

Asian Marketing Effectiveness Awards 2009

Written Submission Template

ALL entries for Asian Marketing Effectiveness Awards must be submitted using this form, completed in Times New Roman, Font size 12, no more than 2000 words in content. No images should be included in this document. Your entry will be marked by the judges on the following criteria: Strategy (20%), Creativity & Innovation (25%), Execution (25%), Results (30%).

Please refer **ONLY** to campaigns launched or current during the months from April 1, 2008 to March 31, 2009.

Please refer to the entry kit for how to submit your entry and any format details for any other appropriate supporting materials.

Submit your entries online at <http://www.ame.asia>

Section 1: Campaign Details

Campaign Title: **TEACH INDIA Let's Learn To Teach**

Brand Name: **THE TIMES OF INDIA**

Campaign Duration: **July to November, 2008**

Advertiser (Company Name): **BENNET, COLMAN & COMPANY LIMITED**

Type of Product or Service: **ILLITERACY ERADICATION CAMPAIGN**

Cost of Campaign: (Please tick the approximate total cost (in US\$) of production and media for executing this campaign.

\$0 - \$49,999 \$50,000 - \$99,999 \$100,000 - \$249,999

\$250,000 - \$499,999 **\$500,000 - \$999,999** \$1 million - \$9.9 million over \$10 million

Where available please provide a breakdown of spend by individual media:

Not Available.

Section 2: Campaign Summary

Please provide a concise summary of the campaign, briefly highlighting its accomplishments in relation to the objectives.

The Teach India Campaign endeavored to bridge India's massive educational divide by bringing together people who could teach and those who wanted to learn. This initiative to build the **nation through improving literacy was about matching an enormous pool of volunteers who are willing and able to teach; to NGOs who "recruit" disadvantaged, illiterate children to be taught.**

The call was for volunteers to donate just 2 hours per week as teachers.

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A call that has resulted in a **100,000+ volunteers**, 2 million students, 100 + NGOs, 31 Corporates, 32 schools. The website attracted 550,000 views & 6000 videos were downloaded.

All this against an original target of 5000 volunteers!

Section 3: Marketing Challenge and Objectives

Please provide a concise description of the context within which the campaign operated. Include information on product/service positioning, level of competitiveness, market conditions and trends, as well as cultural and political sensitivities. Define objectives of the campaign in the given amount of time and highlight other important factors relative to the promotion and its success.

Remember **Slumdog Millionaire**? The heartwarming tale of an unschooled child born in the slums, tutored in the school of hard knocks, who wins Two Million Rupees by a series of happy coincidences? The challenge India faces is how to educate 42 million children without trusting that fate will take care of them.

India: Crisis of Illiteracy Impeding Socio-Economic Progress of Citizens

India, despite its many successes, **is home to one out of every three illiterates on the planet.**

It is not that Indians don't wish to learn. Primary school enrolment between 6-14 years is now 95%, but economic pressures and (for girls) increasing responsibility of taking care of younger siblings takes a huge toll; just 50% of 11-17 years old are in higher classes. **Such high drop-out rates creates an ever increasing population of poor illiterates and semi-literates, trapping them & their progeny in a vicious cycle of poverty, little or no education and thus zero social mobility.**

“The link between getting your children prepared and being part of this big, changing India is certainly there is everyone's mind. The question is: What is the best way to get there, how much to do, what to do. As a country, I think we are trying to figure this out.” (Rukmini Banerjee, Research Director, Pratham, quoted in New York Times)

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Government Effort Massive, Yet Falls Short

For decades, governments have toiled to revolutionize the education sector. **In 1947, just 16% Indians were literate. In 2007, 60 years later, the figure had touched 60%.**

Programs like the mid-day meal, where a hot meal is served at schools; or the *Sarva Shiksha Abhiyaan* (~ Campaign for Universal Education) have brought in massive numbers of poor children in to schools.

Despite huge budgetary outlays for education, the all too common failure in implementation while building infrastructure and administrative indiscipline in managing them, India's government schools are a morass of mediocre facilities.

Result? 42 Million illiterate children, aged 6-14 years.

Paradox of Largest English Educated Population & Largest Illiterate Population

India's higher education system, again government funded, **with over 300 universities and 15,600 colleges spewing out 2.5 million graduates each year**, in terms of the volume of production India trails behind only the US and recently China. **Each year sees about half a million engineering students graduate, twice the number produced by the US.**

This large mass of highly educated Indians co-exists with a large mass of illiterates.

Is there a way to bridge the divide? Could People Power be the supplement to the efforts of the government?

Failure of National Literacy Mission: High on Intent, Little Behaviour Change

The National Literacy Mission was launched a decade ago. It exhorted educated Indians to give back to society by educating an illiterate child.

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Unfortunately, while this campaign struck the right emotional note, it faltered in creating anything more than positive emotions.

Key Challenges

To create a groundswell, a lasting, sustainable movement where those who could teach would volunteer their time for those who were willing to learn from them.

To affect behaviour and not just create warm, fuzzy emotional feeling.

To channelize the emotional energy by providing platforms to teach.

Teach India was determined to create a groundswell, of affecting behaviour and not just emotions.

Objective: Recruit Volunteers at all Levels

The objective was to send out a call for volunteers at several levels.

- 1. Individuals who could teach and were willing to donate their time;**
- 2. NGOs who were working with illiterate & semi-literate children;**
- 3. Schools that could provide physical space to hold sessions;**
- 4. Companies who would sponsor and support the initiative.**

Nothing of this sort had ever been tried; so there were no benchmarks.

One of the NGO partners optimistically opined that “perhaps a 1000 or even 2000 volunteers will sign up”. The internal target was 5000 volunteers who could be trained to teach.

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Section 4: Target Markets

Describe your targeting strategy and define target markets and segment, including demographics profile of target audience and scope of campaign (local or regional).

Our target audience was disparate: individuals, NGOs, schools and companies.

Key Target: The Great Indian Middle Class

The immediate focus was on the educated middle class, men and women, residing in one of the Top Four Metro cities of India. The Top Four Metro cities of India are its social, political, cultural and economic hubs. They act as magnets for people across the length and breadth of India.

Demographically, this was a disparate audience, embracing a wide swath of people; from investment bankers to clerks to doctors to housewives to college students.

Given that English medium education is what differentiates the haves and the have-nots in India, given the social mobility that such education confers, we consciously targeted them in our program.

The Socially Able & Willing Indian

The singular mindset we were targeting was a potent mix of social conscience, zeal to be change makers and generosity.

Many middle class Indians have themselves emerged from challenging family situations & are thus sensitive to the plight of those they have left behind.

These are people who embrace private initiative. And reject governmental programs as soon as their economic status permits them.

Enabling Factors: Indian Tradition of Volunteerism

Volunteerism has been a keystone of ancient Indian social life since 1500BC, it is part of the canons of Vedic Hinduism, Buddhism, Jainism & Sikhism, the four indigenous religions. Over the years, many organizations, many of them faith based, many of them secular, many of them international, have committed time and energy of volunteers to advance a variety of causes. These individuals and organizations charge into action when disasters unfold, when environment and habitats are threatened.

This was a national campaign in scope, even though fulfillment was limited to the Top Four Metro cities. Our task was to create a program which would galvanize and recruit a cadre of volunteers who could sustain the initiative much beyond the life of the campaign. It was the first milestone in what we hope is a sustainable groundswell.

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Section 5: Strategy

Describe the key message of the campaign. List and explain the communications mix and weighting used to implement the campaign and the reasons why these channels were selected. Describe the creative approach backing it with insights and/or findings from research conducted (if any). Finally, describe the expected demonstrable results of the effectiveness of the campaign in meeting the overall objective.

The Teach India campaign sought to harness the spirit of volunteerism into educational development targeted at disadvantaged children. These children were the real life inspiration behind the characters you saw in **Slumdog Millionaire**.

Key Message:

The idea was simple: **BRING TOGETHER PEOPLE WHO COULD TEACH AND THOSE WHO WANTED TO LEARN.**

The message as provocative as it was moving:

The Teach India initiative asks precisely two hours of you. . You'll find them wastefully strewn around coffee shops, multiplexes, park benches, college canteens, smoking areas, traffic jams and most often in front of TV sets.

Give them to us, those two hours that you casually toss aside on a whim. And you'll see how they could give that shiny-eyed flower girl a shot at changing her family's destiny forever. Or a 6 year old boy the chance to polish his future instead of your shoes.

*Do you have to do this? You don't. Should you do it?
Well, let's just say you have two choices.*

And one is clearly greater than the other."

Human Insight:

This creative was based on a universal insight and a belief about people.

Our belief was that people are altruistic enough to want to do good things for society, BUT FOR practical difficulties and an idea of personal cost.

This ancient, universal insight was spelt out by Archimedes:

"Give me a lever & a place to stand and I will move the world."

The Teach India campaign gave them both a lever and a place to stand.

The Call to Action:

It asked for something really insignificant, TWO HOURS A WEEK. Who could refuse that?

It provided a platform, there were eager students waiting for teachers, a full pipeline.

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It provided a toolkit, if you thought you couldn't teach, we will equip you.

We matched your location with an NGO and pupils next to you.

The Teach India movement went about systematically demolishing every BUT that stood in the way of the altruistic Indian. Whether physical, or emotional.

Media Usage:

We were aiming to reach just about everyone: Principals, CEOs, housewives, college students, doctors, engineers, you name it, and we needed them.

Our media mix needed all the power we could muster:

- The emotive power of TV.
- The persuasiveness of print.
- The ubiquity of ambience.
- The drama of on-ground activation.
- The one-to-one power of the web.
- The urgency of direct response.
- The appeal of personal example.

Our campaign was supported by print (we were a Times of India initiative, India's largest English daily, after all), television, the Web, outdoor, on-ground events and PR.

www.teach.timesofindia.com became the resource centre for the initiative.

In all, 28 direct response advertisements in print, three television commercials with multiple edits, ten outdoor creatives, bookmarks, car stickers, elevator stickers were created.

The Force Multiplier:

Aamir Khan. One of India's top actors, a man who in real life is a champion of social causes, a man whose last major role was as a teacher for a dyslexic child in the blockbuster film **Taare Zameen Par** (~Stars on the Ground).

Aamir Khan volunteered for the program, then appeared in a TV commercial to promote the cause. His involvement propelled the program to even greater heights.

The Campaign Unfolds:

The Launch and call for Volunteers was just the first step.

The volunteers had to be evaluated, counseled, matched to NGOs in their locality and assigned their "teaching jobs."

Their morale had to be sustained, their commitment had to be applauded as they were getting ready for action. We did this through a series of material in all media possible.

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Ground events to publicize the initiative were held across the cities. Yes, some were in slums, too.

PR stories about the volunteers, their experiences kept up the tempo.

Section 6: Campaign Results and Measurements

What did your campaign accomplish? Describe the most impressive results of the campaign in relation to the objectives set. Tie in your results to the objectives, strategies (creative, media and marketing and communication) and targets. Please cite references and source as evidence to support your results. Haymarket Media reserves the right to check the results data as necessary.

The campaign exceeded and indeed exploded all expectations. (Source: Client Data)

100,000 volunteers & counting

The first ten days saw over 10,000 volunteers sign up.

We closed the campaign at 100,000.

(Angry letters were written by people who wanted to volunteer and couldn't)

55,000 of them trained to be teachers

60+ NGOs recruited eager students-to-be

32 schools donated space to conduct classes

31 companies supported the initiative, both in terms of sponsorship and volunteers.

550,000 visits to the website; 6000 + Video downloads

Actor Aamir Khan continues to teach for two hours every week.

The final testimony is from Time:

"Teach India has evoked a huge response from young professionals like Iyer. Run by the Times of India, one of India's leading English-language dailies, in collaboration with UN Volunteers, the program has already received over 100,000 applications from would-be volunteers and is struggling to accommodate them all. "Such a visionary and large-scale program has only been possible because we've been able to get the media, civil society and corporate sector together," says Adeline Aubry, a former UNV program

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officer under whom the initiative was launched. India has had a long tradition of volunteerism, she says, "but Teach India gives them a giant common platform for a common cause."

(1863 Words)