraged to visit the library and select a book to read every week. The libraries have grown popular not just among children, but also among teachers and school staff who are now regular subscribers.

Reach:

- WCF has established 177 libraries globally, encouraging 84,500+ children to love books and enrich their lives.

Impact:

- Improved reading and writing skills.
- Enhanced opportunities to read books on a wide range of subjects, including language skills, social etiquette and global cultures.

Locations:

- Costa Rica, India, Philippines, Romania, Sri Lanka and South Africa.



MOBILE LIBRARY



Need:

In many parts of the country, the economically challenged areas don't have access to books and a basic knowledge of the world.

Objective:

- ⊙ To provide children in disadvantaged communities with access to library books, to inculcate the reading habit and enrich their minds.

Project Description:

Old vans are refurbished and stocked with a wide range of books, creating mobile libraries. Accompanied by a teacher and WCF volunteers, these vans reach low-income group neighborhoods every week, imparting basic academic concepts as well as access to books. WCF operates the mobile libraries on its own in Vishakhapatnam, Nashik and Chennai, and partners with NGOs in Mumbai and Pune.

Reach:

- ⊙ More than 8,000 children across India have benefitted and more than 101,500 books have been read.

Impact:

- ⊙ The program created an opportunity for school dropouts in economically disadvantaged communities to access learning materials.
- ⊙ Parents in these communities are happy that with the introduction of the library, their children now make constructive use of their free time by learning instead of idling away or using drugs.
- ⊙ The reading and writing skills of the school children have improved.
- ⊙ Children from WNS locations in Mumbai and Nashik were motivated to participate in Global Impact Day and even won prizes in the National competition.

Locations:

- 📍 Four libraries in Mumbai, one each in Chennai, Nashik, Pune and Vishakhapatnam in India



STORYTELLING SESSIONS

Need:

In the Philippines, students in the public school system lack active support outside school, to develop their reading and verbal skills.

Objective:

- To help children widen their vocabulary and language skills, by helping them understand words, their meaning and their use in simple sentences.

Project Description:

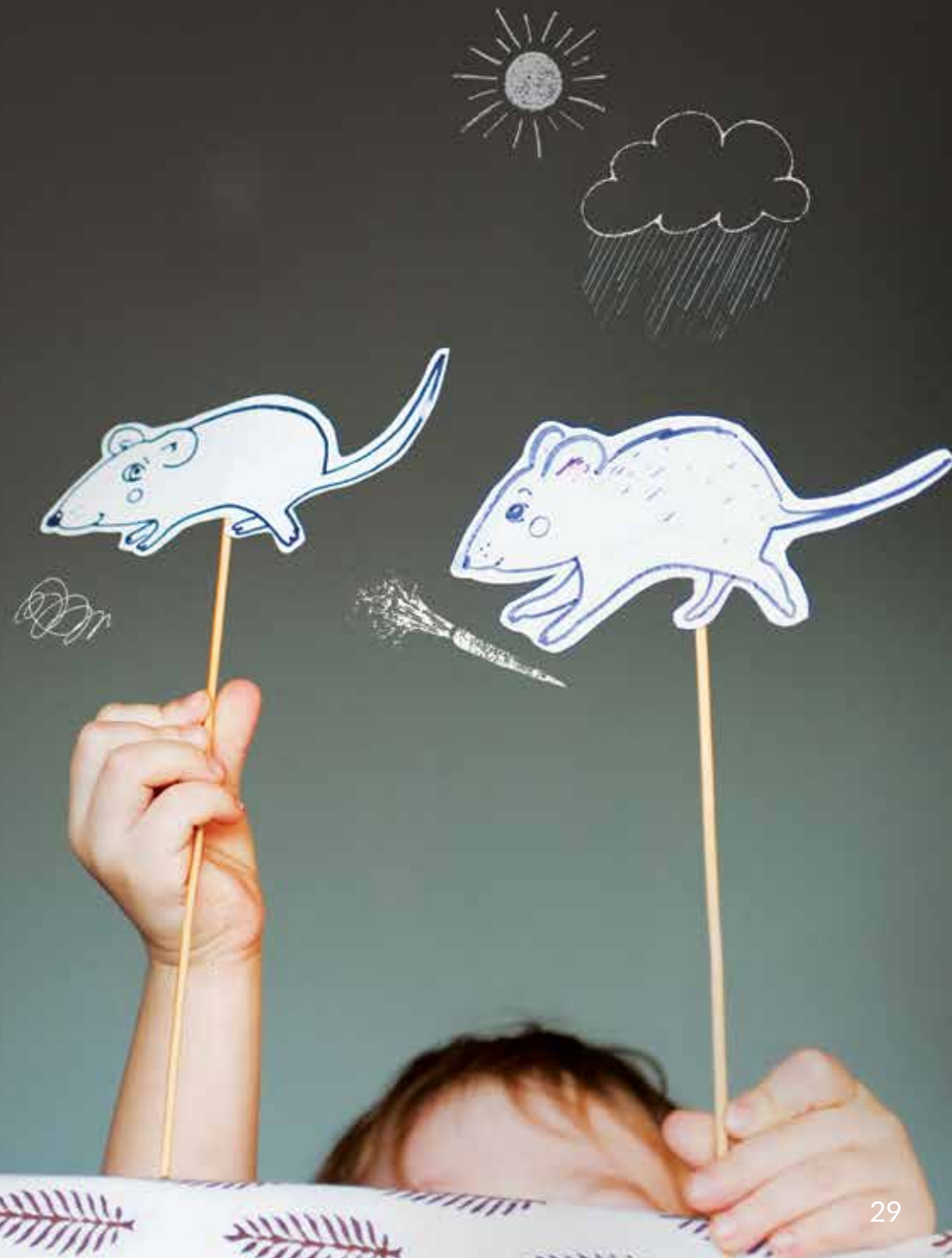
WCF partners with schools to conduct story-telling sessions for children in Grade 1 to Grade 6. WCF volunteers use basic English and Filipino books to help students improve their language skills and encourage learning as a regular habit.

Impact:

- The weekly sessions encourage children to read, understand and grow in self-confidence with each storytelling opportunity. WCF's efforts have impacted more than 200 students so far.

Locations:

- Quezon City, Antipolo City and Ilo-Ilo City in the Philippines.



REMEDIAL EDUCATION

Need:

A significant number of students in India face challenges coping with English, Math and Science when they reach high school, leading to a high number of dropouts.

Objective:

- To prevent dropouts by providing academically weaker students with remedial and academic support (grades 8 to 10) and enrolling them in vocational courses.

Project Description:

Partnering with an NGO, WCF engaged dedicated teachers to provide academic support through after-school programs. Innovative teaching methodologies were implemented, to bring talented and needy students on an equal platform and assure them of equal opportunities for a successful career. The efficacy of the remedial education program is assessed through monthly attendance records and periodic written assessment of the children on three key subjects: English, Mathematics and Science.

Reach:

- The program was implemented in 30 schools across Maharashtra in 2016-17, benefitting more than 883 children.

Impact:

- The children's scores increased from 41 to 55 percent in English, from 40 to 56 percent in Math and from 43 to 61 percent in Science.

Location:

- India



LEARNING CARAVAN

Need:

Children living on remote islands in the Philippines don't have access to basic amenities, especially in the area of education.

Objective:

- ⦿ To give children (in remote areas) learning materials and access to teaching, to further their education.

Project Description:

WNS volunteers identified four schools in the Camarines Nortis islands and visited them every quarter. They donated dictionaries and computers, provided other learning material, and also devoted personal teaching hours through book-reading and personality-development workshops.

Reach:

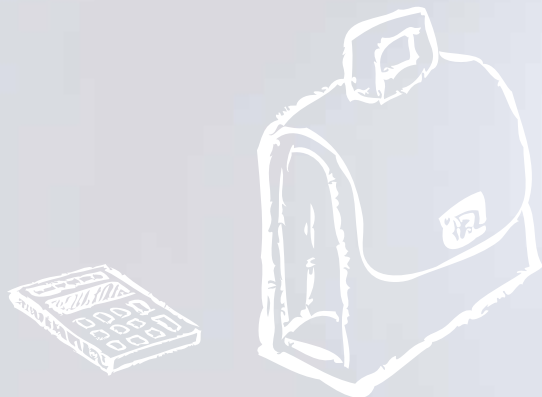
- ⦿ The initiative reached 300 children in remote locations in the Philippines.

Impact:

- ⦿ The program enriched the lives of the children, many of whom had never had a dictionary of their own.
- ⦿ Exposure to computers also opened their eyes to a world of new technology.

Location:

- 📍 The Philippines



SUPPORT FOR HIGHER EDUCATION:

Need:

Children from low socio-economic backgrounds are often discouraged from pursuing higher education, as their parents cannot afford the fees.

Objective:

- To offer students, who have passed Grade 10, an opportunity to pursue higher education.

Project Description:

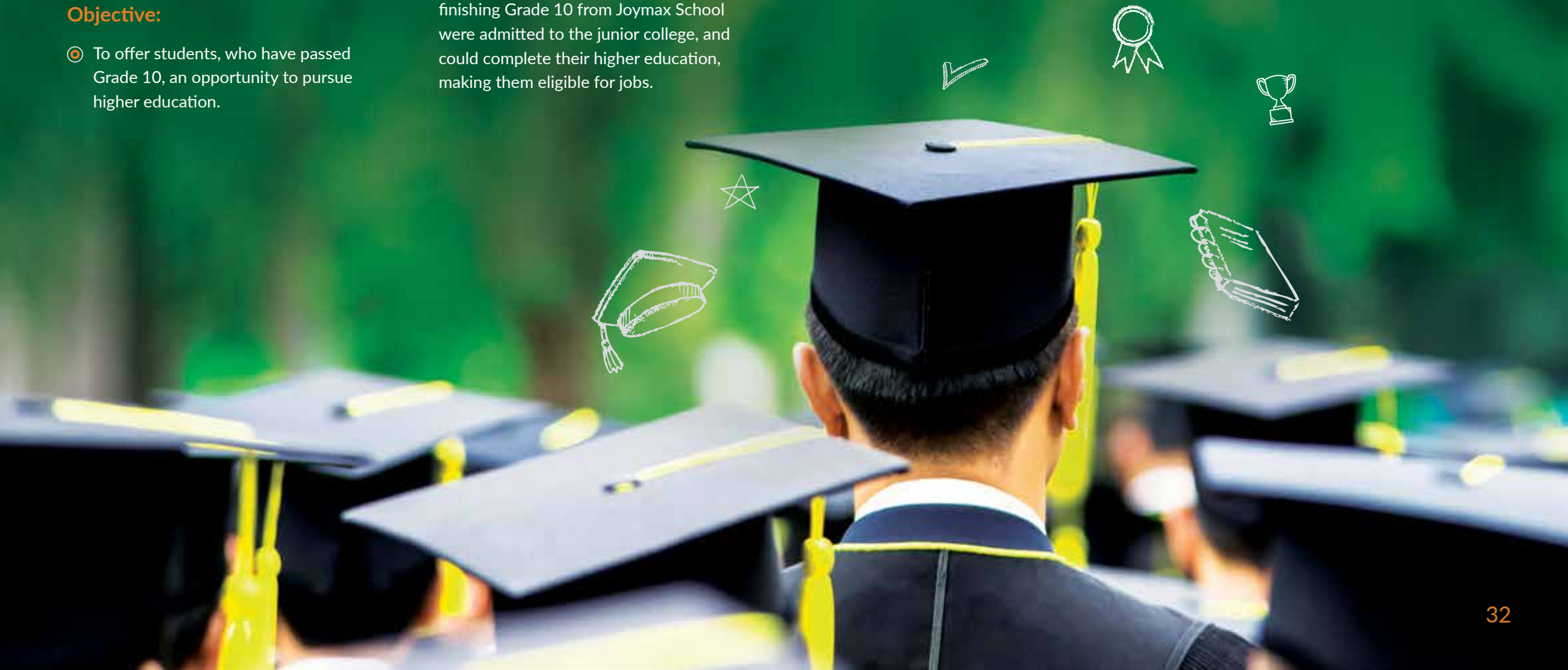
WCF partnered with Joymax School, Mumbai, and created a junior college, offering Commerce and Arts curricula. WCF provided four trained teachers as faculty for the junior college. Students finishing Grade 10 from Joymax School were admitted to the junior college, and could complete their higher education, making them eligible for jobs.

Impact:

- 71 children from Joymax School, Mumbai, India were able to get admission to the junior college and qualify for jobs.

Location:

📍 India



SCHOOL SUPPLIES DONATION

Need:

Children in public schools often come from very poor families, and neighborhoods lacking infrastructure. Therefore, they lack access to even basic school supplies.

Objective:

- ⦿ To provide disadvantaged students with school supplies, ensuring that they can participate in the co-curricular and school activities.

Project Description:

Working in partnership with NGOs in India, WCF provides school-kits (including a school bag, note books and writing material). In Sri Lanka, a WCF committee organizes a donation campaign.

WCF volunteers hold bi-yearly distribution sessions in partner schools, to ensure that children have an ample supply of pencils, crayons, notebooks, note pads, rulers, erasers, sharpeners and plastic envelopes for the entire school year.

In Romania, lists of requirements are received from village schools, along with the number of students and their names.

Through due process, the final purchase list is decided along with estimated costs. WCF staff members are then invited to adopt one wish per student, and to donate either the items or cash. WCF volunteers buy the required items and travel long distances (more than 350 kms. one way) to distribute the supplies and spend a day or two of fun, laughter and games with the students.

Reach:

- ⦿ 2,000 students in India and more than 250 students from the village of Sannar in Sri Lanka have benefitted from this program.

Impact:

- ⦿ WCF's initiative has encouraged many children to attend school and continue their education, particularly first-generation learners and children of daily wage workers who cannot even afford the school fees.
- ⦿ Notebook donation drives are also conducted to ensure that there is no gap in school supplies to the children.

Locations:

- 📍 India, Sri Lanka, the Philippines, Romania.



TEACHER TRAINING PROGRAM



Need:

A child's development depends, to a great degree, on his/her teachers. However, in disadvantaged neighborhoods, the exposure and skills of the teachers are limited, in turn limiting the development of the children. Teachers, therefore, need to be sensitized and trained in teaching skills and in conducting supplementary programs. This can enable them to act as a vital link between WCF volunteers and the children.

Objective:

- ① To provide teachers with soft skills training, to improve the quality of education imparted and help achieve all-round development of the children.

Project Description:

WCF conducts teacher training programs, providing teachers with practical skills to effectively achieve learning outcomes. Teachers are trained to identify and groom talented children and give special attention to children who are weak academically. Teachers are also briefed about WCF's initiatives and their importance in the holistic development of the children. The program also helps WCF gain valuable feedback on the programs and the need for course correction, if any.

Reach:

- ① More than 262 teachers have been trained in more than 126 schools across India.

Impact:

- ① The teachers' soft skills have been enhanced.
- ① Teachers are much more supportive of WCF activities.

Location:

- 📍 India

EMPOWER

Helping the young change their lives, so that they can change their world.

The world's future rests in the hands of the youth. Driven by the universal imperative to empower youth with the right environment and ideals, WNS has initiated programs targeted at enhancing the lives of high school students.



THE YOUTH4CHANGE (Y4C) LEADERSHIP PROGRAM

Need:

Students from low income families face varied challenges and need a higher level of support to complete their schooling successfully.

Objective:

- ⦿ To provide high school students with a safer, cleaner and more stimulating environment and better opportunities for the future.

Project Description:

WNS extends training programs to the youth of South Africa through an NPO, and implements many initiatives to upgrade their environment.

The Y4C leadership program implements an upliftment project for the school and community, involving Grade 11 youth from disadvantaged backgrounds. Developing leadership skills through their participation in the program, the youth can then enroll in the Y4C graduate program (job readiness and learnerships), resulting in full-time, meaningful employment with WNS. Delivery centers are set up to act as mentors and assist the youth in fundraising activities and project implementation.

WNS provides the training program through an NPO, and further invests in the project by providing the youth with starter capital and employee volunteers from WNS.

Impact:

- ⦿ Three Youth4Change projects have been completed and 58 youths from Grade 11 graduated, across 3 WNS sites – Cape Town, Centurion and Port Elizabeth.
- ⦿ WNS Centurion/Charlotte Maxeke High School's Project 'Youth on the Move' involved an upgrade of their school facilities – all the classrooms were renovated, and the sick room was also furnished with beds, linen and a well-stocked emergency medical kit. 1,700 young students benefitted from this project.
- ⦿ WNS Century City/Sinethemba Secondary School's Project 'Hydrological Hygiene Systems' involved repairs and an upgrade of their bathrooms, making them safer and more user-friendly. There was also an education and awareness program around water-saving and hygiene. 1000 young people benefitted from this project.

- ⦿ WNS Port Elizabeth/Masiphathisane High School's Project 'AM I CLEAN' involved implementing and monitoring a workable and sustainable plan to keep 60 renovated bathrooms clean and functional. The program encouraged participation, accountability and ownership of all the teachers, board members and students, ensuring that everyone learnt to take pride in, value and maintain the bathrooms to a certain

standard. A recycling initiative was also started, not only ensuring hygiene but also earning the school an income that could be used for repairs and maintenance. 1,850 young people benefitted from this program.

Location:

- 📍 South Africa



ENRICH

There are many things that are essential in life. We believe beautiful surroundings and fun are some of them.

People from low-income groups, living in disadvantaged neighborhoods, lack more than the basics of nourishing food, healthcare and education. They are deprived of aesthetically pleasing surroundings, stimulating activities and the simple pleasures that make life enjoyable. WCF's initiatives, therefore, include life-skill building programs that encourage people to pursue varied interests for developing well-rounded personalities.



E-MENTORING PROGRAM

Need:

A child usually finds his or her mentor in a parent or a school teacher. Many students at WCF-supported schools, however, come from very low-income families. Their parents are often unable to give their children the stimulation to widen their horizons. Moreover, these children are often exposed to education for the first time, and hesitate to approach their teachers for support.

Objective:

- ⦿ To facilitate the mentoring process for children
- ⦿ To improve their skills in writing (specifically e-mails) and social interaction

Project Description:

WCF has devised a way to provide children with a guided mentoring relationship through e-mails – an initiative that enhances interest in learning, helps the child grow into a confident individual, and makes a lasting positive impact in his or her life.

Identified mentors from WNS' international locations, primarily the U.S. and the U.K. help their protégés overcome their challenges, with the assistance of local mentors. They help the children organize their thoughts, provide motivation at critical junctures, and help the children overcome academic and personal challenges with continuous encouragement.

Impact:

- ⦿ The opportunity to interact with the WNS mentors across different locations, offers the children a unique experience. It gives them new cultural insights, builds their self-confidence, and empowers them to dream big. This year, around 30 children were mentored by the senior leadership team from WNS.

Locations:

- 📍 India, the U.K. and the U.S.



YOU CAN BE PYTHAGORAS: PROVINCIAL MATH COMPETITION

Need:

Many children struggle with Mathematics. However, it is important for children to develop an affinity toward the subject, as mathematical skills stimulate the development of other skills and play a significant role in their future life too.

Objective:

- 🕒 To develop mathematical knowledge among primary school students of the Pomeranian Voivodeship, in the process stimulating their creative, competitive, comprehension and social skills.

Project Description:

Competitions were held among Grade 3 students, requiring them to think creatively and find unconventional ways of solving mathematical problems. As they competed, the students also developed listening and reading comprehension skills, understood the principles of fair competition, acquired the ability to manage stress and work within time limits, learnt to

cope with failure and to conduct themselves in a new peer group. The competitions also stimulated the 'voivodeship' teachers, inspiring them to work with students demonstrating mathematical abilities. Awards were distributed among winners to recognize and encourage their efforts.

Impact:

- 🕒 46 talented Grade 3 students from the Pomeranian Voivodeship (from 17 towns/cities) took part in the competition.

Location:

- 📍 Poland



BEAUTIFICATION OF LEARNING ENVIRONMENTS

Need:

WCF-supported schools are typically in the underprivileged areas, where funds and resources are scarce. However, a vibrant and interesting learning environment is important to fuel children's imaginations and make learning fun.

Objective:

- ⦿ To provide aesthetically stimulating classrooms and schools.

Project Description:

Groups of WCF volunteers, along with school children, paint lively murals in the classrooms of the Learning Centers. While it brightens up the classrooms, it also serves as a great team-building activity for the volunteers as well as the children. Similarly, WCF identifies schools in urgent need of renovation. A clean-up brigade of volunteers prepares the space, after which dedicated teams of volunteers take on painting, basic carpentry, finishing work and mop-up. This helps ensure that the effort is organized, conducted and finished well with excellent results.

Impact:

- ⦿ The activity is a source of personal satisfaction and inspiration for the WCF volunteers and the children, who can enjoy the fruits of their labor immediately. Children from six schools globally benefitted from this program.

Locations:

- 📍 Costa Rica, India, Sri Lanka, South Africa and the Philippines.



LIFE-ENHANCEMENT WORKSHOPS

WORKSHOPS IN REAL-LIFE SKILLS

Need:

A deprived socio-economic environment does not allow children to develop self-esteem and social skills. Specific inputs are needed for the holistic development and future of these children.

Objective:

- ⊙ To aid the development of lesser-privileged children, by providing them with lessons in etiquette, hygiene, team-building and good habits.

Project Description:

WCF designed special workshops, conducted regularly by WCF volunteers across WCF-adopted schools, to impart real-life skills and self-development lessons.

Impact:

- ⊙ The response to the workshops was enthusiastic, with both volunteers and children enjoying their interaction and the learning experience. In India alone, 1,500 children from 15 schools took part in the workshops. 30 children from Poland attended English workshops for communication skills. More than 340 children in the war-ravaged village of Sannar, Sri Lanka, took part in games, story-telling and singing.

Locations:

- 📍 India, Poland and Sri Lanka.



VACATION WORKSHOPS

Need:

School holidays can be very boring and unfulfilling for children from poor communities, with no activities to keep them engaged and help them develop.

Objective:

- ⊙ To interest and enrich children during their school vacations, helping them learn new skills and spend their time constructively.

Project Description:

WCF volunteers drew up an interesting agenda for the students of the Mattakkuliya - Rev. Tissa Balasuriya Center and the students of Sannar village in Sri Lanka. Three-day interactive workshops were held in art and craft, music and singing, storytelling, computers and math. Students were encouraged to design their own creations and make presentations on their learnings from the workshops.

Impact:

- ⊙ Exposure to a diverse range of activities, helped the students develop life-enrichment skills, while adding fun and zest to their holiday. They look forward to having these workshops more often. 50 students at the Mattakkuliya Center and 100 students at Sannar village benefitted from these workshops.

Location:

- 📍 Sri Lanka.



SELF-DEFENSE PROGRAM

Need:

Safety is a big concern in under-privileged neighborhoods, with children vulnerable to all kinds of danger and hazards.

Objective:

- ⦿ To equip girls with self-defense skills, to help them avoid danger and defend themselves in difficult situations.



Project Description:

WCF has developed a module on the safety of girls, through which young school girls are educated on the ways to protect themselves from harm in various environments (including home, school and while on the road). The program is conducted for girl students across various schools.

Impact:

- ⦿ The program has been very successful, and has trained more than 2,696 girls from Grade 8 through six sessions. The girls have learnt martial arts moves, stances, basic karate/boxing punches, kicks, strikes, blocks, static and dynamic stretches, self-defense situations and approaches, the most effective body parts to hit, exercises to develop physical flexibility and self-discipline, techniques/moves to get out of or to defend common holds or attacks, techniques of awareness and avoidance, effective ways to use personal space defensively, and effective use of body language to avoid victim selection.



Locations:

- 📍 India - Mumbai, Pune, Gurgaon, Nashik, Vishakhapatnam, Bengaluru and Chennai

ENCOURAGING SPORTS



Need:

Despite the importance of sports in a child's overall development, schools in underprivileged areas face infrastructural and financial limitations, and cannot provide sports grounds or equipment to their students.

Objective:

- 🕒 To aid the holistic development of children by providing sports equipment and conducting sports activities.

Project Description:

WCF volunteers conduct cricket and football games frequently at partner schools. WCF has supported schools with sports kits that include more than 25 indoor and outdoor games, to encourage the children to take up sports on a regular basis. WCF also holds cricket and football competitions, in which WCF volunteers and the children form joint teams.

Impact:

- 🕒 The sports events have been a big hit. It helps the children develop their physical, mental and leadership capabilities, and learn teamwork and life skills. 168 schools in India have been provided with the sports kits. The events also form strong bonds between the children and WCF volunteers. Thanks to this initiative, more than 65,000 children across India have gained access to better sports material.



Locations:

- 📍 Costa Rica, India, the Philippines, Poland, Sri Lanka and South Africa

ARTS AND CRAFTS

Need:

Children from low-income families have many talents that remain unexplored due to the lack of encouragement, opportunity or infrastructure.

Objective:

- ⦿ To aid the holistic development of children through art and craft, encouraging more of them to participate in creative activities.

Project Description:

WCF volunteers visit partner-schools regularly and introduce children to diverse creative skills, including origami, mosaic art and thread painting. The art produced is used to make memorabilia such as WCF diaries, mouse pads, coffee mugs and bookmarks, which are given to WCF volunteers and WNS clients as a token of appreciation.

In another initiative, WCF partner-schools nominated suitable students from selected grades. These students were provided with recycled items, raw material and a limited amount of time to devise a unique, detailed and neat creation. Points were given for the speed of execution, creativity, leadership demonstrated, team work, and the ability to use resources in an optimum manner. The event was conducted across four schools in Colombo: Mahabodhi Maha Vidyalaya, Mattakkuliya Center, Rajasinghe Maha Vidyalaya and St. John's College Mattakkuliya.

Impact:

- ⦿ The children are very excited and enthusiastic about these activities, which helps them explore their creative potential. 2,500 children in 19 schools across the globe have developed their creative skills.

Locations:

- 📍 India, the Philippines and Sri Lanka



EDUCATIONAL TRIPS

Need:

Trips to museums, educational parks and planetariums are very rare or absent from the lives of poor children. However, these trips are essential to help broaden their horizons.

Objective:

- ☉ To give lesser-privileged children exposure to a world beyond their own.

Project Description:

WCF volunteers take children on a variety of educational trips, including museums, planetariums, educational parks and farms. The trips kindle their academic interests and help them connect with what they learn at school, while being exposed to visual and sensory stimulation unlike anything they have seen before.

Impact:

- ☉ WCF's educational trips have benefitted thousands of children. 200 children from four schools were taken to a special mummy exhibition and a 3D video show on mummies. The others were taken to a career simulation center, where they could live their future career for a couple of hours. Visiting farms has also been a very insightful experience for many children.

Locations:

- 📍 Costa Rica, Poland and Sri Lanka



FOCUS ON SCIENCE

Need:

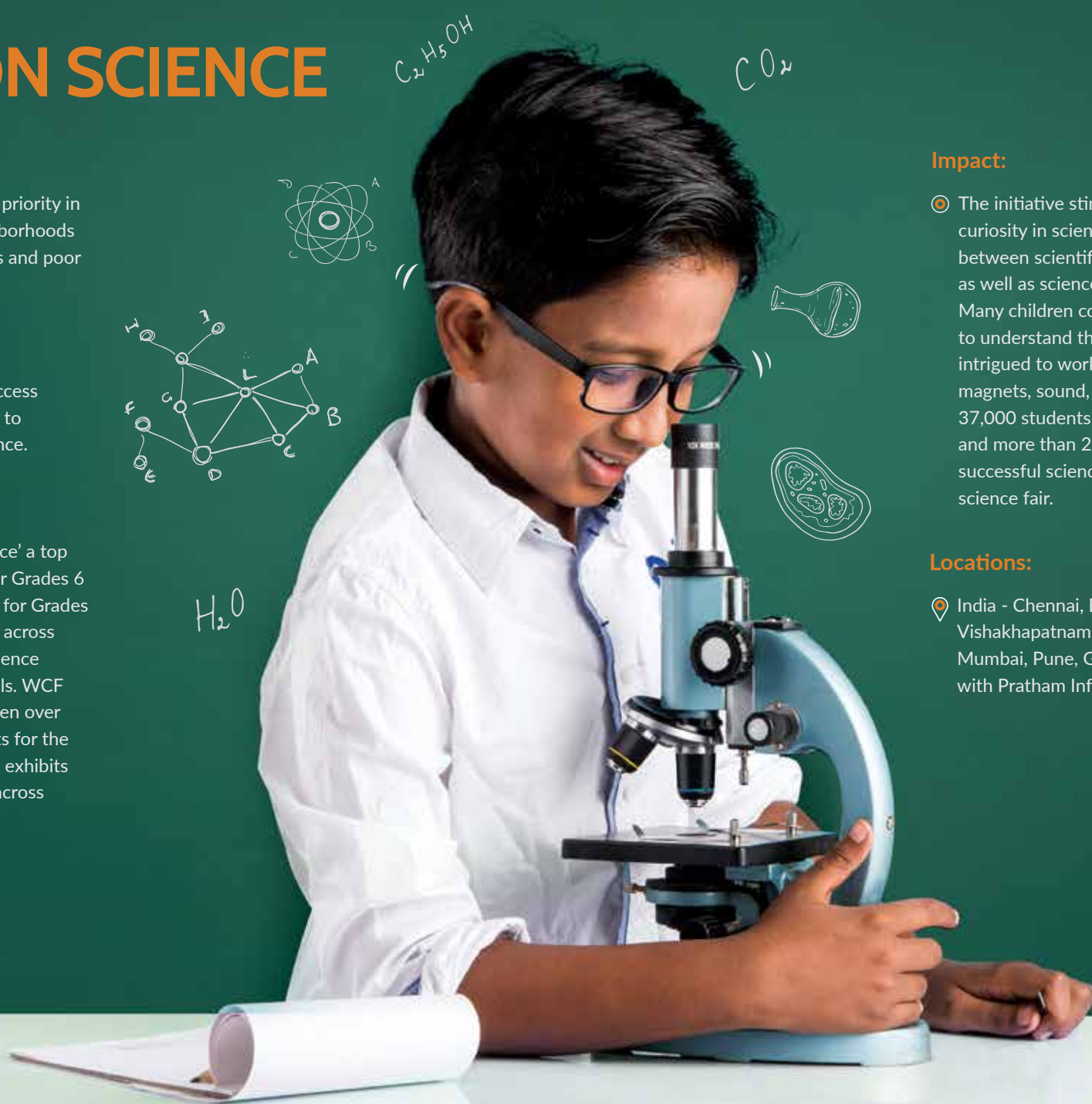
Science and technology get a low priority in schools located in deprived neighborhoods due to severe financial constraints and poor infrastructure.

Objective:

- To provide children with the access to quality scientific equipment to kindle interest in learning science.

Project Description:

WCF has made 'focusing on science' a top priority. It provides science kits for Grades 6 to 8, and full-fledged science labs for Grades 9 and 10, in all its partner schools across India. As a follow-up activity, a science fair was organized in all the schools. WCF volunteers worked with the children over two months to help create exhibits for the fair. The best working models and exhibits were showcased at WNS offices across various locations.



Impact:

- The initiative stimulated the children's curiosity in science - they made connections between scientific theories and real life, as well as science and other subjects. Many children conducted additional research to understand their topic better. They were intrigued to work on topics such as bar magnets, sound, motion and biogas plants. 37,000 students took part in this program, and more than 2,400 students executed successful science projects in the annual science fair.

Locations:

- India - Chennai, Bengaluru and Vishakhapatnam - direct implementation. Mumbai, Pune, Gurgaon and Nashik - with Pratham InfoTech

OTHER INITIATIVES:

The needs of vulnerable communities are different across geographies. WCF identifies the specific needs of various communities and develops initiatives for their well-being.



HAND-MADE FAIR

Need:

Elderly people living in social centers need a space for social engagement and leisure activities.

Objective:

- 🕒 To raise funds for a relaxation room by engaging WNS employees to contribute in a creative and productive way.

Project Description:

An open fair stocked with products handmade by WNS employees was held, so that everyone could contribute by buying the products. With the funds raised, WNS volunteers purchased and transported furniture, games and small accessories to the social center, and created a relaxation room under the supervision of a WCF manager.

Impact:

- 🕒 During autumn and winter, 90 elderly people now have a comfortable space to spend their time.

Location:

- 📍 Romania



EVERYONE CAN BE SANTA

Need:

Children in underprivileged neighborhoods seldom receive gifts. Christmas provides an opportunity to allow them to celebrate too.

Location:

 Romania

Objective:

- ⊙ To make Christmas special for deprived children.

Project Description:

The children were asked to write letters to Santa and send them to WNS. Based on these letters, WNS employees bought presents for them. The children were invited to WNS' Bucharest site. They were transported to Bucharest and given their desired gifts and a tour of the premises, to inspire them to study hard and get a job at WNS.

Impact:

- ⊙ The initiative not only made the children happy, but also got WNS' employees inspired with the spirit of gifting and generosity. The 2016 event was particularly special, as the children wore beautiful, traditional costumes and took part in a carol singing and dance show, along with the employees.



SOUP KITCHEN

Need:

The majority of the children in WCF-supported schools lack adequate nourishment.

Objective:

- ⦿ To provide nutritious food to students of WCF partner schools.

Project Description:

After discussing the issue with school administrators, in the course of their other programs, WCF volunteers initiate soup kitchens in the schools. The children receive food and also lessons in hygienic practices such as washing their hands before and after eating.

Impact:

- ⦿ The initiative raises the awareness of malnutrition and provides healthy, inexpensive meal options, acting as an eye-opener for children and volunteers alike. WCF's soup kitchens have helped feed more than 350 children across Manila and Ilo-Ilo.

Location:

- 📍 The Philippines



STRATEGIC PROGRAM: GLOBAL IMPACT DAY

The title is really clear ... IMPACT ... and that's what we create, measure and celebrate every GLOBAL IMPACT DAY (GID), summing up the programs conducted by the Foundation throughout the year. Ever since its inception a few years ago, the participation in the contest created for GID has grown manifold in terms of reach, engagement and experience. Unique and memorable events have marked the celebration over the years, including a Math Olympiad and the extremely successful 'Cast a Spell' (a contest designed along the lines of a spelling bee with a unique digital wall format that was used to conduct the contest simultaneously in all the WCF locations across the globe).

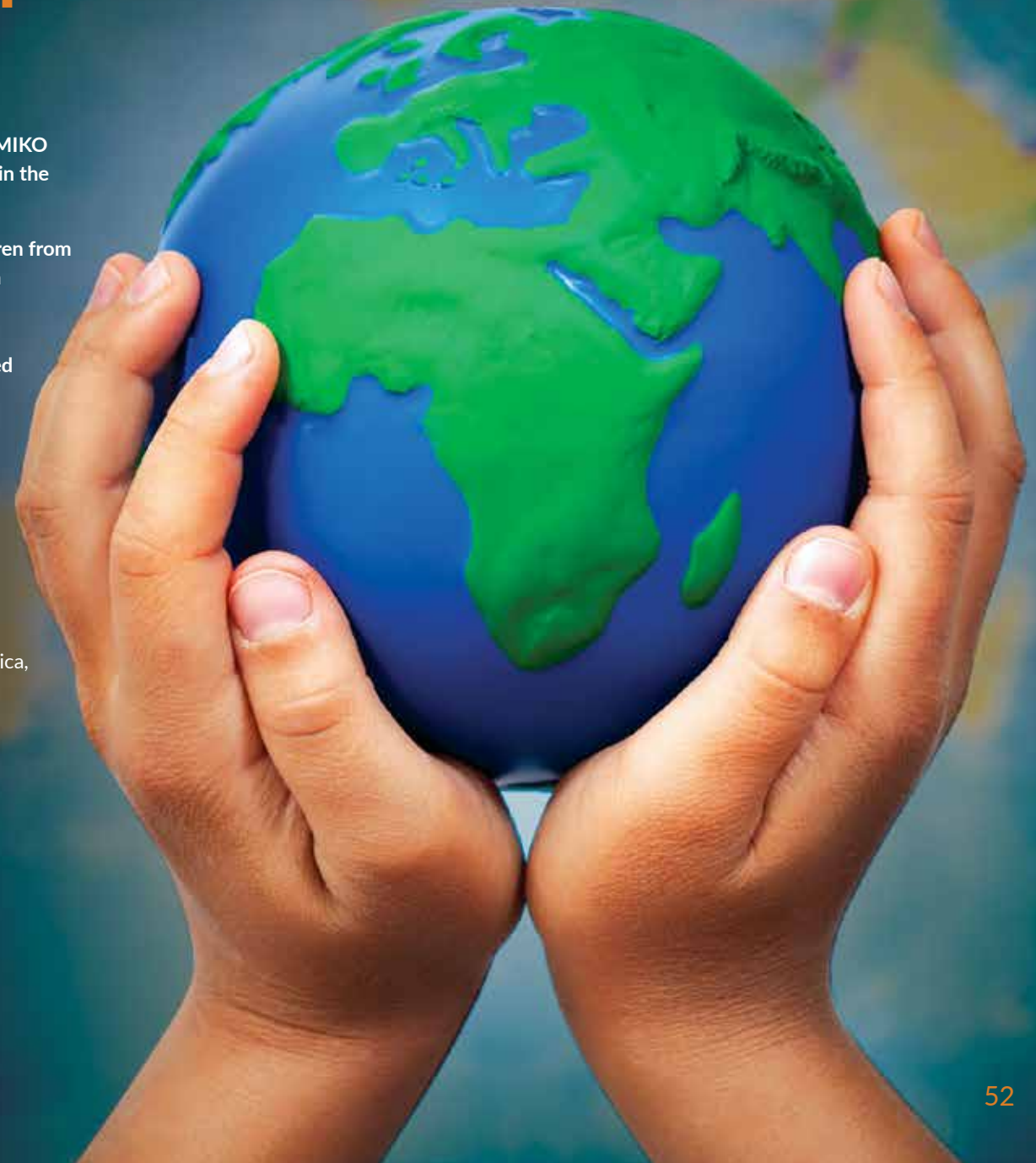
In the year 2016, we chose the theme 'Pen is Mightier than the Sword', and thus the Golden Pen was born. The Golden Pen competition, essentially a global essay writing competition, has given children the opportunity to pen their thoughts on various current and essential topics (such as the benefits of the internet, the benefits of computers, cleanliness in schools, save trees and others). WCF witnessed participation from 134,000 children across 196 schools globally.

The winners were awarded the MIKO robot to celebrate their success in the global competition.


The competition attracted children from Grade 1 to Grade 9 across seven countries. Essays in more than 12 languages were submitted, with nine global winners awarded the unique Golden Pen trophies and certificates. Fourth-grader Zuzia Kargan from Poland was awarded the robot MIKO, in recognition of her ambition to become an astronaut.

Location:

📍 India, Sri Lanka, Philippines, Poland, Costa Rica, South Africa, Romania



STRATEGIC PROGRAM: DIGITAL TREASURE – AN E-LEARNING WEBSITE



Digital Treasure is a web-based, user-friendly, e-learning platform, created for lesser-privileged students across India. It offers a wealth of content essential for students to equip themselves with academic and real-life skills.

Teachers and children can read/view the study material available (in both document and AV format) in their preferred language.

The site has three sections: E-tutorials, which offers practice exercises and instructional videos; E-class provides content that complements the school syllabus and E-library offers a wide range of reading material that extends beyond academic subjects.

Location:

 Open source

AWARDS THAT INSPIRE US TO DO MORE

WCF programs and initiatives have touched 99,821 lives and assisted 209 schools across the globe in FY 16-17. The dedicated, unwavering hours and commitment of our volunteers have ensured that we can extend our activities across seven cities in India - Mumbai, Pune, Nashik, Chennai, Gurgaon, Bengaluru and Vishakhapatnam. Our global operations extend across Costa Rica, India, Poland, the Philippines, Romania, Sri Lanka, South Africa, the U.K. China and the U.S.

As a consequence, global recognition for the WNS Cares Foundation's efforts has been generous, with prestigious awards from various international forums. While we are honored by the acclaim, our real reward continues to be the true gratitude of the children we have reached and the positive change in their lives.

Accolades for WCF

🏆 Golden Peacock Global Award for Corporate Social Responsibility:

Given to organizations that effectively manage social and environmental concerns in addition to economic goals, and are able to balance financial profits, economic value addition and social good. This award has come to be recognized as the greatest global recognition of corporate excellence in the area of corporate social responsibility.

WCF received this award in 2016 for the ongoing Community Development and Outreach Program. This is the fourth time WCF has received this award.

🏆 ACEF Asian Customer Engagement Forum: Won in 2016

🏆 2 Good 4 Good CSR certification by Economic Times: Won in 2017



**WNS GLOBAL SERVICES PRIVATE LIMITED
ANNEXURE "C"**

Corporate Social Responsibility (CSR)

[Pursuant to clause (o) of sub-section (3) of section 134 of the Act and Rule 9 of the Companies (Corporate Social Responsibility) Rules, 2014]

1. A brief outline of the Company's CSR policy, including overview of projects or programs proposed to be undertaken and a reference to the web-link to the CSR policy and projects or programs.

The Corporate Social Responsibility Policy ("the CSR Policy") of WNS Global Services Private Limited ("WNS" or "the Company") demonstrates the commitment of WNS to operate its business in a manner which is sensitive and responsible towards the society and compliant with the relevant directives, regulations and Code of Business Ethics and Practice. The Policy strives to support the Government's vision for Corporate Social Responsibility.

Primary CSR activity of WNS shall be in relation to:

- (i) Promoting education, including special education and employment enhancing vocation skills and livelihood enhancement projects especially among children;
- (ii) Eradicating hunger, poverty and malnutrition, promoting healthcare including preventive healthcare, sanitation and making available safe drinking water especially among children;
- (iii) Setting up homes, hostels, day care centers and such other facilities for children and orphans and adopting measures for reducing inequalities faced by socially and economically backward children.

The CSR Policy of the Company is available at <http://www.wns.com/Portals/0/Images/WNS-India-CSR-Policy.pdf>

2. The Composition of the CSR Committee.

The members of the CSR Committee (the "Members") are appointed by the Board of Directors of the Company. The CSR Committee is made up of 3 members from among the Board of Directors of the Company.

Currently, the CSR Committee consists of following members:

- (i) Gopal Agrawal – Chairman of the Committee
- (ii) Deepak Gupta
- (iii) Arijit Sen

3. Average net profit of the company for last three financial years – INR 439.03 Crore

4. Prescribed CSR Expenditure (two per cent of the amount as in item 3 above) – INR 8.85 Crore

5. Details of CSR spent during the financial year.

(a) Total amount to be spent for the financial year; - INR 8.85 Crore

(b) Amount unspent, if any; - None

(c) Manner in which the amount spent during the financial year is detailed below.

CSR project / activity / beneficiary	Sector	Relevant Section of Schedule VII in which the Project is covered	Location of the programs / Projects	Amount Outlay (budget) project or program wise	Amounts spent on the Projects / programs Sub Heads: (1) Direct Expenditure on projects or programs (2) Overheads	Cumulative expenditure upto the reporting period	Amount spent direct / implementing agency
Promoting education, including special education and employment enhancing vocation skills and livelihood enhancement projects especially among children	Children's Education	ii)	Mumbai, Pune, Nasik, Gurgaon & Navi Mumbai	3.54	3.54	3.54	Direct Expenditure
Fund for Computer Aided Learning to school children and remedial education	Children's Education	ii)	Mumbai, Pune, Nasik, Gurgaon & Navi Mumbai	4.06	4.06	7.60	Pratham Info Tech Foundation
Training	Children's Education	ii)	Mumbai, Pune, Nasik, Gurgaon & Navi Mumbai	0.16	0.16	7.76	Direct expenditure
Mobile library	Children's Education	ii)	Mumbai, Pune, Nasik, Gurgaon & Navi Mumbai	0.71	0.71	8.47	Direct expenditure
Capability building cost including CSR staff salary	Capability building	Rules	Mumbai, Pune, Nasik, Gurgaon & Navi Mumbai	0.44	0.44	8.91	Overhead

*Give details of implementing agency.

6. In case the Company has failed to spend the two per cent of the average net profit of the last three financial years or any part thereof, the company shall provide the reasons for not spending the amount in its Board report. – Not Applicable

7. A responsibility statement of the CSR Committee that the implementation and monitoring of CSR Policy, is in compliance with CSR objectives and Policy of the Company

In accordance with the provisions of Section 135 of the Companies Act, 2013 the CSR Committee hereby submit its responsibility Statement: –

(i) that the annual budget allocation for the programs under the CSR Policy is in accordance with the Section 135 and Schedule VII of the Companies Act 2013.

(ii) that the spending on the activities and programs have been monitored and are in line with the CSR Policy and the budget allocated.

For and on behalf of the Board of Directors



R. Swaminathan
Director
DIN: 03432159



Gopal Agrawal
Director
DIN: 05104675

Place: Mumbai
Date: September 29, 2017



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N. M. Joshi Marg, Mahalaxmi
Mumbai - 400 011, India

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Internet: www.kpmg.com/in

Independent Limited Assurance Statement to WNS Global Services Private Limited related to disclosure in Annual Report on Corporate Social Responsibility (CSR) for the Financial Year 2016-17

To,

The Management
WNS Global Services Private Limited
Gate No.4, Plant No 10 /11, Godrej & Boyce Complex, Pirojshanagar, LBS Marg, Vikhroli [West]
Mumbai-400079, Maharashtra, India

Introduction

WNS Global Services Private Limited ('WNS' or 'The Company') has requested KPMG in India ('KPMG' or 'We') to provide limited assurance on the Annual Report on CSR Activities for FY 2016-17, in accordance with Section 135 (2) of the Companies Act, 2013 read with Rule 8 of Companies CSR (Corporate Social Responsibility) Policy Rule, 2014 (CSR Rules, 2014).

Reporting Criteria

WNS applies the following reporting criteria:

- Annual disclosure on CSR as per Section 135 (2) of the Companies Act, 2013 read with Rule 8 of Companies (Corporate Social Responsibility) Rule, 2014 (CSR Policy Rules, 2014, hereon referred as Act).
- CSR projects are implemented in lines with the CSR Policy formulated by WNS.

Assurance Standards

We conducted the assurance in accordance with:

- Limited Assurance requirements of International Federation of Accountants (IFAC) International Standard on Assurance Engagements (ISAE) 3000 (revised), Assurance Engagements Other than Audits or Reviews of Historical Financial Information

Scope Boundary & Limitations

The scope of assurance covers the Annual disclosure on CSR by WNS and the sample CSR projects implemented for the period 01 April 2016 to 31 March 2017 in India .The following projects at CSR locations were selected for the assurance engagement:



#	CSR project	Project location
1	Computer Aided Learning Program	Gurugram, Mumbai, Nashik, Pune
2	Digital Learning Program	Gurugram, Mumbai, Nashik, Pune, Vishakhapatnam
3	Computer Donation Program	Bengaluru, Mumbai, Nashik, Vishakhapatnam
4	Mobile Library Program	Chennai, Mumbai, Vishakhapatnam
5	Sports Program – Sports Goods Donation	Bengaluru, Chennai, Gurugram
6	Remedial Education Program	Mumbai, Nashik, Pune
7	Reading – Library Donation Program	Bengaluru, Chennai, Nashik, Pune
8	Self Defense Program	Mumbai
9	Support to Little Flower School	Chennai

Our assurance process was subject to the following limitations:

- Verification was limited to CSR documentation and records on selected sample projects (mentioned above) presented during site visits for the period 01 April 2016 to 31 March 2017.
- Data and information outside this reporting period was not subject to verification.
- Any statement/ remarks/ comments indicating intention, opinion, belief and/ or aspiration by WNS were excluded from the scope of assurance.
- Verification did not include computation of net profit under section 198 of Companies Act, 2013 and compliance with Companies Act, 2013.

The assurance scope excludes aspects of reporting other than the scope and boundaries as described above.

Assurance Procedures

Our assurance process involve performing procedures to obtain evidence about the reliability of the specified disclosures. The nature, timing and extent of procedures selected depend on our judgement, including the assessment of risks of material misstatement of the standard disclosures whether due to fraud or error. In making those risk assessments, we have considered internal controls relevant to the preparation of the report in order to design assurance procedures that are appropriate in the circumstances.

The procedures performed in a limited assurance engagement are less in extent than for a reasonable assurance engagement.

The procedures selected depend on our understanding of the CSR projects being undertaken by WNS and other engagement circumstances, and our consideration of areas where material



misstatements are likely to arise. Our work included the following procedures involving a range of evidence-gathering activities as explained below:

- Interaction with the WNS Corporate CSR Team, Senior Management and team at unit level,
- Desk Review of Annual report on CSR for its alignment with the Act. Assessment of sample CSR projects undertaken by WNS against records at WNS Corporate CSR team.
- Field visit and interaction with project implementing team, institutional stakeholders such as school principal, teachers, staff and interaction with beneficiaries for select CSR projects.
- Testing the reliability of underlying data and information provided by WNS Corporate CSR team along with the documents and practices being followed at project locations.

Appropriate documentary evidence was obtained to support our conclusions on the information and data verified. Where such documentary evidence could not be collected due to sensitive nature of the information, we verified the same at WNS corporate level.

Conclusion

Our conclusion has been formed on the basis of, and is subject to, the matters outlined in the Annual Report on CSR activities for FY 2016-17 of WNS. We believe that the evidence that we have obtained is sufficient and appropriate to provide a basis for our conclusion.

Based on the procedures performed and evidences obtained, nothing has come to our attention that causes us not to believe that:

- Annual disclosure on CSR is as per Section 135 (2) of the Companies Act, 2013 read with Rule 8 of Companies (Corporate Social Responsibility) Rule, 2014 (CSR Policy Rules, 2014, hereon referred as Act)
- The CSR projects are implemented in lines with the CSR Policy formulated by WNS.

Nothing has come to our notice for us to believe that the data is not reliable. Minor data transcription and calculation errors were detected, but the same were resolved during the assurance process.

We have provided our observations to WNS in a separate Management Letter. This do not, however, affect our conclusion.

Independence

The assurance was conducted by a multidisciplinary team including professionals with suitable skills and experience in auditing environmental, social and economic information in line with the requirements of the ISAE 3000 (revised) standard. Our work was performed in conformance to the requirements of the IFAC Code of Ethics for Professional Accountants, which requires, among other requirements, that the members of the assurance team (practitioners) as well as the assurance firm (assurance provider) be independent of the assurance client, in relation to the scope of this assurance engagement, including not being involved in writing the Report. The Code also includes detailed requirements for practitioners regarding integrity, objectivity, professional



competence and due care, confidentiality and professional behavior. KPMG has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence. The firm applies International Standard on Quality Control (ISQC) 1 and the practitioner complies with the applicable independence and other ethical requirements of the International Ethics Standards Board for Accountants (IESBA) code.

Responsibilities & Restriction on use of our report

The management of WNS is responsible for undertaking CSR projects as well as maintaining records of CSR projects undertaken that is free from material misstatement and for the information contained therein. This responsibility includes designing, implementing and maintaining internal controls relevant to the maintenance of records of CSR projects at WNS Corporate Team that are free from material misstatement, whether due to fraud or error.

This statement is made solely to the Management of WNS in accordance with the terms of our engagement and as per scope of assurance. Our work has been undertaken so that we might state to WNS those matters for which we have been engaged to state in this statement and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than WNS for our work, for this Report, or for the conclusions expressed in this independent assurance statement. The assurance engagement is based on the assumption that the data and information provided to us is complete and true.

Our report should not be regarded as suitable to be used or relied by any party wishing to acquire rights against us other than WNS for any purpose or in any context. Any party other than WNS who obtains access to our report or a copy thereof and chooses to rely on our report (or any part thereof) will do so at its own risk. We accept or assume no responsibility and deny any liability to any party other than WNS for our work, for this independent limited assurance report, or for the conclusions we have reached. Our report is released to WNS on the basis that it shall not be copied, referred to or disclosed, in whole (save for WNS's own internal purposes) or in part, without our prior written consent.

Prathmesh Raichura
Director | KPMG
12 July 2018



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WNS
Extending Your Enterprise