



EK MOUKA

Developing Employability Skills through Training

**“Impact & Challenges of
Implementation with Corporate
Partners in the Special Economic
Zones for Displaced youth”**

June, 2010

Authored by:

Prof. Jaya Indiresan

CAP Foundation

Hyderabad

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Disclaimer

This research report has been prepared with the support of the American people through the United States Agency for International Development. The contents are the sole responsibility of the author and do not necessarily reflect the views of USAID or the United States Government.

This is a research report based on primary empirical data substantiated with available documents. Views and interpretations expressed in the report are those of the author.

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This report is truly a team effort with many individuals chipping in at various levels and I am indeed very grateful to each one of them for making this exciting empirical study a reality. The earnest hope and objective in documenting this study is that it provides a useful model for understanding this complex issue of forging a new future for the displaced youth wherever they are.

Prof. Jaya Indiresan

May , 2010

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Abbreviations

CAP	CAP Foundation (Community and Progress)
NGO	Non-Governmental Organisation
SEZ	Special Economic Zone
ETC	Employability training Center
FGD	Focus Group Discussion
ITeS	Information Technology Enabled Services
CRS	Customer Relations and Sales
WGS	White Goods Servicing
BSPA	Bed Side Patient Assistant
PC	Personal Computer
MBA	Master in Business Administration
TV	Television
OBC	Other Backward Castes
SC	Scheduled Caste
ST	Scheduled Tribe
MOU	Memorandum of Agreement
CSR	Corporate Social Responsibility
R & R	Relief and Rehabilitation

Experiences with Corporate Partners

Preface

Implementing the Ek Mouka Model in three different sites in three different parts of the country with three different socio cultural contexts supported by three different corporates has been a very enriching experience. All the sites selected were places where SEZs were being set up and the land had been acquired and the landless had to be rehabilitated according the RR policy of the Government. Interestingly, this programme was being implemented at different stages of acquisition of the land.

This report is based on an extensive primary data collected through a sample survey of the beneficiaries who were selected, trained and placed in different skill oriented employment. Data were obtained based on a specially designed questionnaire, administered individually to the alumnus of the Ek Mouka initiative. Data were computerised and analysed. In addition, group discussions were held for obtaining qualitative data to substantiate the quantitative data obtained through the questionnaire. The CAP functionaries, facilitators, community members and corporate functionaries were also interviewed for getting their perceptions and experiences. The various inception reports, other secondary materials available and the case studies of the alumnus were also consulted.

This report is in five Sections. Section 1 provides the context, rationale, objectives and methodology of the study. Section 2, 3 and 4 discussed in details the quantitative and qualitative data analysis in the three different sites where the projected was implemented.

Several challenges were encountered in implementing this initiative. This report records these challenges and how they were handled in achieving the goals of this initiative. The strengths and weaknesses of the model, opportunities and threats to be considered for the future, the impact of this initiative on the beneficiaries, the expected and unexpected outcomes, the applicability and relevance of this model, lessons learnt and the future way forward are also discussed in the final section 5.

It is hoped that this report will be of value to those who are involved in policy making, managing and implementing this exciting field of employability training for those unreached to give them a better future.

Hyderabad
June, 2010

Prof. Jaya Indiresan

Executive Summary

Introduction

The objective of this report is to document the findings and learnings from an extensive research study carried out to examine the robustness of the Ek Mouka model of Workforce Development Initiative, for its applicability and relevance for the beneficiaries rendered landless by the acquisition of their lands for setting up SEZs.

This Ek Mouka Model was implemented in three different sites of 3 major corporates covering Haryana, Maharashtra and Orissa, henceforth referred to as Haryana Project, Maharashtra Project and Orissa Project

This report is in five sections. Section 1, provides the context and rationale for this initiative, process adopted in implementing the model, the study methodology and the sample. Sections 2, 3 and 4 provide detailed data analysis of the three project sites. Section 5 provides a comparative picture of the findings in the three sites and its implications.

Rationale and Process

The rationale is that the existing system of vocational training and education has not been able to cater to the demands of the skill oriented and fully prepared ready to work labour force required by the market. The tried and tested EK MOUKA model follows systematic steps comprising:

- Market Feasibility study
- Development of business mentor network.
- Curriculum Development
- Road Shows
- Induction Process and Life Skills
- Technical Skills
- Work Readiness module
- Placement and Post Placement support



The Methodology and Sample

The study methodology consisted of designing a questionnaire for obtaining data from the alumnus who enrolled in the Ek Mouka programme in all the three sites. Data were obtained on the family profile of the beneficiaries, percentage of trainees completing and drop outs, placements offered and accepted, quality of life indices before and after training, views on the ETC, its perceived impact etc. Facilitators were trained in administering the questionnaire individually and the data were computerised and analysed. In addition, focus group discussions were held from selected group of beneficiaries including the alumnus, parents, community, facilitators, employers and CAP functionaries for obtaining qualitative data. The sample consisted of 95 youth from Haryana Project from a total of 444 enrolled, 101 from Maharashtra project from a total of 473 enrolled and 320 from Orissa Project from a total of 1053 enrolled. This included both landed and landless beneficiaries, males and females.

Salient Findings

The setting and context has a bearing on the initiative. The attitude, expectations and behaviour of the beneficiaries in the Haryana Project which was located, close to the metropolis was very different from the other two sites. Here their expectations were high. In the Haryana Project, the youth came from landed families and were economically better placed than the youth from other areas. These people being at the periphery of a metropolis, owned pukka houses and had access to water, electricity, health facilities.

On the other hand, in the Orissa Project, the youth coming from tribal and agricultural background and having very low educational level were not very ambitious and were content with daily labour in the nearby factories and were not willing to go far for a job. They were mainly from fishing or agricultural background. They did not have access to electricity, water, health care etc.

In Maharashtra, the project being in a rural area, the youth there were also not exposed to urban culture. Their family worked as agricultural labourers in the lands owned by rich farmers who lived away in the nearby towns and cities.

All three areas were patriarchal in their culture and women's access to most of the facilities was limited and was not allowed to go away from home for training and jobs.

Another interesting feature observed was the stage at which this project was initiated had a bearing on the process and the outcome. The Haryana project was initiated while the corporate was in the process of acquiring the land and were wooing the landed families. Promises were made about providing jobs in the company and these were not fulfilled. The situation was different in Orissa. The land had already been acquired from the government, houses were also built. The problem was that the

corporate wanted to remain anonymous and there were suspicions about the credibility of an outside organisation based in Hyderabad working in this area. The situation in Maharashtra was different. The corporate being an infrastructure company, provided excellent facilities for training and initiated the programme. They wanted to win the goodwill of the people before acquiring the land but ultimately the project got aborted and the training programme was terminated before completing the initially envisaged target.

An important key success factor, is the amount of support or interference from the corporates. In Haryana, there was interference at every stage from the very inception of conducting the road shows for mobilisation and recruitment drive, in providing infrastructure facilities, conducting the training programme, selection of facilitators, false promises of placement etc. There was too much of micro management interfering with the smooth processes of implementation, culminating in aborting the programme midway. On the other hand, in Orissa, the corporates kept their distance and gave full freedom to CAP to handle the challenges. However, later on, with the change of leadership, interferences started obstructing the progress of the project. In Maharashtra, the corporate management was very supportive and got involved positively in taking the project forward. Unfortunately, due to external factors, the programme had to be called off before completing the envisaged target.

Lessons Learnt

This initiative seems to have benefited more the youth rendered landless than those who still own lands. The drop out rate is less among the landless youth and acceptance of job placement is higher. This implies that :

- This model is more suitable for the landless
- Open model community mobilisations works better than closed community mobilisation.

- Changes are required in the RR policy.
- One model fits all does not work
- Model needs to be iterated to suit the context

The study has shown that where there was a better working relationship with the corporate, the outcome has been more effective. This implies that:

- The corporate partner needs to be given sufficient autonomy in implementing the project
- Reality of market scan and absorbing capacity should be taken into consideration while envisaging and defining the targets
- Building readiness of the community to accept the project is an essential pre-project activity
- Supportive corporate engagement brings in transfer of specialised business skills to complement the NGO competency

This study points to some significant directions for similar initiatives in the future. They are:

- This initiative would be more effective if it is embedded in the total development of the community, rather than as a stand alone for the benefit of the displaced.
- This would lead to a long term impact and the good will of the community.

This initiative needs to be planned in such a way that all the stakeholders in the community are involved at all stages and there is a trusteeship built up so that the initiative is owned and integrated as part of the community development.

“Impact & Challenges of Implementing the Ek Mouka-Workforce Development Initiative for Displaced youth”

Experiences with Corporate Partners

Section 1: Introduction

The context and rationale

Alternate employment opportunities for the local communities due to development of Special Economic Zones is a challenging question for both the government and the corporates intending to set up businesses in these SEZs. While on one hand, the farm/ agricultural land of the citizens is being acquired for developmental purposes, the youth of these communities feel frustrated and left out in the process of development, hence creating a negative environment for the economic development of the area. The paradox becomes more critical as the industries in the SEZs cannot absorb or provide employment opportunities to all the impacted families.

From an assessment of the emerging labour market situation, it is evident that there is an urgent need to improve the educational and employability status of the youth if we are to compete in the labour market. The need of the hour is to bridge the emerging demands of the new economy sectors with the competencies that these community members can acquire to access growth oriented livelihood opportunities. This implies involvement of business and industry professionals in developing integral components to reform education including contextual employability competencies, work based learning, career academies, technical preparation and multiple entry and exit opportuni-

ties for acquiring workplace skills and advanced employability competencies.

The missing framework for vocational education policies in the existing system of vocational training and education with its outdated supply driven poor quality vocational training has failed to reach the disadvantaged youth with its innumerable access barriers. Polytechnics and government program for vocational training are only preparing the workforce to organised sector industries where the demand is limited. This has left a considerable chunk of youth of potentially productive citizens working in the unorganised/informal sector as unskilled daily wage workers. On the other side, there is a growing business sector witnessing an unprecedented growth trend creating a large demand for entry level workforce. Easily available, competent and ready to work labour force gives India an edge over other countries helping to attract lot of investment. Hence an alternate livelihood trend for the displaced needs to be evolved to ensure smooth functioning of the SEZs.

CAP Foundation through its employability training programme fits perfectly into the picture to provide skills required for the alternate employment by which the youth is integrated into the local development of the area. An employability development programme will go a long way in ensuring sustainable livelihood development as well as consider-

able generation of goodwill among the local communities.

The Ek Mouka- Employability Training Model

The primary goal of Ek Mouka is to facilitate end-to-end Livelihood solutions using the Business for Community platform that provides access to market oriented livelihood opportunities to the disadvantaged youth and women through locally sustainable Employability Exchanges. The objective is to bridge the gap between the supply of the potential youth who are school drop outs and in the informal sector to meet the demands of the emerging business in the new economy of the country.

Thus, this is a livelihood promotion training program which is exclusively designed for the school dropouts/ unemployed secondary school graduates/ street youth/ retrenched workers/ migrant youth/ resettlement community members from the poorest 15% of the Indian population. The program supports both employment opportunity oriented

workforce preparation as well as tiny and micro-enterprise development that is specifically and clearly oriented to identified labour market requirements and opportunities.

The CAP Foundation has over the last six years reached out to 115 communities and covering over a lakh young people in urban, rural and tribal settings in India. Besides a very large and successful program in India (13 states of India), the Foundation has worked specific Livelihood Reconstruction projects for Tsunami affected young people and women in Tamil Nadu, SriLanka. The CAP Foundation has also worked with trafficked victims in Mumbai and Nepal, street children in Vietnam and refugees and migrant workers from Nepal, Bangladesh and SriLanka, besides working with youth from nomadic and criminally oriented communities across the country. Following is the reach of the programme especially in the partnership with corporates in special economic zones & special growth zones.

Baghmal was married at a very early age , he belongs to a family where farming is the only source of income.

The family land was acquired for the SEZ , so the farming work had also been stopped for a while now. He was dependent on his family for feeding his wife and himself. He just did not have any alternate source as he was jobless. When the program was announced he joined happily in the hope of getting job so that he can support his married life and avoid over dependence on the family. He says "It takes a lot to be married and unemployed as day in and day out he had to ask for money from his father" It reflected very badly on his self esteem.

He is a kind of person who would never be still, always talking and arguing with who ever he comes across, every student used to avoid him because of his over talkativeness. He went through a lot of counselling sessions during the training program but his behaviour never changed, He was always a front runner in com-

plaining about the things in the training as well as around the society. His basic nature of arguing and grumbling could never be changed.

After the training he was provided an opportunity in McDonalds restaurant as a crew member with a salary of Rs.4800/- He initially refused to join after selection. Facilitators tried to counsel him but he refused bluntly but kept the offer letter with him.



To our surprise he joined his duties in the allotted place at IMT Manesar on the advised date. Today when he is asked why did he refuse initially, he says "I wanted to push the CAP team for providing me better paying job, but when I saw that this would be a good platform for me to launch and avoid those looks of my father and wife I joined and now I am happily working there and completed 2 years with McDonalds"

He has taught us that "Basic Attitude in persons do not change, they only accept to live in a compromised circumstances"

**Fact Sheet for trainees covered
through corporate partnership in SEZs.
Ek Mouka – Workforce Development Initiative**

No. of states	3	
Name of the states	Haryana, Orissa, and Maharashtra	
Locations	Gurgaon, Jhajjar in Haryana, Dubri & Danagadi in Orissa and Sindudurg in Maharashtra	
No. of training centres	5	
No. of staff	25	
No. of students trained	1600	
No. of students placed	1150	
Courses and profiles offered		
Information Technology Enabled Services	Data entry operators, Domestic call centre executives, computer operators, Billing assistants, cyber café assistants, DTP assistants	
Customer Relations and Sales	Customer care executives, sales assistants, counter sales executives, billing assistants, customer service associates, Insurance advisers	
Hospitality	Waiters, receptionists, bell boys, customer service associates, crew members	
Repairs & Maintenance	Ac Mechanic, machine operator, helper	
Health Care	Bedside patients assistant, Home care nurses, assistants in hospitals	
Automobile	Assistant mechanic, Service executive, sales assistant	
Socio – Economic profile of Students		
Age wise details of Students	18-22 years	61.17%
	23-27 years	31.20%
	Above 27 years	7.62%
Gender details of Students	Female	30.16%
	Male	69.84%
Education details of Students	Less than X th	55%
	X th to XII th	36%
	Above XII th	9%
Placement Details after completion of the training programme		
Salary Ranges	Rs.2500 – Rs.7000	
Sample Employers	Reliance fresh, Vishal mega mart, mcdonalds, pizza hut, café coffee day, Maruti auto, Hero Honda motors, tele performance, Reliance communication, Airtel, Tata AIG	
Partners	Reliance Haryana SEZ Ltd, Tata Steel Rural Development Society and DLF	
Target Group	Families who have sold the land, youth from the families who were working on the lands sold to the SEZ and local BPL youth	

The CAP Foundation has considerable track record of working with illiterates, semi-literates, school dropouts' children in providing customized education and training programmes. The Project has garnered proven expertise in developing innovative, solutions- oriented modules for specific categories of students. The model attempts to link learning and livelihoods through an alternate system of quality learning outside the school and formal vocational training system that is linked to the local labour market situation. The rapid learning methodology combined with the approach of successfully completing skill training and access sustainable livelihood opportunities has witnessed several thousands of young people and women particularly adolescents and mothers from vulnerable communities that has helped them pass through the critical periods of transition.

The Process Adopted in Implementing the Ek Mouka Model

- **Market Feasibility Study (For Entry Level Jobs & Skill Requirements):** a market survey is conducted to study the courses that have potential for youth employment. A course that emerges as a result of the study becomes the curriculum for the programme. Thus the courses are in tandem with the industry demands.
- **Development of business mentor network:** The first interaction with the industry begins with the market scan activity. The potential mentors are identified during this exercise apart from the employability opportunities. The mentors are then consulted for the curriculum development, brought to the class room for guest lectures, student assessment etc. A network is formed with the interaction of the business organization in the area and finally they provide employability opportunities to the beneficiaries of the programme.
- **Curriculum Development** (With Corporate Interaction) for market oriented entry-level competency and workplace readiness. After the market scan is conducted a Focus Group Discussion with identified business organizations is conducted and the findings of the market scan are shared with the group. The findings are then broken down into the skill sets and the competencies required by the beneficiaries to make them employable. The requirements along with the technical skills then become part of the curriculum to be delivered in the classrooms.
- **Road Shows** (In community neighborhood) for identification and selection of candidates for training. The uniqueness of this programme lies in its selection methodology. Unlike various other programmes this is a community based selection method, where a particular catchments area of the target beneficiaries is identified and communication through canvassing is sent out to the community. The team goes to the community to enroll the beneficiaries who meet the criteria. An interest inventory test is conducted to understand the interest of the potential beneficiary and then a course allotted to them.
- **Induction Process and Life Skills:** The induction module is designed with the following objectives in mind:
 - Team building in an informal environment to increase receptivity to peer assessment and mentoring
 - Start the youth on a self mentored process of individual development
 - The trainees are introduced to participative teaching learning methodology, which is the foundation of the entire training programme.
 - The youth becomes comfortable with the concept of the programme thus enabling an effective communication channel amongst

themselves as well as the facilitators.

- To build an ethical code of conduct in the participants
- To provide the initial industry exposure which sets the pace for industry involvement during the training program

• **Technical Skills:** The strategies followed in imparting technical skills are:

- Industry mentored skill acquisition
- Training curriculum ratified by the industry
- Training by industry professionals
- Participative teaching
- Correlation of theoretical inputs and practical exposure through hands on assignments
- Constant monitoring in conjunction with reinforcement education
- Supplementing classroom training with apprenticeships aimed at on the job training.

• **Work Readiness Module:** No student is placed at a job unless he/she is work ready in terms of skill and emotional maturity. This not only serves to ensure that the right candidates are placed in the industry but also that post placement difficulties of adjustment to the job environment are minimized.

• **Placements and Post-Placement support:** Placements are the visible indicators for the success of the programme however not the only indicators. Every beneficiary of the training programme becomes confident and skilled to acquire employment on their own, however the placement assistance is provided by the faculties.

Objectives of this Study

In this context, CAP Foundation got an opportunity to implement the Ek Mouka- Employability Skill

Development Training in three different sites of SEZ. Located in Haryana, Orissa and Maharashtra in partnership with three major corporate. These three sites are interestingly in three different contexts. The Haryana project is located near a metropolis, the Orissa project in a tribal area, the Maharashtra project in a rural setting.

Further, these three projects have been implemented at different stages of the development of SEZs.

The overall objective of this research study is to understand and document the impact of each intervention separately and jointly to examine the application of the Ek Mouka – Basic Employability Skills Training model in SEZs. It is hoped that this study will provide valuable insights to both the corporate and the government for their CSR initiatives and R&R policies respectively.

Specific Objectives of this Study

1. Study and analyse the design framework of the corporates's intervention for the displaced youth of the Haryana Project, Maharashtra Project and the Orissa Project
 2. Analyse the expected and unexpected outcomes of the project
 3. Study and capture planned approaches and implementation process of the project
 4. Assess and analyse the impact of the Project of the displaced persons in the SEZ areas
- Capture the Challenges faced in the course of implementation of the project and lessons learnt from the project for application in other SEZs.

The Study Methodology

To obtain empirical data for studying the impact of this initiative, a community survey was undertaken in all the three areas of project implementation. Several strategies were adopted to obtain data. A survey instrument, common for all the three project

areas was constructed specifically for this purpose. The survey instrument was translated in the local languages for facilitating the administration. The survey instrument included data on the type of course completed, the family profile of the candidate including the socio economic details, occupation, income, savings, debts, quality of life before and after ETC. In addition, data were obtained on the satisfaction with the training, the placement details, satisfaction with the placement, views on career, etc.

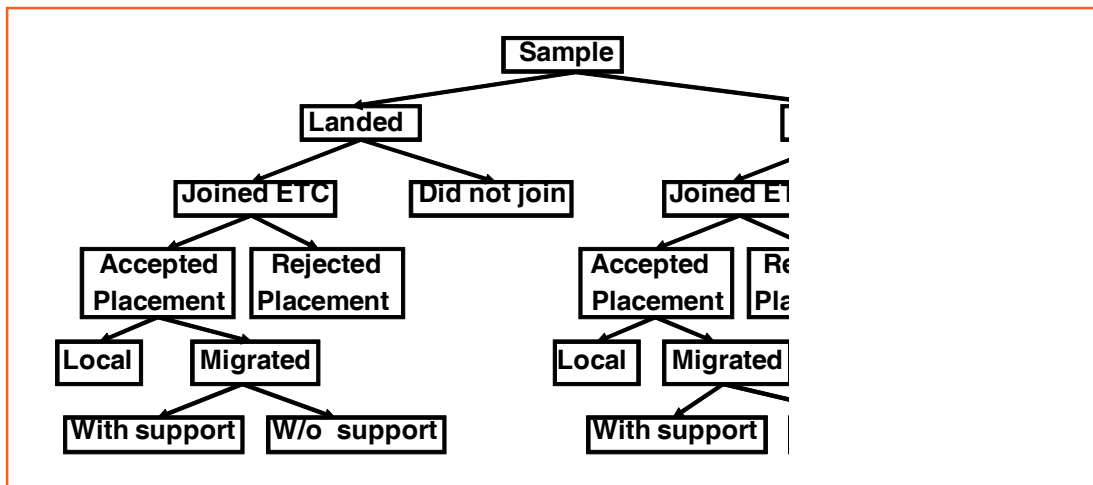
After a pilot test with a small sample of alumni, the instrument was finalised.

Community facilitators were given intensive training in administering the questionnaire and recording the data by individually interviewing the selected candidates. The data were computerised and simple statistical tools were used for analysis.

In addition, focus group discussions were held with the youth, the community and facilitators to get clarification on some of the issues emerging in the study and to get some qualitative data. Interviews were held with the corporate representatives and the CAP functionaries to get their perspectives on this initiative.

The Sample

Efforts were made to include both male and female candidates, who were enrolled and completed the various training programmes and those who enrolled and dropped out of the programme. Candidates from those families which owned land and those who did not have any land were included in the sample. A small control group of youth coming from the same area but who did not enrol in the training were also included in the survey.



Section 2: The Haryana Project Challenges in an urban setting

This project was initiated in Haryana near a metropolis and was funded by a large corporate as part of their CSR. This project was started in May 2007 at two Centres in Haryana. The three courses offered in these centres covered Information Technology Enabled Services, Customer Relations and

Sales and Hospitality. A total of 483 students were enrolled in these two centres. The data on the total number of youth enrolled, completed, drop outs, placements offered, accepted for the landed and landless, male and female youth are discussed in this section.

A. Quatitative data analysis

Complete Haryana Project Area Data

	M	%	F	%	Total	% to Total	
						M	F
LANDED							
Enrolled & Completed	168	70.00	25	96.15	193	87.05	12.95
Enrolled & Dropouts	72	30.00	1	3.85	73	98.63	1.37
Total Enrolled	240	100.00	26	100.00	266	90.23	9.77
Offered Placement	162	96.43	21	84.00	183	88.52	11.48
Accepted Placement	82	50.62	7	33.33	89	92.13	7.87
LANDLESS							
Enrolled & Completed	179	87.75	12	92.31	191	93.72	6.28
Enrolled & Dropouts	25	12.25	1	7.69	26	0.00	0.00
Total Enrolled	204	100.00	13	100.00	217	94.01	5.99
Offered Placement	173	96.65	10	83.33	183	94.54	5.46
Accepted Placement	103	59.54	8	80.00	111	92.79	7.21
Enrolled & Completed	347	78.15	37	94.87	384	90.36	9.64
Enrolled & Dropouts	97	21.85	2	5.13	99	97.98	2.02
Total Enrolled	444	100.0	39	100.00	483	91.93	8.07
Offered Placement	335	96.54	31	83.78	366	91.53	8.47
Accepted Placement	185	55.22	15	48.39	200	92.50	7.50

From the above table it is noticed that from a total of 444 males enrolled, a slightly smaller number 204 (46%) of landless males enrolled than the 240 (54%) landed males. Similarly, out of a total of 39 females enrolled, 26 (67%) were landed and 13 (33%) were landless. Though it was envisaged to have both male and female students, the number of females enrolled were very small, with less than 10% being females.

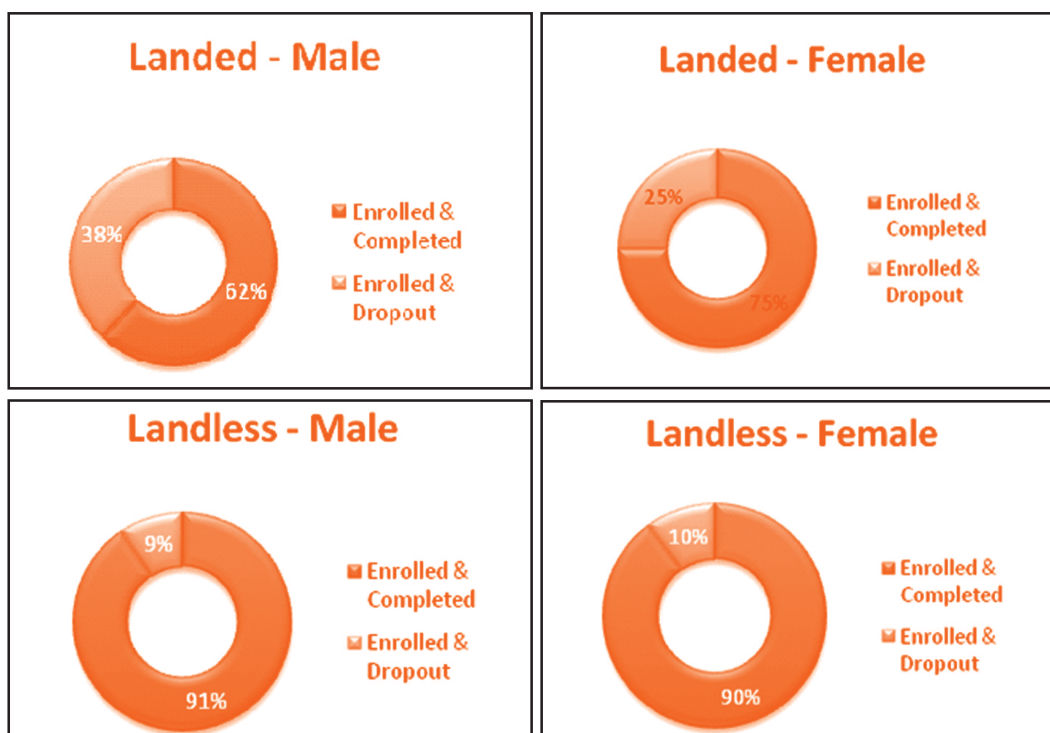
It needs to be pointed out here that the list of students to be trained here were provided by the cor-

porate and CAP had no choice in the mobilisation or selection of students to be trained and hence this distortion with a small number of females in the sample

From this pool of 483 youth available, random samples of 99 (20%) youth were contacted and the questionnaire specially designed for this study was individually administered by trained facilitators. The data were computerized and the analysis is presented in this section.

Sample data available

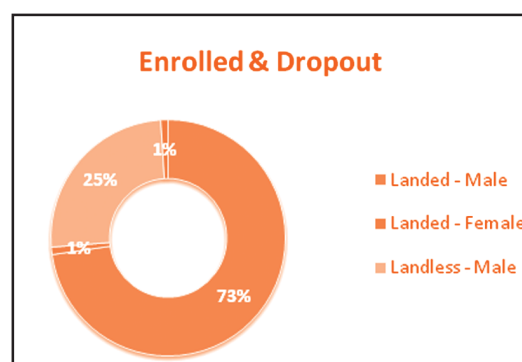
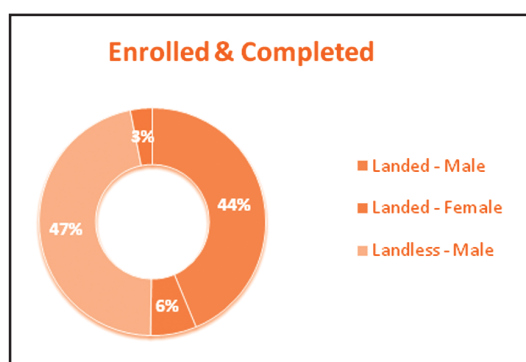
Landed	Male		Female		Total Number
	Number	%	Number	%	
<i>Enrolled & Completed</i>	31	62	6	100	37
<i>Enrolled & Dropout</i>	19	38	0	0	19
Total Enrolled	50		6		56
Landless					
<i>Enrolled & Completed</i>	29	91	9	90	1
<i>Enrolled & Dropout</i>	3	9	1	10	4
Total Enrolled	32		10		42



Enrolled & Completed	Landed		Landless		Total
	Male	Female	Male	Female	
Number	31	6	29	9	75
Percentage	41	8	39	12	100
Enrolled & Dropout					
Number	19	0	3	1	23
Percentage	82	0	13	4	100

Complete Project Area Data

Enrolled & completed	Landed		Landless		Total
	Male	Female	Male	Female	
Number	168	25	179	12	384
Percentage	44	6	47	3	100
Enrolled & Dropout					
Number	72	1	25	1	99
Percentage	73	1	25	1	100



Percentage Completing etc, Drop Outs, Acceptance of Placement.

The table above shows that the percentage of youth completing the ETC is larger among the landless males (91%) compared to 62% of landed males. The landed and landless females have a high percentage of completion with 100% and 90% respectively.

If we consider the total number of enrolments, the percentage of landed males and landless males is very nearly the same, being about 41% and 39%. Out of a total of 23 drop outs, 19 are landed males (82%), 3 (13%) are landless males and 1 (4%) landless female.

It needs to be pointed out here that a comparison of the total project area data shown in the tables above and the sample data show very similar trends confirming the validity of the survey.

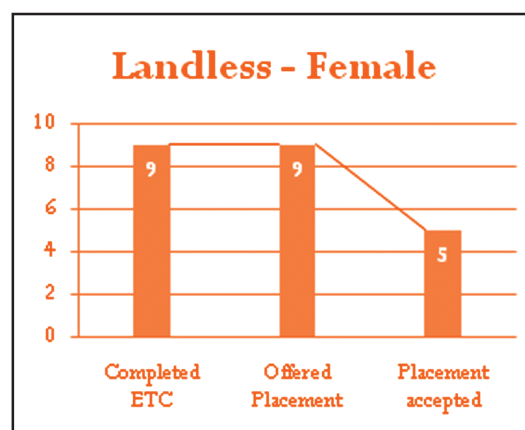
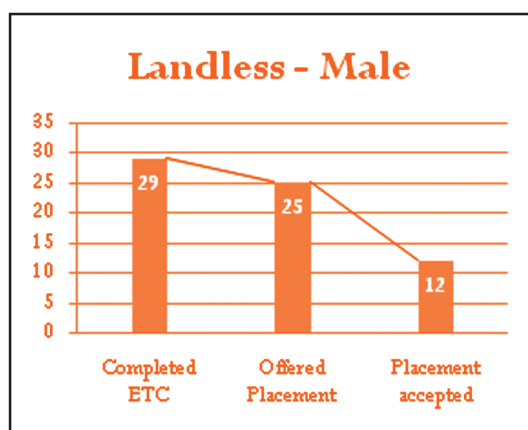
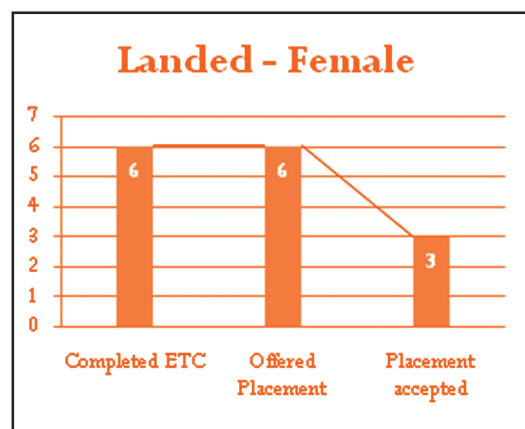
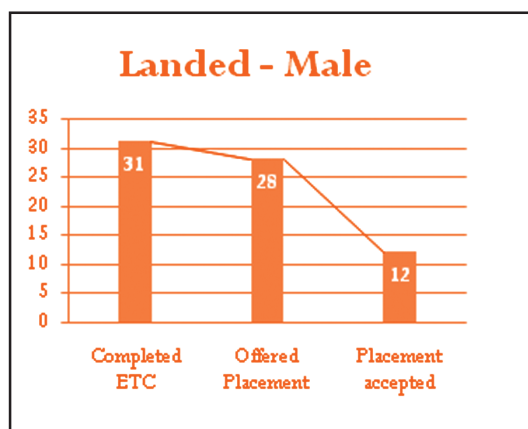
There were several reasons for the high drop out among the landed males.. One of the reasons attributed is that the landless are more in need of employment than the youth from landed families. During the FGD it was pointed out that the youth from the landed families were not very serious

about getting a job. In fact, it was pointed out that putting both the landed and landless in the same class had a disturbing influence for the whole class. This inference is also to be seen in the light of the acceptance of the placement organised by CAP as shown in the Table below

Placement Status

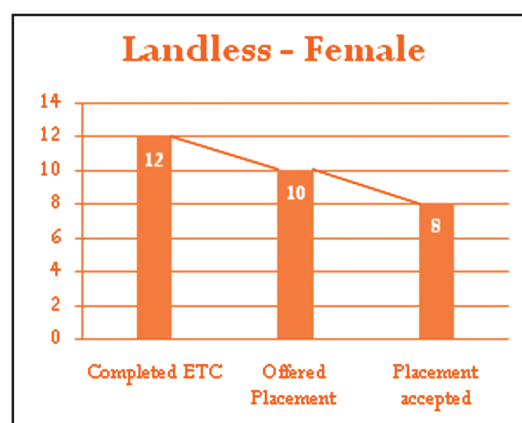
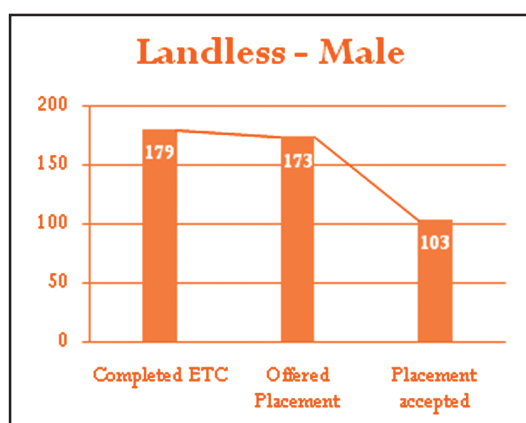
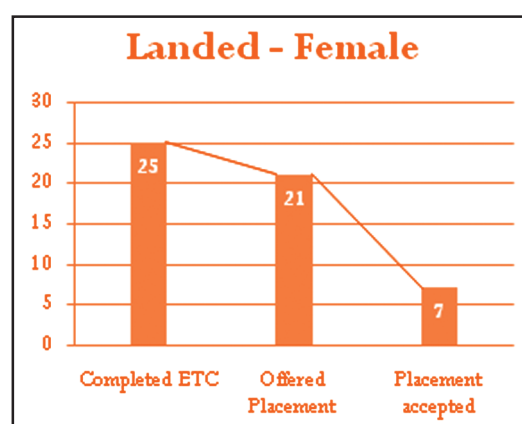
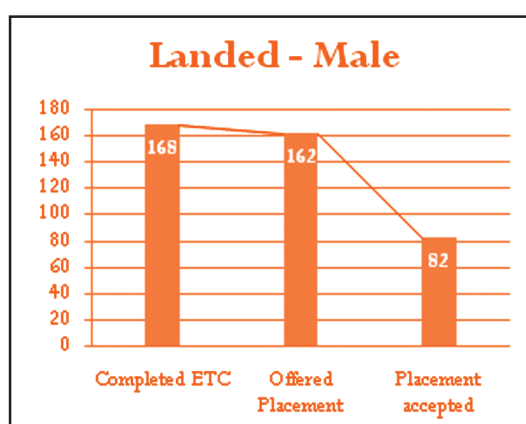
Sample Data

	Landed				Landless			
	Males		Females		Males		Females	
	No.	%	No.	%	No.	%	No.	%
Completed ETC	31	62%	6	100%	29	91%	9	90%
Offered Placement	28	90%	6	100%	25	86%	9	100%
Placement accepted	12	43%	3	50%	12	48%	5	56%



Complete Project Area Data

	Landed				Landless			
	Males		Females		Males		Females	
	No.	%	No.	%	No.	%	No.	%
Completed ETC	168	70%	25	96%	179	88%	12	92%
Offered Placement	162	96%	21	84%	173	97%	10	83%
Placement accepted	82	51%	7	33%	103	60%	8	80%



Here again it needs to be pointed out that the sample data and total project area data show similar trends.

Out of the 31 landed males completing ETC, 28 (90%) reported receiving placement organised by CAP. However, only 12 (43%) accepted the offer and more than half, i.e. 16 (57%) rejected the offer. On the other hand, out of the 29 landless males,

25 (87%) reported receiving the offer. Out of this only 12 (48%) accepted placement. Out of the 6 landed females and 9 landless females, the entire lot was offered placement. However, only 48% and 56% of the landed and landless females have accepted the placement. The landed males seem to have been less interested in the placement compared to all the others. Asked about their satisfaction with the placement, 50% of the landed males

reported that they were dissatisfied with the placement.

When probed further to understand the reasons for this, several reasons came out. One of the main reasons given was that, it seems an assurance had been given by the sponsors when the land was acquired, that all the youth will be provided jobs in the corporate outlets. When this did not materialise, the youth were very disappointed and refused to accept any other placement. However, those who were in dire need of a job, especially from the land-

less category, did accept whatever was made available. The females had other reasons for rejecting the placement arranged by CAP. Some females refused placement as the place of work was very far from their residence or it involved night shift and the families would not agree to this arrangement. The youth reported that the salary offered did not leave much after expenses for travel and other incidentals were met. Others were not happy with the type of job offered as they thought it was beneath their dignity to perform the work assigned to them.

Preferred Courses and Dropouts

For those completing ETC, the most preferred courses seem to be as follows

Courses	Landed				Landless			
	Male		Female		Male		Female	
Number	%	Number	%	Number	%	Number	%	
<i>CRS</i>	10	32	0	0	9	31	7	78
<i>ITES</i>	9	29	4	67	13	45	2	22
<i>Hospitality</i>	11	36	2	33	7	24	0	0
<i>BSPA</i>	1	3	0	0	0	0	0	0

Regarding those who enrolled and dropped out, out of 19 landed drop outs, 14 had enrolled in ITES. Of the 3 landless drop outs, all were in CRS and all of them dropped out.

Several reasons were given for the drop out from the ITES. One of the main factors for this was attributed to the lack of infrastructure facilities. In addition, non availability of adequate number of PCs,

classes being large and the students were required to share the PCs with a large number of students, frequent power failures disrupting the classes were identified as other factors for the drop out from this course. Another major issue that came up was that they were not happy with the instructor who was from a different region and whose language and communication skills were very difficult for the students to follow.

The corporate team wanted only experienced and trained candidates from the already existing facilitators of CAP foundation, but the model supports the local candidates as facilitators owing to the various cultures and dialect of the students. The students relate easily to the local people. This was a challenge as facilitators from non Hindi speaking area have different background and higher order of English, so it was difficult to break the ice between the facilitators and the students. This came in as a big hindrance in the learning process.

Family Profile of the Youth

In all further comparisons of the drop outs with those who completed, drop out normally refers to the 19 (82%) male landed drop outs, as there were very few drop outs from the other categories.

In most of the cases, father is head of the family and the family is dependent on him and he is the

prime decision maker, typical of a patriarchal society.

Regarding their educational status, among those who completed ETC, the prime earning member, that is the father, 81% have been educated upto 9th standard. The father's of drop outs have reported a higher percentage of 74% being educated upto 12th. There are no graduates in the entire sample.

Regarding their occupation, the father's of ETC completed landed are mainly in farming in the past (61%) and present (58%) and a small percentage (13%) have reported having jobs. On the other hand, the past and present occupation of the landless, 17% were in farming, the past and present occupation of over 59% is in jobs. The landless seems to have been mainly dependent on jobs rather than farming.



The pattern for the drop out seems to be slightly different. Of the landed, 67% of fathers are reported to have been educated upto 12th. Regarding their past and present occupation nearly 50% is reported to be holding jobs.

Financial Status

Regarding their income, all of them report that their income is less than Rs. 10,000. It is interesting to note more than 60% saving money, mainly in the bank account and have no loans.

A significant finding is that nearly 30% of the landed and landless report that their contribution to the monthly family income has gone up between Rs. 4000 and Rs. 5000 while it was less before ETC. On the other hand, of the drop outs, that is without ETC, their contribution for the family monthly income is between Rs.1000 and Rs. 2000

Among those completing ETC, nearly 50% report holding land between 2 to 5 acres, 25% less than 2 acres and another 25% between 5 and 10 acres.

A very significant finding is that, out of 19 landed males drop out, 9 have land between 5-10 acres and 5 have land between 2-5 acres. As already pointed out, those with large land holding were not interested in completing the ETC.

Quality of Life Indices

Almost all the respondents from all categories have reported having own, pukka, tiled houses. They have also reported that they have access to drinking water, electricity, cooking gas, access to health care, radio, TV, two wheeler and Mobile. There is no change before or after ETC or without ETC. No health problem has been reported. Interestingly, although they didn't acknowledge this as any change, most of them report that the choice of food and the number of times they eat has increased in the last one year.

A visit to the area from which these youth come, shows that they live in the periphery of a metropolis which is fast getting urbanised. They have most of the urban amenities.

Perceived Importance of ETC

	Landed Completed		Landless Completed		Landed Dropout
	Males	Females	Males	Females	Males
<i>To Get certificate</i>	65%	84%	69%	56%	31%
<i>Access to better paying job</i>	88%	88%	79%	78%	53%
<i>Because my friends enrolled</i>	42%	20%	38%	12%	47%
<i>My family wanted me to</i>	45%	50%	59%	67%	58%
<i>I wanted a job badly</i>	62%	50%	70%	56%	37%
<i>To gain respect from family & Society</i>	81%	100%	92%	78%	68%
<i>Will be useful later in life</i>	87%	88%	96%	100%	74%

The data shows that most of the factors listed were perceived to be important by all categories of respondents. The females both landed (20%) and landless (12%) have not given much importance to the influence of friends.

The landed drop out has given less importance to certificate (31%) and significantly to the item wanted a job badly (37%), whereas gaining respect

from family and society and useful later gets a high percentage of 68 % and 74% of importance respectively. During the FGD, the main reason given for joining the ETC was to get a job. The data here also shows that the highest percentage of importance is given to the factor, access to a better paying job. It is significant to note that the landless males only 53 % have given importance to this aspect.

IEWS ON ETC

Percentage agreeing to the value of ETC

	Landed Completed		Landless Completed		Landed Dropout
	Males	Females	Males	Females	Males
<i>Provides concepts & practical exposure</i>	81%	100%	89%	89%	40%
<i>Understand importance of corporate</i>	91%	83%	93%	100%	46%
<i>Sufficient study material Provided</i>	84%	100%	86%	67%	40%
<i>Training apt & adequate</i>	75%	67%	76%	89%	33%
<i>Instructors have good knowledge</i>	81%	67%	83%	89%	66%

It is seen from the table above that those who have completed the course are happy with the training provided and those who have dropped out, mainly the landed males, are not happy with the training provided. As already pointed out, the

landed males were not very serious about ETC and had very high expectations about placement, infrastructure and so on. In fact, it was observed that they were rather a disrupting influence and did not adhere to the discipline expected.



Views on Career

	Landed Completed		Landless Completed		Landed Dropout
	Males	Females	Males	Females	Males
Know what is career	84%	84%	86%	100%	100%
Have career plans	77%	78%	89%	100%	71%
Can face tough situations	90%	93%	82%	89%	42%
Easy to get a job	48%	67%	42%	44%	57%
Need to improve skills to be competitive	61%	83%	69%	89%	50%
Have aspirations for Higher education	42%	88%	62%	67%	42%
I am settled in life	36%	33%	31%	22%	64%
Can get anything I want	65%	33%	69%	89%	71%
Take decisions on my own	91%	84%	93%	85%	93%

Over 80% claim that they know what career is and also have a career plan. However, only 71% of landed drop outs claim to have a career plan.

Perhaps a career is not very important for them. It is significant to note that nearly 80% report that they can face tough situations while only 42% of the landed drop outs agree with this statement. Only about 40% of both the landed and landless who completed the course feel that it is easy to get jobs. In other words, nearly 60% feel that it is not easy to get jobs. Perhaps this is a reason for them to stay and complete the training, hoping this would help them in getting a job. About 67% of the landed females and 57% of landed male drop outs feel it is easy to get a job. It is interesting to note

over 60% of all categories agree that they need to improve skills to be competitive, only 50% drop out landed males feel this is true to them. Only 42% of landed males, both who have completed and those who have dropped out have expressed ambition for higher education. Perhaps they do not see value for education as they have enough land to keep them occupied.

Less than 40% of all categories say that they are settled in life except the landed drop out males (64%). Over 60% feel that they can get almost anything they want with the exception of landed females. May be this is a gender issue. It is also a surprise finding that over 80% say that they take decisions on their own.

‘Ideas are everywhere and freely available. However how to implement it makes all the difference in peoples’ lives. Everyone must come and see it is happening here at CAP centers.’

-Mr. Vivek Biswal, Managing Director, ONGC

Leisure Time Activities

	Landed Completed		Landless Completed		Landed Dropout
	Males	Females	Males	Females	Males
<i>Watch TV Everyday</i>	85%	100%	88%	63%	100%
<i>Read Newspaper Everyday</i>	80%	67%	88%	63%	50%
<i>Listen to Radio Everyday</i>	45%	60%	61%	33%	64%
<i>Internet Access occasionally</i>	41%	40%	33%	38%	26%
<i>Movie in theatre occasionally</i>	41%	66%	62%	25%	43%

Most of the respondents from all the categories have responded that they watch the TV everyday, read newspaper everyday, listen to radio once a

week, access internet occasionally and go to movies in the theatre occasionally.

Views about Women

	Landed Completed		Landless Completed		Landed Dropout
	Males	Females	Males	Females	Males
	No. 31	No. 6	No. 29	No. 9	19
<i>Women get job easily</i>	45%	67%	45%	45%	32%
<i>Women should be allowed to work</i>	60%	100%	83%	100%	58%
<i>Marriage obstructs studies</i>	48%	83%	52%	89%	53%
<i>Men and women should get equal opportunity</i>	87%	100%	90%	100%	74%

It is interesting to note that less than 45% perceive that women get job easily while over 67% landed women perceive that women get job easily. While only about 60% of landed men say that women should be allowed to work, 100% of women and 83% of landless men agree that women should be allowed to work. Again while only around 50% men feel that marriage obstructs studies, over 80% of women agree that marriage obstructs studies. Regarding the statement men and women should

get equal opportunity, there is a politically correct perception with 100% women and over 80% men agreeing to this statement, except for the landed dropouts (74%).

B. Qualitative data analysis

It was mentioned that in addition to the survey data based on the questionnaire, Focus Group Discussions were held. This facilitated in clarifying some

of the trends emerging from the empirical data. It also enabled in capturing some of the concerns and perceptions of the youth that could not be covered in the survey. The content analysis of some of the highlights of this qualitative data is presented in this section.

A brief of the youth who participated in the FDG is shown below.

Total number of students participating	21
Number of Males	14
Number of Females	7
Landed	14
Landless	7
Accepted placement	4
Rejected Placement/ not selected	17

Motivation and Expectation for Joining ETC

Most of the respondents at the FGD, reported that the motivation for joining ETC was to get a job. Most of them also reported that when the land was being acquired an assurance had been given by the corporate that the youth from these families will be given a job. The youth seemed to have assume that the assurance for the jobs was for the jobs with the companies of the corporate. Couple of respondents, reported that they joined the ETC for self development and to acquire additional skills.

When enquired how far their expectations have been fulfilled, many of them were very angry that the promise has not been kept up. Even though CAP has been making sincere efforts to find placement for all those who completed the course, the respondents were not happy as the placements were not in the corporate. Many of the respondents did not appear for the interview elsewhere, and some appeared and did not accept the placement for they were not satisfied with the offer. This was

particularly true of the landed respondents. In the group discussion, the landless respondents reported that over 75% of the landed who came for ETC were not serious about the course and were there just to pass time and they were also perceived to be a disrupting influence on the group as a whole. However, there were some respondents who badly needed a job and did accept the placement, as they had to support their family due to certain family conditions like the father not being there or they needed to supplement the family income.

Awareness and Perceptions about ETC

The respondents got to know about the ETC from various sources. The road show conducted by CAP, the door to door canvassing, community meetings, talks to the students in the schools were all reported as the various sources. Some got to know from friends. The corporate partner had also given publicity to this programme.

Though publicity had been given to the project through various means, the respondents knew very little about the project except that the duration of the training will be for about three months, they will be given training and given a job placement at the end of the training.

Regarding the availability of various courses, there was not much choice. Only three courses were on offer, namely, ITES, Hospitality and CRS. The responses of the youth were very vague and they did not appear to have exercised much thought in selecting the courses. They seem to have gone by the interest inventory administered by CAP or because their friends were there.

On the positive aspects, many of them reported that the life skills component was good. They reported enjoying the activity based interactive learning method. They also expressed the view that this

component helped them to gain confidence to talk in front of people, learnt interpersonal skills and got motivated to certain extent.

On the negative aspects, most of the respondents were unhappy with the infrastructure facilities, lack of sufficient computers, power failure. Also the delay in the release of funds hampered the setting up of the training center with the required infrastructure. They were also not happy with the frequent change of the faculty and the language problem with the faculty. The teachers had very little autonomy as the corporate was interfering a lot in the conduct of the training programme and the respondents resented this.

Perceptions on Placement and Impact of ETC

Regarding placement, most of them answered in the affirmative. According to factual data, placement was offered to over 96% as shown in an earlier table. There were some who said this was not true. On clarification, it was found that they wanted placement only in the corporate and they were not interested in any other placement. . Some girls refused placement as the place was very far from their residence or it involved night shift and the family would not accept this type of placement. Some gave the inadequate salary as a reason for rejection. The salary offered did not leave much after the expenses of travel and other incidentals were met. Others were not happy with the type of job offered as they thought it was beneath their dignity. Some respondents were called for interview arranged by CAP but could not qualify at the

interview, mainly due to poor communication skills.

There was a large percentage of drop outs from the landed as they were not serious about getting a job unless it was in the corporate or something very lucrative. Some of the respondents reported that when they realised that there was no hope of getting a placement in the corporate, they dropped out. They would rather help the family in their farming. As these youth were not serious about the ETC, they came just to pass time and thus were not happy with the ETC. Attitudinally, the landed youth appeared to be indifferent and showed no commitment to the ETC. The general perception of the landless was that these landed youth had everything money, car, mobile etc. and had no compulsion to take up a job.

Regarding continuing with the placement fixed by CAP, some reported that they are not only staying on but have also have made good progress and got promotions.

These were the landless youth who were serious about the training and have done well in the placements provided.

Asked about the impact of the ETC on their life, the life skills were recounted as having been very useful. The communication skills, interpersonal skills acquired helped in facing interviews. There was better awareness due to different exposures. Some have reported contributing considerable amount to the family income. One interesting observation is that they have better choice of food after completing the ETC.



SECTION 3: The Orissa Project Challenges in a tribal setting

The Ek-Mouka Employability programme was implemented with support of a corporate for the rehabilitation of youth from the villages affected directly or indirectly by the setting up of a SEZ in a predominantly tribal area in Orissa. The program aimed at youth between the age group 18-28 years who were displaced and below the poverty line. All the targeted youth were drop outs from main stream of education and some of the youth had completed their education but were job less. Of the target group, 70% belonged to farming community and 30% to other communities. 362 (34%) of the youth were females and 691 (66%) were males. These youth belonged to SC (176), ST (207), OBC (317),

others (353).

This programme was initiated in April 2007 and six batches of students completed their training at three different centres by March 2009. A total of 1183 youth completed the training. The beneficiaries were trained in various livelihood sectors which included Customer Relations and Sales, IT Enabled Services, Hospitality, Mobile Repairing, White Goods Repairing, Electrical, Automobiles, Bedside Patient Assistance and so on. The overall placement varied from a low of 44% to a high of 83%.

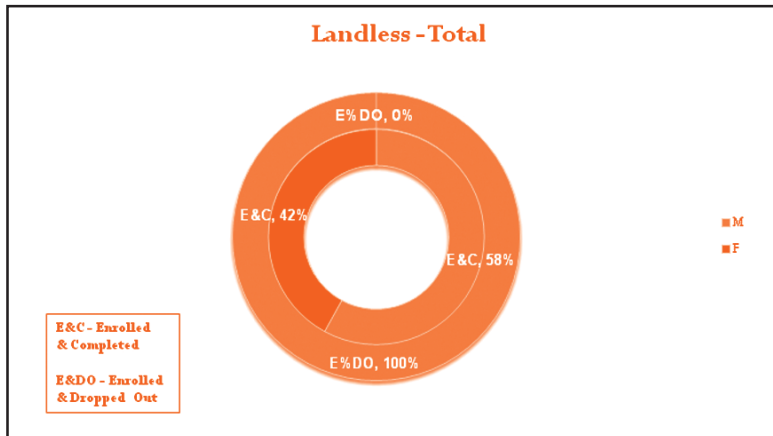
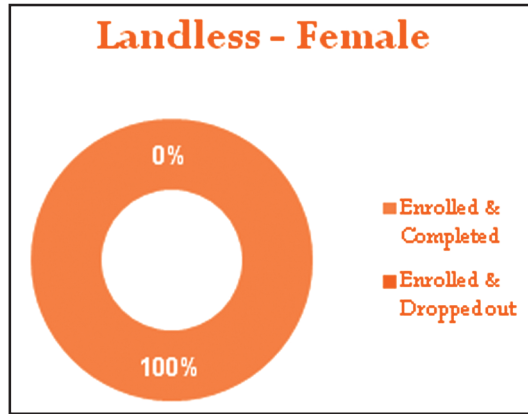
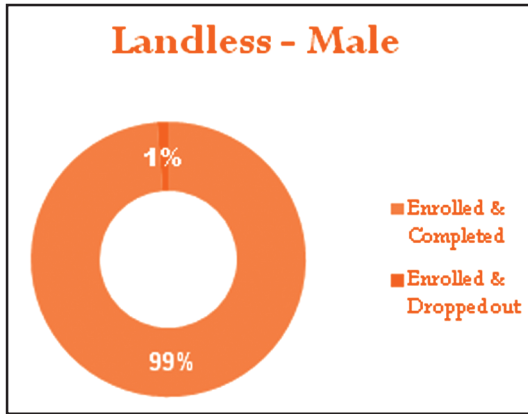
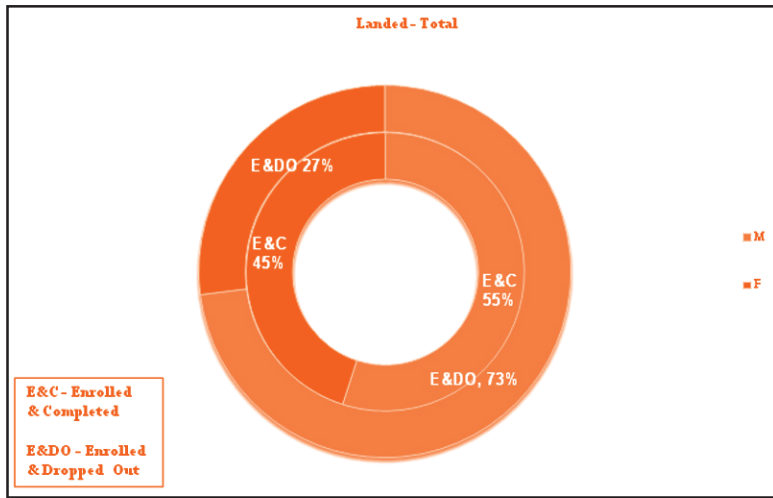
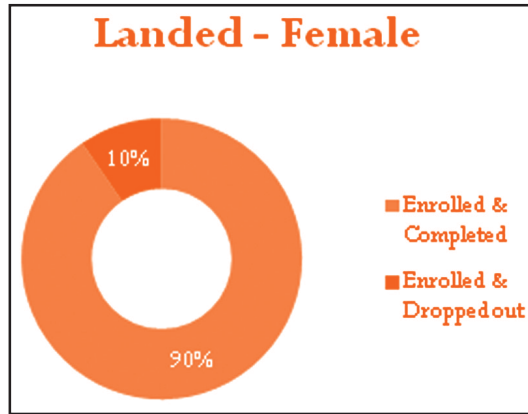
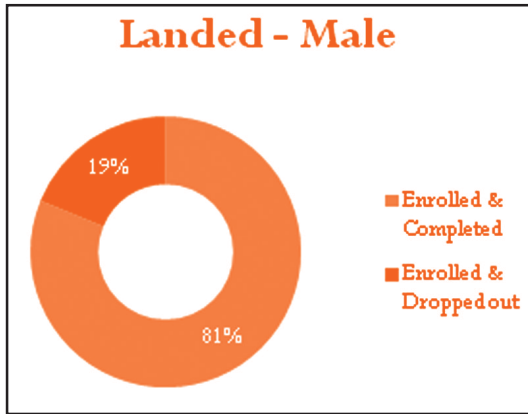
The data obtained are discussed in the following section.

A. Quantitative data analysis

The Sample

Landed	Males		Females		total	%of total	
	No	%	No.	%		M	F
<i>Enrolled & Completed</i>	82	81	66	90	148	55	45
<i>Enrolled & Dropped out</i>	19	19	7	10	26	73	27
Total Enrolled	101	100	73	100	174	58	42

Landed	Males		Females		total	%of total	
	No.	%	No.	%		M	F
<i>Enrolled and completed</i>	76	99	56	100	132	58	42
<i>Enrolled & dropped out</i>	1	1	0		1	100	0
Total enrolled	77	96	56	100	133	58	42

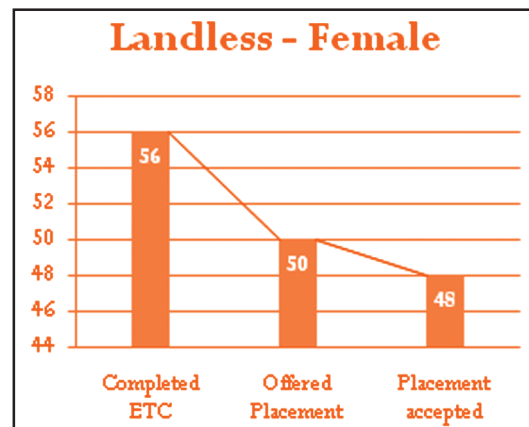
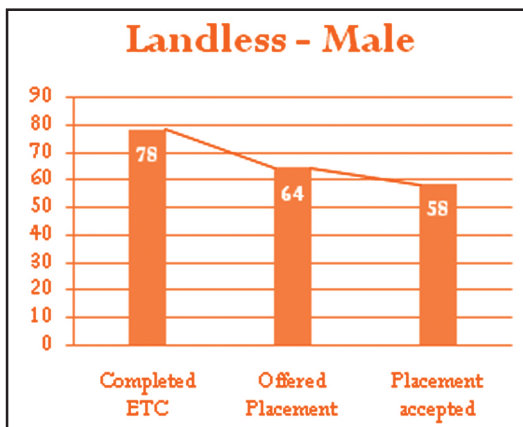
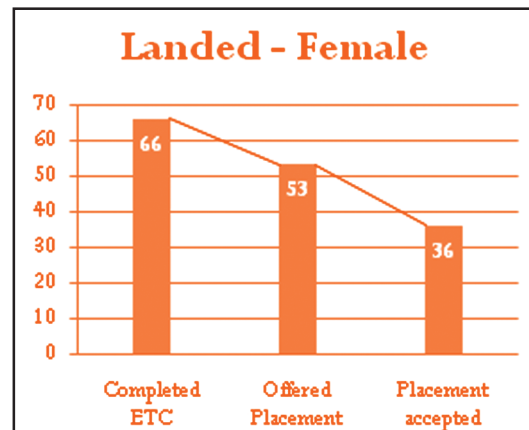
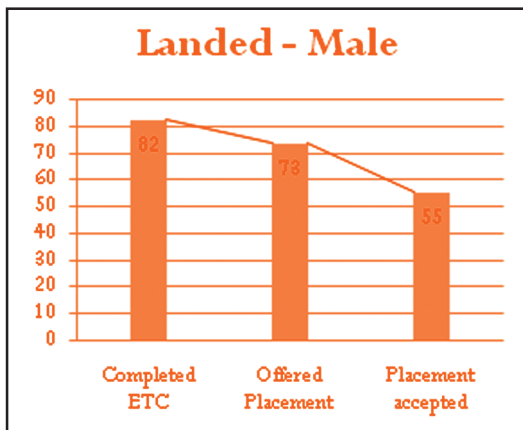


Percentage of completing and drop out

From the table above it is seen that among the landed males the drop out is 19%, compared to just 1% among the landless males. There is 10% drop out among the landed females while there is

no drop out at all from the landless females. The landless seems to be more intent on completing the ETC than the landed. The landless seem to be more in need of a job than the landed, as is seen in the percentage of the landless accepting placement is more than the percentage of landed accepting the placement.

	Landed				Landless			
	Males		Females		Males		Females	
	No.	%	No.	%	No.	%	No.	%
Completed ETC	82		66		78		56	
Offered Placement	73	89%	53	80%	64	84%	50	89%
Placement Accepted	55	75%	36	67%	58	91%	48	96%



The above table shows that the offer of placement ranges from 80% to 89%. The acceptance percentage is much higher for the landless with males 91% and females 96%. On the other hand, the percent-

age acceptance for the landed males is 75% and landed females is 67%. This perhaps indicates that the landless availed of the training and placement more than the landed.

Preferred Courses and Drop outs

	Landed (M)		Landed (F)		Landless (M)		Landless (F)	
	No.	%	No.	%	No.	%	No.	%
<i>CRS</i>	25	31%	26	39%	18	24%	27	48%
<i>ITES</i>	16	20%	8	12%	0	0	4	7%
<i>WGS</i>	32	39%	11	17%	6	8%	8	14%
<i>Hospitality</i>	4	5%	10	15%	20	26%	18	32%
<i>BSPA</i>	0	0%	15	23%	2	3%	1	2%

The pattern seems to be different for different categories. The top two

choices for the landed males seems to be WGS (39%) , followed by CRS (31%). The landed females first choice is CRS (39%), followed by (23%) BSPA. For the landless males, the choice is Hospitality (26%), followed by CRS (24%). The choice for the landless females seems to be similar with CRS (48%) and Hospitality (32%).

Family Profile of the youth

In all further comparisons of the drop outs with those who completed, drop out refers to the 19 (19%) males landed who dropped as there were just 7 (10%) landed females and 1 Landless male drop out.

Most of the respondents of all categories have reported that father is the head of the family and they are dependent on him and he is the prime decision maker, typical of a patriarchal family.

Regarding their education of the father's of those who completed,, over 70% of the fathers are educated upto 9th standard. Interestingly 32% of the fathers of the landless males are educated upto 12th standard. There are just a couple of fathers who are reported to be graduates.

Regarding their occupation, it is interesting to observe that both landed males and landless males report that nearly 69% of the parents are in jobs both in the past and present and only about 28% are reported to be in farming. On the other hand,

landless females report that the past and present occupation is more or less equally distributed between job and farming.

Of the landed male drop outs, 63% of the fathers are educated upto 9th standard, and there are 31% who are graduates. The occupational pattern of the fathers of the landed male drop outs are also different. 42% are in jobs, 26% in business and only 31% in farming both in the past and present. Though the income data is not available, perhaps this group is not very keen on ETC and thus have dropped out.

Quality of life indices

All the respondents report owning, pukka, tiled houses before and after the ETC. About 20% of landed and landless males report having access to drinking water, electricity, cooking gas, access to health care, radio, TV, two wheeler and mobile. On the other hand, less than 7% of the landed females report having access to all thee amenities. In fact, not even a single landed females has re-

ported having access to electricity and cooking gas. Similarly, just about 10% of landless females have reported having access to all these facilities.

Regarding health issues Over 65% of both those who completed and dropped out have reported that

there has been no major illnesses in the family. Interestingly nearly 70% report that the choice of food and times they eat has gone up in the past one year for both those who completed and those who dropped out.

Perceived importance of ETC

	Landed Completed		Landless Completed		Landed Dropout
	Males # 82	Females #.66	Males #.76	Females #.56	Males #.19
<i>To Get certificate</i>	70%	67%	80%	71%	74%
<i>Access to better paying job</i>	90%	85%	91%	80%	94%
<i>Because my friends enrolled</i>	7%	8%	9%	18%	0%
<i>My family wanted me to</i>	21%	29%	37%	37%	11%
<i>I wanted a job badly</i>	90%	82%	95%	84%	89%
<i>To gain respect from family & Society</i>	89%	69%	89%	84%	95%
<i>Will be useful later in life</i>	91%	89%	96%	89%	95%

A large majority of all the respondents, including the landed and landless completed and landed drop out perceive the importance of certificate, access to better paying jobs, wanting a job badly, gain respect from family and society and will be useful later as important factors for completing the ETC.

Views on ETC

Percentage agreeing to the value of ETC

	Landed completed		Landless completed	
	Males No.82	Females No.66	Males No. 76	Females No. 56
Provides concepts & practical exposure	87%	91%	78%	80%
Understand importance of corporate	85%	85%	79%	80%
Sufficient study material Provided	73%	74%	59%	100%
Training apt & adequate	80%	64%	64%	60%
Instructors have good knowledge	89%	88%	73%	80%

Perceived Impact of ETC

Perceptions on self improvement after completing ETC

	Landed completed		Landless completed	
	MalesNo.61	FemalesNo.57	Males No. 53	Females No. 47
<i>Career awareness and plan</i>	70%	71%	72%	66%
<i>Handle tough situations</i>	49%	49%	32%	47%
<i>Aspiration for growth</i>	49%	5%	55%	32%
<i>Clarity of thought</i>	59%	10%	72%	21%
<i>Importance of planning & discipline</i>	62%	49%	58%	8%
<i>Decision making</i>	70%	48%	74%	51%

Regarding their perceptions of self improvement after completing ETC, it is noticed that nearly 70% report greater career awareness and plan. Handling tough situations in personal life and career, less than 50% report improvement. Aspiration for growth has improved for the males, with nearly 50% reporting this, while only 5% of the landed females and 32% of landless females report any improvement in this aspect. Again clarity of thought, 59% to 72% males report there is improvement while only 10 and 21% of females report this to be true

of themselves. Importance of planning and discipline a larger percentage of males (62% of landed and 58% of landless) report improvement than the females (49% landed and only 8% landless). Again a larger percentage of about 70% males report improvement in decision making compared to about 50% of the females. There appears to be a gender disadvantage as far as females are concerned in this area, probably because of the local culture.

Views on Career

	Landed completed		Landless completed		Landless Dropouts
	M # 82	F # 66	M # 76	F # 56	M # 19
<i>Know what is career</i>	77 %	88%	76%	82%	58%
<i>Have career plans</i>	66 %	68%	60%	59%	84%
<i>Can face tough situations</i>	84%	98%	85%	82%	84%
<i>Easy to get a job</i>	7%	19%	16%	35%	10%
<i>Need to improve skills to be competitive</i>	89%	92%	80%	89%	79%
<i>Have aspirations forHigher education</i>	88%	93%	87%	76%	89%
<i>I am settled in life</i>	5%	29%	33%	41%	5%
<i>Can get anything I want</i>	69%	63%	52%	59%	10%
<i>Take decisions on my own</i>	94%	77%	87%	83%	88%

From the table above it is seen that over 70% of those who completed report they know what ca-

reer is and have a career plan. Over 80% report they can face tough situations and need to improve

skills to be competitive and have aspirations for higher education. Less than 40% feel they are settled in life. However, they are confident that they can get anything they want except the landed male dropouts. A very small percentage ranging from 7% to 35% feel that it is easy to get a job. Over 75% report that they take decisions on their own.

Leisure time activities

Nearly 60% report that they watch the TV every-

day, except the landless females where only 40 report they watch the TV everyday. Either they do not have a TV of their own or not allowed to go out to watch the TV. About 30% of the respondents report reading the newspaper everyday, except that 55% of landless females report reading the newspaper. Nearly 50% of the respondents claim to listen to the radio everyday. Over 60% have never accessed the internet and some 20% access internet occasionally. Over 60 report going to the movie in the theatre only occasionally.

Views on Women

	Landed completed		Landless completed		Landless Dropouts
	M # 82	F # 66	M # 76	F # 56	M # 19
Women get job easily	34%	15%	37%	32%	37%
Women should be allowed to work	97%	91%	93%	82%	94%
Marriage obstructs studies	75%	65%	92%	61%	74%
Men&women should get equal opportunity	95%	94%	89%	83%	89%

From the table above it is seen that less than 37% agree that women get job easily. Over 90% believe that women should be allowed to work. Larger percentage of males (nearly 90%) seem to feel

that marriage obstructs studies compared to about 60% of females. 83% to 95% believe that men and women should get equal opportunity.

Rout Majhi comes from a very poor family lives in a small village. He lost his father at an early age. His mother's income being insufficient and he being the eldest son, he had to support the family and had to take on to his father's footsteps when it came to choosing an occupation as his qualification opened no other doors for him. One day while he was at his work tending somebody else's land, he got information about some CAP Foundation doing trainings and placing people in jobs. The very next day, Rout Majhi went to the centre and met the facilitators and in spite of his mother's apprehensions, he joined the hospitality course. The course in his own words opened up a world of opportunities for him. He says that apart from the technical know-how he feels extremely empowered by the awareness he gained of the market, people and options. He now works for Hotel Panchali in house-keeping and earns Rs 4000/- per month besides food and accommodation. He is content that he is looking after the family as well as enjoying his newly found opportunity and ability to dream and aspire.



B. Qualitative data analysis

Two focus group discussions were held in two centers to get additional information and perceptions about the ETC. Some highlights of these perceptions are presented in this section.

Motivation and expectations for joining the ETC

A large number reported that the main motivation for joining the ETC was to get a job. Personal development was another motivation. They expected that the training would give the required skills that would facilitate in getting the job. The training in the ETCs were free whereas there were no other training centers which provided free training. Some of them were interested in computer training which is rather expensive elsewhere. The respondents seemed to be fairly satisfied with the training provided and the job opportunities made available. They also reported gaining confidence by attending this programme.

Awareness and perceptions about the ETC

The respondents got to know about the ETC, from the road shows. The CAP facilitators visited the villages and spoke with the respondents and their parents. They also got to know about the programme from the first batch of students and their friends.

The respondents knew that CAP foundation was offering this programme free of cost and that a major corporate is supporting this programme. They also were aware that courses like automobile, mobile repairing, White Goods and Services and CRS with computers were being offered. They also expected that good facilities will be provided and proper training will be given freely.

Regarding their perceptions on the ETC, there were

both positive and negative perceptions. On the positive side, the aspects that they liked about ETC are the Life Skills component with games and a good learning atmosphere. The facilitators were found to be very friendly. Another aspect they liked was that there was no pressure of home work or class work and no books. Another aspect they are happy with is the class room practices like debate, songs, healthy elocution and interesting assignments.

On the negative side, they were unhappy that there were not enough computers for practice and this was compounded by problems of electricity.

Perceptions on Placement and Impact of ETC

Most of them reported getting offers of placement. However, a number of them did not accept the offer for various reasons. Girls did not accept the offer because the parents were not willing to send them to Cuttack or Bhubaneswar. Jobs could not be found locally. Some of them did not accept the offer as they wanted high salaries like Rs. 5000 and above but such jobs were not available locally. Even respondents who did accept the jobs outside came back saying that they had to work very hard in the cities and they were not used to this and were not willing to put in that extra effort. Further they were home sick and rather like to stay in their village rather than work in cities which required lot of work. However, they agree that it is difficult to find jobs on their own. Asked what they would have done if they had not joined ETC, they reported that they would have remained in the villages, taken up helpers jobs in factories or done farming in the fields. Given the reality of matching aspirations (for well paying jobs) Vs local jobs/opportunities (low pay/casual worker) counselling and migration support needs to be introduced in the model. Market scan related informed choice option to be provided at the time of enrolment counselling and consider

residential training at destination.

Those who completed and accepted the job reported that the ETC has had a definite impact on their lives on several aspects. With the respondents getting a regular job and a good salary, their financial status has gone up, increasing the family income and their quality of life. Socially it has been very satisfying with recognition from the villagers.

Professionally, learning computers, able to speak in English and now having a regular job has enhanced their self esteem and recognition in the village. This has given them a feeling of being proud of their achievements. Attitudinally they have gained a lot by thinking positively now. Earlier they were dependent on others for help, but now that they are working, they feel good that they are supporting their family.

Corporate reviews

“A very important feature of the programme for us was the opportunity it provided to recruit from across all sections of the community, It enabled us to find high quality unemployed candidates willing to learn and work. I thoroughly recommend the Employability programme to other companies planning to invest in CSR and for those seeking quality employees through flexible and cost-effective training.”

-Unit Head, Café coffee day

“Staff recruited through has made a major contribution to our stores having the highest employee retention and lowest employee turnover rates across all our Gurgaon locations. It is a measure of the success of Employability training that two of the recruits from this process have since been promoted to become team leaders. Our experience with the CAP Foundation has been very positive. Any employer seeking access quickly to quality and enthusiastic staff with good training in essential skills should harness the excellent services from CAP.

-Rajesh Choudhary

Recruitment Head - North, Pantaloon Retail (India) LTD

A lot of the students don't need Jobs as they are having a lot of money from their lands and SEZ compensation, they come here just for fun, we have taken them into jobs but they do not join on the given date. They don't understand the value of work.

-Kumar, Eureka Forbes.

After providing jobs students don't turn up, they have no necessity of Jobs.

-HR , Vishal Mega mart

Section 4 -The Maharashtra Project Challenges in a Rural setting

Ek Mouka, employability Training Programme was carried out by CAP foundation, Hyderabad with support from a major corporate involved in infrastructure development in a rural setting in Maharashtra, to provide employability skills to project affected youth of the proposed SEZ. The Employability program was taken up by the corporate as part of their Corporate Social Responsibility (CSR). The corporate and CAP signed an agreement to cover 1000 livelihoods in three centers in Maharashtra. However, only 473 youth could be trained.

After a full fledged market scan, it was decided to conduct three courses, namely, Hospitality, ITEs and customer relations. The training of Batch I, was carried out between November 07 and January 08 and batch II was carried out between April 08 and June 08. A total of 248 students were trained in Batch I and 225 in Batch II.

Socio-Economic Profile

	Batch I – Total 248		Batch II – Total 225	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Gender				
<i>Male</i>	120	48%	107	48%
<i>Female</i>	128	52%	118	52%
Age				
<i>18-20</i>	178	71%	156	69%
<i>21-23</i>	46	19%	54	24%
<i>24-30</i>	24	10%	15	07%
Education				
<i>Below 10th</i>	30	12%	12	05%
<i>Between 10th-12th</i>	194	78%	74	33%
<i>Above 12th</i>	24	10%	121	54%
<i>Graduate</i>	Nil	00%	18	08%
Annual Family Income				
<i>Below 15,000</i>	146	59%	158	70%
<i>15,000-20,000</i>	92	37%	38	17%
<i>Above 20,000</i>	10	04%	29	13%
Community				
<i>General</i>	NA	NA	08	04%
<i>OBC</i>	NA	NA	122	54%
<i>SC</i>	NA	NA	48	21%
<i>ST</i>	NA	NA	47	21%

A brief Socio Economic Profile of the two batches of students trained in these centres is shown in the table above.

Some significant observations are:

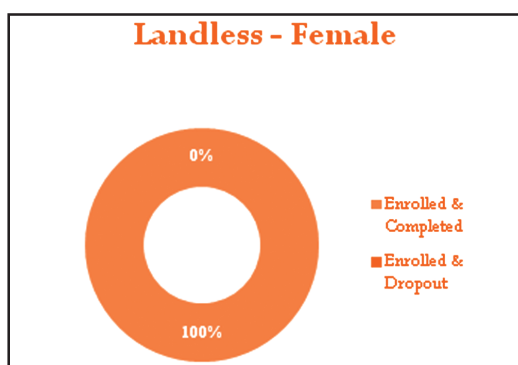
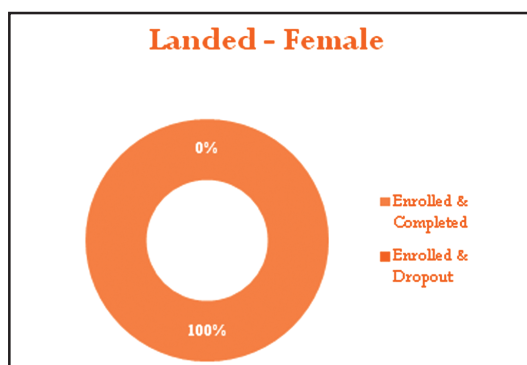
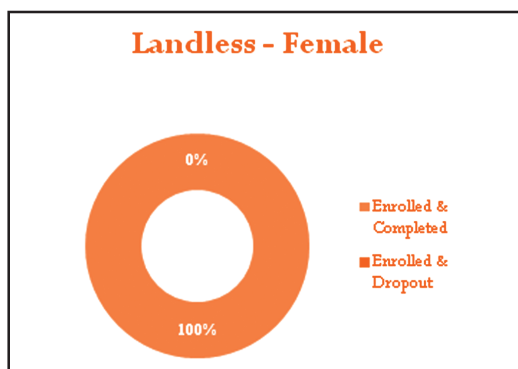
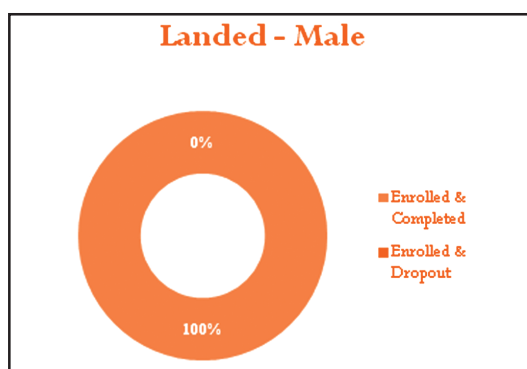
- There is equal participation of male and female students with a slightly higher percentage of females.
- Majority of the students are in the age group 18-20 years.

- Majority of the students have education between 10-12 and some have completed intermediate and there are no graduates
- The annual income of the family is reported to be below Rs.15,000 by majority of the students
- Over 50% of students belong to the OBC community and the other half belong to SC and ST and there are just 4% belonging to the general category.

A. Quatitative data analysis

Sample data available

	Male		Female		Total
	Number	%	Number	%	Number
Landed					
Enrolled & Completed	18	100	30	100	48
Enrolled & Dropout	0	0	0	0	0
Total Enrolled	18		30		48
Landless					
Enrolled & Completed	22	100	31	100	53
Enrolled & Dropout	0	0	0	0	0
Total Enrolled	22		31		53



From the table above it is seen that, in both the categories of landed and landless there are more females than males and this is true of the total number of students enrolled in the programme, as shown in the earlier table. It is also significant to note that there have been very few drop outs and

they were not captured in the sample. The MOU in this project area was such that only completed candidates were supported and it was assured that only those who gave an assurance of completion were included in the programme.

Jyoti Saini has a story of her own to tell, Before joining the Basic Employability Skill Training Program, her parents never allowed her to move out of home either for studies or for work, she belongs to Faruknagar a taluka headquarter of Jhajjar District in Haryana. Her father is a farmer and because of conservative environment in and around the society they lived he never allowed his daughter to do anything out of home.



Jyoti always wanted to do something different in life. She was very disappointed for not doing what she wanted and was fed up sitting at home all the time. Then she came to know about the Training Program and was allowed to join the program after lot of counseling by the facilitators.

She was admitted into Hospitality course after the interest inventory test, Life skills sessions were always most attractive sessions to her as they emphasized on Goal settings and gender issues and the values and perception of people. She passed out successfully and turned out confident, focused and ready to take on the conservative society in and around her.

She was provided an opportunity in "McDonald's" in Gurgaon MGF Mall, as a 'Crew Member" with a salary of Rs.4800 (CTC). She grabbed the opportunity. She has completed her graduation now and is enrolled for MBA. She says" The journey has been quite exciting and satisfying after her experience at the employability training centre.

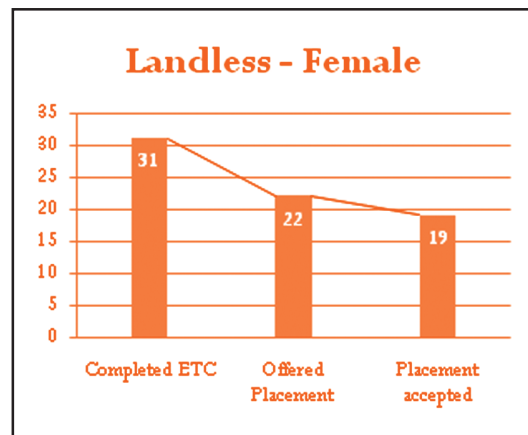
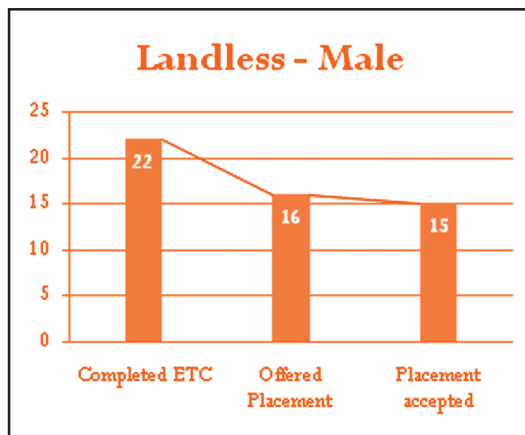
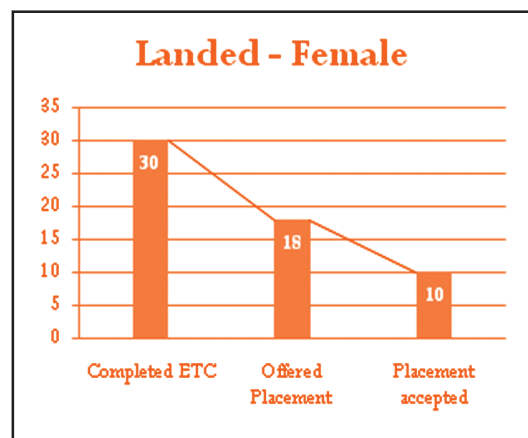
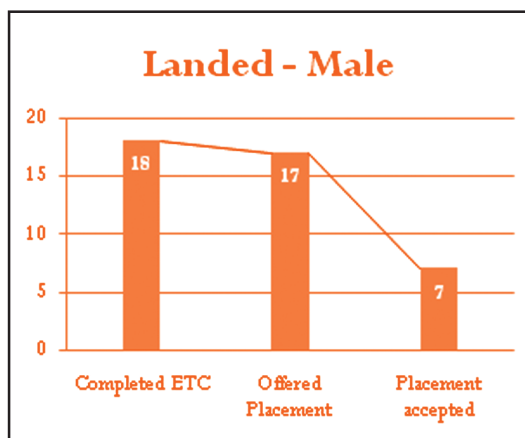
Sonu the son of a landless farmer labour, is a school drop out He had left School as it never attracted him. He was not interested in studies. He used to roam about in the village often go to Gurgaon and see the big buildings and Malls and the changing modern landscape of the satellite city. He used to wonder if ever he could be a part of this fascinating world. He started to look for jobs in these attractive and luring offices. He just hoped to become an office boy in any of these offices, faced many Interviews but could not succeed because of being a local candidate and the dialect he spoke in the during the interviews. He was very upset with his life.

When CAP team went into his village announcing about the employability skill training program and the job linked to it, he was thrilled he saw an opportunity to get into those fancied places he had dreamt of working with.

He completed the Hospitality course and was provided an opportunity in "McDonald's" as a 'Crew Member" and was selected, he says that was the moment he will cherish for his life time, as it was a dream come true for him to be a part of this fascinating growth in Gurgaon. He is getting a salary Rs 4800. He dreams to go many a miles from here.

Placement Status

	Landed				Landless			
	Males		Females		Males		Females	
	No.	%	No.	%	No.	%	No.	%
Completed ETC	18	100%	30	100%	22	100%	31	100%
Offered Placement	11	61%	18	60%	16	73%	22	71%
Placement accepted	7	64%	10	56%	15	94%	19	86%



It is interesting to note that for both the landed males and females, only about 60% of them were offered placement, as the others were not interested and from these only 64% of the males and 56% of the females accepted the placement offered. On the other hand over 70% of the landless males (73%) and females (71%) were interested

in the placement and 94% of the landless males and 86% of the females accepted the placement. Here again it confirms that the landless males and females are more interested and committed to accepting the placement offered than the landed males and females.

Preferred Courses

	Batch I – Total 248		Batch II – Total 225	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<i>CRS</i>	71	29%	74	33%
<i>ITES</i>	92	37%	77	34%
<i>Hospitality</i>	85	34%	74	33%

From the data available for the total number of students enrolled, it is seen that the three courses offered, namely, CRS, ITES and Hospitality, there is not much difference in the preferences. The enrolment in all three courses are more or less equal with about one third completing each of the three courses offered.

Family Profile of the youth and Financial Status

Most of the youth confirm the patriarchal culture of the society, namely, that the father is the head of the family and that they are dependent on the head of the family and he is also the prime decision maker.

Nearly 60% of the fathers, who are the head of the family, have been reported to be educated between 10th-12th standard.

The data available for the total number of students enrolled, shows that over 60% have reported that their annual family income is below Rs. 15,000.

Quality of life Indices

Nearly 50% of the respondents report that they own Pakka houses with concrete slab. It is interesting to note that a large percentage have reported that they have no access to drinking water, electricity, health care but have access to radio, TV, Two Wheeler and Mobile. This perhaps indicates the lack of public amenities but they have personal assets. It is also significant to observe that almost all of them report that nobody in the family suffered from any major illness. It is also interesting to observe that all of them report that the choice and number of times they eat has increased after ETC.

Perceived Importance of ETC

	Landed Completed		Landless Completed	
	<i>Males No. 18</i>	<i>Females No. 30</i>	<i>Males No. 22</i>	<i>Females No. 31</i>
<i>To Get certificate</i>	94%	57%	87%	90%
<i>Access to better paying job</i>	83%	73%	99%	95%
<i>Because my friends enrolled</i>	11%	26%	38%	3%
<i>My family wanted me to</i>	89%	70%	95%	87%
<i>I wanted a job badly</i>	100%	84%	77%	93%
<i>To gain respect from family & Society</i>	28%	37%	50%	19%
<i>Will be useful later in life</i>	100%	67%	91%	98%

It is seen that a large majority of the respondents, namely, between 83%

And 99% have reported that getting a certificate, and access to a better paying job have been perceived to be important. However, a lesser percentage of landed females have given importance to these two aspects. Significantly, the two social factors, “because my friends enrolled” and “to gain respect from family and friends”, have been perceived to be important only by a relatively smaller percentage of respondents. On the other hand, a large percentage have reported “my family wanted me to”.

It is surprising that only a very small percentage from all categories have responded positively to the item “I wanted a job badly”. However, a large percentage of respondents have reported that the

ETC training will be useful later in life.

Views on ETC

To elicit their views on the training provided, the respondents were asked to respond whether they agree or disagree to the following statements.

1. Provides concepts and practical exposure
2. Makes us understand the importance of corporates
3. Sufficient study material is provided
4. Training is apt and adequate
5. Instructors have good knowledge

It is significant to note that all the respondents (100%) agreed to all the above statements indicating that they are happy with the training provided.

Perceptions on Self Improvement after Completing ETC

	Landed Completed		Landless Completed	
	Males	Females	Males	Females
<i>Career awareness and plan</i>	12%	10%	45%	10%
<i>Handle tough situations</i>	33%	40%	50%	29%
<i>Aspiration for growth</i>	33%	33%	45%	23%
<i>Clarity of thought</i>	67%	80%	86%	77%
<i>Importance of planning & discipline</i>	100%	90%	95%	97%
<i>Decision making</i>	94%	73%	90%	58%

From the table above, it is seen that the career awareness and plan seems to have benefited a large percentage (45%) of landless males compared to other groups. Similarly, a larger percentage of the landless males have reported benefiting from all the other aspects after the ETC training. Perhaps this group of trainees were more committed than the other trainees. Regarding perceived self improvement on the aspects of clarity of

thought, importance of planning and discipline and decision making, over 60% of the trainees have reported improvement. Over 90%, report self improvement on the importance of planning and discipline. It is significant to note that these aspects were strongly brought out in the focus group discussion also. (See the last section on qualitative analysis)

Views on Career

	Landed Completed		Landless Completed	
	Males	Females	Males	Females
<i>Know what is career</i>	67%	63%	59%	68%
<i>Have career plans</i>	66%	60%	64%	48%
<i>Can face tough situations</i>	100%	90%	73%	97%
<i>Easy to get a job</i>	33%	40%	41%	32%
<i>Need to improve skills to be competitive</i>	95%	93%	86%	97%
<i>Have aspirations for Higher education</i>	94%	97%	86%	100%
<i>I am settled in life</i>	61%	57%	59%	48%
<i>Can get anything I want</i>	50%	62%	59%	71%
<i>Take decisions on my own</i>	100%	87%	95%	100%

From the data above, it seems that over 60% of the respondents say that they know what career is and an equal percentage say they have a career plan. The only exception seems to be the landless females where only 48% report having a career plan. A very large percentage, that is, over 90% report that they can face tough situations. Less than 40% agree that it is easy to get a job. Over 90% respondents agree that they improve skills to be competitive. Similarly over 90% agree that they have aspirations for higher education. It is inter-

esting here to point out that when asked "Are you pursuing any further education after ETC, 100% reported "yes". About 60% report they are settled in life except the landless females of whom only 48% agree to this statement. While nearly 60% report that they can get anything they want, only 50% of landed males agree to this statement. Over 90% state that they take decisions on their own. By and large, these respondents seem to be very confident and empowered about their life and career.

Leisure Time Activities

	Landed completed		Landless completed	
	Males	Females	Males	Females
<i>Watch TV Everyday</i>	83%	43%	45%	42%
<i>Read Newspaper Everyday</i>	89%	67%	59%	74%
<i>Listen to Radio Everyday</i>	6%	7%	9%	6%
<i>Internet Access occasionally</i>	78%	67%	59%	65%
<i>Movie in theatre never</i>	67%	53%	63%	58%

It is seen that 83% of landed males report watching the TV everyday, while only about 40% of the other respondents seem to watch the TV everyday. It is interesting to note that nearly 50% reported having access to TV. May be the landed and landless females do not have the time to watch the TV due to their other pre occupations. 89% of landed males report reading the newspaper everyday and a lesser percentage from the other

categories report reading the newspaper every day. Radio seems to be not at all a preferred leisure time activity with less than 9% listening to it everyday. Over 50% report that they never listen to the radio. It is significant that over 60% report having access to internet occasionally. Movie in the theatre is also seems to be not at all popular. Nearly 60% report that they never see a movie in the theatre.

Views about Women

	Landed completed		Landless completed	
	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>
<i>Women get job easily</i>	0%	0%	0%	0%
<i>Women should be allowed to work</i>	100%	73%	77%	77%
<i>Marriage obstructs studies</i>	89%	73%	77%	71%
<i>Men and women should get equal opportunity</i>	100%	73%	77%	77%

It is significant to note that none of the respondents agree to the statement that women get job easily. For all other statements, a large percentage of all categories of respondents have given a politically correct response of being concerned about women's issues.

B. Qualitative data analysis

To get an in depth understanding, a focus group discussion was held at one of the training centres 46 participants (alumni) from the three centers participated in this discussion. Out of this 30 were girls and 16 were boys. The participants were from different categories. 60% of the alumni were from agriculture background with limited land holding and the others were from fishing background or were labourers. Some were employed with corporates and some were continuing higher education. Some had left the jobs and were idle at home for various reasons One of the significant

reason noticed was, when the students were placed as a group in a particular job, if one dropped out for some personal reasons, all the students in the group gave up their placement..

Motivation and expectation for joining ETC

The main motivation for joining the ETC is reported to be for getting job placement by acquiring the skills so that they can advance in their career. They were idle at home, and felt that acquiring skills will be useful in the future. Friends and family members also seem to have influenced the respondents in joining the ETC.

The respondents seem to have had several expectations. These include, acquiring skills in spoken English so that it would improve their conversation with others. The respondents report that this training would help them to become disciplined and

organised. They also expected that along with getting skills, a certificate would also help them.

The respondents were happy that most of their expectations have been met to a large extent. IT skills and spoken English have been perceived to be of significant advantage. Though they were not very confident of getting placement, they are happy that they got jobs.

Awareness and perceptions about ETC

The respondents got to know about ETC from facilitators, friends and community members. The local youth and families took interest in enrolling the youth in this programme. Before joining the ETC, they were told that this programme was meant to help the poor, backward and deserving youth by providing them opportunities for training

and find jobs. Hospitality, customer relations and sales programmes were popular. The respondents reported that they got to know about Mumbai and Goa where hospitality courses are popular.

The respondents reported that they liked the friendly atmosphere that was there throughout the programme. The facilitators and persons from the head office were perceived to have encouraged and supported the participants through out the programme. The respondents expressed the view that whatever they are today is due to the support provided by these persons. They seem to have liked the sessions organised by the industries and the extra curricular activities.

On the negative side, they seem to have been not very happy with the examinations, though they felt that it was necessary. Another aspect they are unhappy is having to come to class even on Sundays.

My name is Sonia. I belong to village Mubarakpur. I have completed the course of CRS from Cap Foundation in September 2007. Before joining the CAP Employability Skill Training Program, I was a very simple girl. I had just passed my intermediate exam. My parents did not allow me to study further and to take up a job. But I wanted to study more and get a good job. Nobody in my neighborhood was doing job because of low education and typical Haryana society restrictions. My father being a landless agriculture based farmer, his financial condition also was not good. Before the training I didn't have confidence to speak before people and I could not overcome these weaknesses. But now after



completing the course I know what my strengths and weakness are and I have set my long term goals , I can take my own decisions. Now I m working in Eureka Forbes as a tele caller and getting Rs.5000 per month. This amount is very crucial for me and my family. Now I am very happy and I am determined to go further. I assure the CAP team that I will refer other candidates like me and a lot of girls to join the Employability Skill Training Program so that they could work and continue their studies. I am very thankful to Cap Foundation and its team members for giving me such type of training and career orientation for my future.

“CAP Foundation is doing a commendable job that most would not have even liked to attempt doing. Training youth in a place like Orissa for jobs was definitely not something that any of us had ever expected to happen in near future”.

-Mr. Tapan kumar Rout
Secretary, SURYANSH HOTEL

“It is a good experience for me to visit this institution that is trying to give their maximum effort to empower the tribal, drop-out youth and engaging them in various Organizations to uplifting their career.

-Mr.Soubhagya
corporate communications, TATA Steel Mines Division, JODA

“CAP Foundation is doing a beautiful work. It is a very good programme to below 10th and unemployed youth. Basically all the students are sincere and attractive towards classes and they are very confident for the future”.

-Mr Sanjib, Officer, TSRDS, JODA.

“Orissa needed a program like this very badly. Thank God it happened”.

-Sri. Dharmendra Pradhan
Member of Parliament

“I am very satisfied to see students being drawn to centers and their keenness to learn.”

-Mr.Mohammed Israil, Phoenix Global incorporation

“The facilitators are helpful and the infrastructure is sound. Students are energetic and disciplined. I am determined to recruit sales executives for my company from here”.

Mr. Lambodhar Moharana
Recruitment Officer, Max New York Life Insurance

“I found students very interactive and full of confidence”.

- Mr. Smruti Ranjan Nayak
Sales Manager, Ingram Micro INDIA

Perception on placement and impact of ETC

The respondents are happy not only with the placement provided by CAP, but also by the counselling, encouragement and repeated placement efforts of CAP. Most of them are continuing with the placement organised by CAP. They are happy that they are getting good salary and support by the management. Some were not satisfied with the salary and the parents were also asking for higher salaried jobs. Some found the jobs offered boring and wanted to move on to some other job. It is interesting to observe that the respondents have gained enough confidence and feel that they have now enough contacts and can find jobs on their own and move on to the next level. Most of the respondents who did not accept the placement are girls. They did not want to travel long distances and stay in Goa.

There were not many drop outs and most of them completed the course.

The few that dropped out were due to migration, health, interest in higher education or financial problems.

The respondents feel that the ETC has changed all the trainees and has a significant impact on their lives. Financially, it has transformed them from being idle and they had no idea about how to earn money. Now with skills acquired, they are able to earn money for themselves and for the family. Now with assured income they are able to take care of their family's financial problems, cleared debts, bought items for the family, spent money on health and education of siblings.

Socially, they have good relationships with family and friends and with industry.

Professionally, they have good relationship with the people with whom they are working. They are re-

ceiving good support for promotions and further training programmes. They are taking their careers seriously and able to communicate effectively. They are also going through the newspapers and looking online for seeking further support professionally.

Attitudinally, they all report they have gained enormously. They are thinking positively, working hard, become disciplined. In addition, they are taking feedback positively and working hard so that they can move forward step by step.

Asked what other components they would like to be added, they want additional courses like automobile, tailoring which would help other youth. They want further training in spoken English.

Asked about what alternatives they had if they had not joined ETC, they reported that some would have perhaps gone for higher education or gone back to agriculture or become labourers. It is also interesting to note the observation of the youth. They reported that there are not many youth left in the villages as they have gone for higher education and many youth regularly migrate to Mumbai.

The perception of the respondents are to a large extent endorsed by their parents. Most of the trainees were school drop outs. The parents are very happy with the performance of their wards, for they see a tremendous change in their behaviour. While the trainees were not serious about a career before attending the Ek Mouka programme, they have become serious in a career after attending the training. 85% of the trainees were given placement and most of them are continuing in the placement provided. It was observed that the girls have shown a lot of change for the better and have become serious about a career.

It is significant to note that the Ek Mouka programme has not only had an impact on the trainees but also has made an impact on the commu-

nity as a whole. The programme has also made an impact on the corporate also. Once the company saw the progress of the programme, the employees started involving themselves in the programme and conducted a valedictory event with

the support of the local ministers. This gave them the recognition of the community as a responsible corporate and was received positively by the community.



Mr. Harshad Gadgil, Presently Working with HDFC as a business promotion executive at Goa with 8000/- salary. After completion of the training program in

CRS he started working for Kotak Mahindra as a Sales executive. He then moved to Mumbai with the support of a friend and joined HGF technologies, Panwel with a salary of 8000/- pm, the salary has boosted his confidence. He worked for one year there and moved to cola company into sales promotion, salary was 10000/-. He decided to come back to Goa to be with his mother. He searched for a job got into HDFC DSA for a salary of 8000/-. Presently he is very happy with the salary and taking care of mother. He wants to earn more money while working with HDFC so he has taken up an assignment with LIC and get extra income as a part time. He has a vision to become a sales manager and would like to train more people like him.



Ms. Suvarna Arondekar working as trainee supervisor in a 4 star hotels at Goa with a Salary of 4200/- per month, food, accommodation, pick and drop as incentive. She is staying with friends, who are also working with the same hotel. She is continuing the same job from one year. Management has mentioned that she is one of the star performers of the Hotel. Now she is a supervisor for one floor of the hotel. Management is quite happy with her performance and would like to invest on her for the training. Management has lot of expectations from her. They have mentioned that she needs to improve her communication a bit for the better positions. She is very serious about her career and job. She is supporting the family and keeping them happy. She visits once a week and spends her time with the parents and friends. she is very happy with the progress so far. She is very happy with the inputs provided to her during the training period. She has learnt a lot changing her attitude, technical skills, and communication skills which are very much helpful to her in the work world.



Mr. Maheshwar Rao, General Manager Hotel Nova Goa. He has invited CAP to his hotel to provide feedback about the program and trainees.

He was extremely happy with 11 candidates provided by CAP, all the trainees are continuing and are doing well. He compares the trainees with the other management trainees and said they are far better. Only the feedback was the trainees need to improve their communication but he said he will support them and train them in English to move them to the higher positions of the hotel. He had mentioned that he will become mentor to continue this journey.



Mr. Rakesh, Manager Fidalco Hotel, Goa, stated Ms. Renuka, Ms. Suvarna and Ms. Pooja are working with this Hotel past one year.

They joined as trainees - house keeping, promoted as House keeping supervisors. He is extremely happy with the performance of the trainees. They are now confident to handle the house keeping department, they are also rated as Star performers of the hotel. The hotel has provided them training and exposure and are willing to promote them to the next positions. The feedback of the supervisor is that they need to still improve their communication skills and learn to handle the front desk at the hotel.

“I felt happy as I taught the students as a guest faculty. I am extremely satisfied with the performance of 10 sales executive that we have hired”.

-Mr. Sasikanta Barik, SBI LIFE

“It is a pleasure for me to visit CAP-Foundation Employability Training Centre branch and getting to interact with the students.”

-Mr. Mohanty, State head, Kinetic Motors

SECTION – 5: Lessons learnt and the way forward

Comparative picture of the three sites

Ek Mouka Employability Training model was initiated in three different sites for the rehabilitation of the youth in the areas affected by the establishment of SEZs with the support of corporates as part of their corporate social responsibility. The three sites in which this initiative was implemented had very distinct features both in terms of the location, its culture, socio economic profile and the stage at which this project got implemented.

The Haryana project was in a highly urbanised setting, being at the periphery of a metro like Delhi. The beneficiaries had the benefits of living near a metro with several of the civic amenities available. They also had been influenced by the urban culture of having high aspirations and expectations. This has influenced their attitudes and values in accepting the training given and the placement offered. The stage at which this project was taken up is also a very important factor. The corporate was in the process of acquiring land for their SEZ. They had already acquired land from some and were negotiating from the others. They wanted to win the goodwill of the local people for the success of setting up the SEZ. Different people had surrendered different amounts of land and had got their compensation. Though they had surrendered some amount of land, many of them still held a big chunk of their holdings. Some were landless or became landless. The RR policy requires that those families which contributed the land be compensated with training and an opportunity for employment. There is a huge disparity between those fami-

lies that parted with a part of their land holdings and got the compensation and still hold a sizeable land, those who had small holdings and gave up the entire land and were rendered landless and those who were already landless.

The context of the Orissa project is different in several respects. Here large tracts of land comprising of entire villages were acquired from the Orissa Government for setting up the SEZ. This is mainly a Tribal belt in the interiors and away from urban influence. The people here are also economically much weaker and illiterate and depend on mainly agriculture compared to those in Haryana. They mainly belonged to the fishing community or labourers in the factories in that area. There are already several steel plants in the nearby areas and these had made several commitments to those whose lands had been acquired for providing housing, employment etc. but these had not been fulfilled. The corporate gave compensation and built houses for the local people and wanted CAP to train the youth for employment.

The initiative in Maharashtra is different from the other two. This is a very picturesque rural area where the corporate involved in infrastructure development wanted to set up a resort, airport, eco tourism and so on. The CSR team before acquiring the land wanted to win the goodwill of the local people and negotiated with CAP about training the local youth.

Family profile of the youth

It is interesting here to capture the family profile of the youth trained in these three different settings.

The family profile of the youth seems to be similar in some aspects and differs in certain other aspects in these three sites. All seem to be patriarchal societies reporting that the father is the head of the family and the main decision maker. The father's education is between 10th and 11th standard and there were hardly any graduates.

Regarding the occupation, it is interesting to note that in Haryana, nearly 60% of father's of the landed youth have reported farming as their main occupation both in the past and present. This just implies that their major source of income is from farming. On the other hand, the landless have reported that 60% of them are in jobs. This implies that they are labourers or take up any petty job available in and around their vicinity.

In Orissa, over 60% of the fathers of both landed and landless are reported to be in jobs and only 30% in farming. The Tribal communities here are following traditional farming techniques and they are not providing good yield and what they produce is just enough for their own consumption. Other factors contributing to low yield is that the rainfall is irregular, it being a mining area there is lot of pollution, being near the sea there is salination problem also. Further, these tribals being economically weak are unable to invest in agriculture and prefer to take labour oriented jobs available in the several steel factories in this area. They are also concerned about investing in land as there is a fear that the land may be acquired.

However, in Maharashtra over 65% of the father's of the landless are reported to be in farming both in the past and present. This area is known for its cultivation of mangoes and cashew nut. Most of the landless work as farm labourers and depend on agriculture. 50% of the landed report to be in jobs. Most of the landed have migrated to Mumbai and Pune for better jobs in the metros and hire labour to work on their lands. Ownership of the

land need not necessary imply that their occupation is farming. Landless people working on others land consider their occupation as farming for livelihood. Landed people having others sources of livelihood outsourcing their farming work to landless labourers do not consider their occupation to be farming.

Quality of Life Indices

It is significant to note that in all the three sites, the youth have reported that they all have pukka and tiled houses to live in. In Haryana, the youth have reported having access to drinking water, electricity, cooking gas and access to health care. This site is getting rapidly urbanised and these living at the periphery of a metropolitan city report having access to all civic amenities. Regarding Orissa, only about 20% report having access to all these amenities and significantly, the female respondents in this areas seem to be poorer and a very small percentage have reported having access to all these amenities. In Maharashtra, the picture is slightly different. Respondents have reported having access to TV, Radio, mobile and two wheelers. They have however, reported not having access to electricity, water and health services. The public goods seem to be lacking while they have private wealth.

It is interesting to note all the respondents in all the three areas have reported that there has been no major illness in their families. Another significant common feature reported in all the three areas is that they have better choice of food and the number of times they eat have increased in the past one year. The additional income seems to have helped them to meet their basic needs of food.

Perceptions on the ETC

Importance of certification, access to a job which they wanted very badly and the usefulness for the

future were the main features in all the three areas. Generally there is a positive perception of the ETC having empowered them through building career awareness, inculcating the importance of planning, learning to be disciplined and being able to take decisions. Those who completed, seem to be happy with the training provided, the quality of the instructors and the training materials provided. The landed drop outs have expressed dissatisfaction with the ETC. Perhaps they dropped out because they were not satisfied or they are indicating their dissatisfaction because they dropped out.

Leisure time activities and views on women

There seems to be a common pattern with watching TV being the most popular leisure time activity. The radio and movies in the theatre seems to be out. Some do read the newspapers and some do access the internet occasionally. Views on women seem to be politically correct indicating that women should get equal opportunity and allowed to work.

Challenges faced in the implementation

The Ek Mouka model followed certain established, tried and tested procedures evolved over a period of time in these three different settings. It is interesting here to study the different types of experiences and challenges faced in implementing this model in three project areas as described in the preceding sections.

Challenges of mobilisation and enrolment

To recapture briefly, at the Haryana project, two batches of youth were enrolled in two centres. A total of 444 youth were enrolled. Though efforts were made to enrol both males and females, 92% were males and only 8% were females. On the

other hand, at the Orissa project, six batches of students were enrolled in three centres and a total of 1053 youth were trained. Here 66% were males and 34% were females. At the Maharashtra project, 473 youth were trained in three centres. Significantly here there were 52% females to 48% males. In all the three sites, both landed and landless youths were covered.

Mobilisation for enrolment is the first step in any training programme. CAP faced different challenges in this mobilisation process in these three sites.

The challenge of mobilisation for the Haryana project started from the very beginning of the Road shows conducted for mobilisation. Initially the CAP Foundation was expected to conduct the road shows and a communication strategy had been developed accordingly. However, the corporate took over the entire mobilisation process based on a survey they had conducted on those who had given their lands. Initially it was decided that youth will be selected only from those families that had given the land and from those who had passed standard 12th. Subsequently, it was decided to include youth from those landless people and the entry qualification was reduced to pass in standard 10. The R&R department and Land Acquisition departments had their own agenda and promises were made of jobs in their own company outlets and sister concerns and the expectation of the communities was highly boosted up. CAP team was allowed to talk only about the courses and conduct selection tests. Thus, the CAP team had no say in the selection of the youth for training and even the gender equity in the recruitment could not be maintained as pointed out by the low percentage of females enrolling in this programme.

The experience in the Orissa project was very different. The corporate wished to remain in the background and did not even want that this project to

be known as being supported by them. No distinctions were made about the landed and landless in the mobilisation for enrolment. The major challenge was penetrating into these tribal villages who were very suspicious of CAP as a supporter of the corporate. There was no local support for the CAP for establishing their credibility in the communities. There was a suspicion why a Hyderabad based agency should be getting involved in such a far off place. Parents were reluctant to send their girls for the training. There were lot of political, religious and communal conflicts existing in this area. Further the educational level of the local people were very low and they had very low aspiration for coming up in life and were satisfied with the local casual labour available. Further, they were not willing to go to the nearby cities of Cuttack or Bhubaneswar where the jobs were there and very few job opportunities locally. Given these conditions, CAP had to adopt a very different strategy for mobilising the youth for training. All the facilitators went to the villages on two wheelers and contacted every house and every family in the villages. They spent a lot of time with the families personally in order to create the trust and credibility. Nearly a month was spent in the mobilisation process. During mobilisation, the facilitators experienced lot of threatening situation. The commitment and hard work immensely helped in mobilising the youth in this area.

At Maharashtra, the experiences were yet of a different nature. This being a rural area, there were communication and transportation problems in reaching the remote villages for conducting the road shows. In some places, there was a need to get the permission of the local leaders who were not always available. Some parents were reluctant to send their wards for training. The community had earlier bad experience with other agencies who had come with lot of promise which were not fulfilled. The community was thus suspicious about the credibility of CAP and even wanted proof

of the organisation. Initially, it was agreed to train 1000 youth because the corporate had a big vision. However, after two batches comprising of 474 youth completed the training, the corporate lost the bid with the Maharashtra Government to set up the SEZ and the whole project was aborted as the corporate withdrew from this initiative.

Thus, the challenges of mobilisation and enrolment were very different in the three areas depending on the CSR policy of the corporates, the amount of freedom and choice CAP had in the selection process of the youth to be trained, the local socio cultural context and the stage at which this training initiative was taken up.

Challenges in the recruitment, training and retention of facilitators

The type of challenges faced in the three sites were similar in some respects and very different in other respects. At the Haryana project, the partners insisted on having experienced facilitators and were not willing to recruit local facilitators. CAP brought its experienced facilitators from other regions where they were already functioning. Unfortunately, the facilitators brought from the south had major language problems of communication in the north and that became a big handicap and led to major conflicts between the youth and the facilitators disrupting the training programmes.

For the project in Orissa, a team of highly qualified people were recruited as facilitators. Personal attention, systematic training and new training methodologies adopted by these facilitators were new experiences for these youth and helped them to absorb the training provided to them. Persons from the industry (local as well as out of station) were invited as business mentors to guide the students in day to day business terminologies and technologies. Students were also given opportunities in

working in big hotels as apprentices. All these helped in improving the confidence among the community and built trust among the beneficiaries.

In Maharashtra, the problem was not getting local facilitators, this being a rural area.

These facilitators took a lot of time in understanding the training process. They lacked theoretical knowledge in addition to having problems in communicating in English. Training was given after the facilitators were recruited and some of them were not upto the mark creating problems. There were also some communication problem with the facilitators and the team managing the training programme.

Challenges of implementing the training

Several challenges were encountered in implementing the training after the enrolment of the youth had been completed from finding a suitable place for conducting the training till the placement of the youth.

Several problems were encountered in finding suitable accommodation for the training centres. In Haryana, building was hired recommended by the corporate but later that building had to be given up and CAP had to incur great financial loss. There was lot of problem with the power being irregular and this was a very disturbing feature, especially for the ITES programme. The number of computers available were not adequate leading to dissatisfaction among the youth. In addition to these infrastructural problems, there were other issues in conducting the classes.

The attitude of those who belonged to the land sellers category was very different from those who were landless. These students used to come irregularly and when they were not allowed to class room, they created problems for the facilitators.

They abused the facilitators and even threatened the facilitators that they would tell the corporate to remove them from the job. While the facilitators emphasized the importance of personal grooming, regularity and punctuality, the students were not amenable to discipline and were even found playing cards in the classroom. As the corporate team interrupted the classrooms sessions by their presence and comments favouring the students, the facilitators had to function under tremendous pressure and fear disrupting the teaching learning process.

The major issue with the corporate at Haryana was the micro management that they were doing without giving any autonomy to CAP to implement the project according to their tried and tested model. Monthly review meetings were held and they were intimidating and interfering with CAPs functioning. There was a clash between the CAP philosophy of service and the commercial interest of the corporate without the commitment and ethics of CSR. These had a great toll on the morale of the CAP staff involved in this project.

The experience with the corporate in Orissa was very different. They kept in the background and did not even want their name and support to be revealed. CAP had to sell this project as their own and had total autonomy in implementing their model. The corporate had total trust in the partner and did not interfere in the project. However, the corporate gave indirect full support and the required network. CAP just reported to the head office of the corporate about the progress.

However, the leadership has changed and the field office is not fully aware of the delegation of the Head office and the local field office and it has started micromanaging, leading to some conflict between CAP and the field office in their reporting arrangements. The efficacy and impact of the Ek Mouka model is now well known in the region and

has brought good will to the corporate. And they are keen to replicate the model. However, a saturation point has reached in this area and the enrolment is going down. The corporate want this model to be taken to the interior areas. It should be pointed out here, that this model has its limitations. Training can be given for specific market scan identified job opportunities available in the area. These people belonging to the tribal community are not willing to go to a far off place for employment. Going to the interior means there are no jobs in those areas and even if entrepreneurial training is provided, there is no market.

The experience here has been very satisfying as there was an opportunity to work with the general community and not necessarily project affected families. It should be accepted that “one model fits all” does not work. The model is situation and time specific. What is required is an informed choice approach.

The experience in Maharashtra was very different from the other two sites. The corporate here is an infrastructure development organisation. After market scan it was decided to start three courses in CRS, ITES and Hospitality. The corporate provided all infrastructure with modern facilities for CAP to set up the training centres. While the corporate in Orissa gave total freedom and the corporate in Haryana, interfered at every stage, the the corporate in Maharashtra provided all facilities and got involved in the project by close monitoring without interfering. They created all facilities and earned the goodwill of the community before acquiring the land. The corporate was in a rush and pushing CAP to start the programme. The CSR had certain targets set up and CAP was fully utilised to show case that they were doing something for the community. Thus, the CSR team was fully involved in this programme. As the earlier experiences in this area was not a very happy one, the local community was thirsting for a good model.

There was readiness to accept the model, as they had heard about the CAP experiment in other sites and CAP was able to move very fast. Here there was no question of drop out as the payment was based on the number of youth enrolled and placed. The youth benefited without any benefit to the company. This was a genuine CSR with no hidden agenda. Unfortunately, the corporate here had to withdraw from this area for various reasons but they were very happy with CAP and wanted CAP to continue in other areas. This partnership has been a very congenial and successful experience.

However, the facilitators faced some challenges dealing with the students discipline and attendance. Coming from the rural areas with limited educational opportunities, the youth had limited communicational abilities, did not value the importance of grooming, and had low levels of aspirations. Attendance was erratic in some cases due to family, health and financial problems and lot of motivation was required to keep them in the training.

Challenges of drop outs and placement

It is interesting to note that the percentage of drop outs is significantly higher among the male landed especially in Haryana (30%). As has already been pointed out, CAP had no freedom in selecting the youth in this area. The corporate recruited the beneficiaries from the landed category for they wanted the goodwill of those from whom they had acquired the land under the false promise of providing them jobs in the their own outlets. However, when this became known, the landless were not interested in completing the programme. It was also pointed out that the attitude of the landed youth was very negative and they were not interested in the training.

The drop out in Orissa was (19%) for the landed

males. Relatively, the drop out among the females both in the landed and landless is very small. Perhaps, the landed males just enrolled and were not keen on completing. In Maharashtra, there were no drop outs.

Regarding the placements, in Haryana over 96% were offered placement. Only 50% of the landed males accepted placement while 60% of landless males accepted the placement. In Orissa, nearly 90% were offered placement and 75% of landed males accepted placement, while 91% of landless males accepted the placement. In Maharashtra, 64% of the landed males accepted the placement while 94% of landless accepted the placement. This indicates that the landless males were more in need of the job placement and also serious about their enrolment and completion compared to the landed in all the three areas.

This is a very critical issue given that the R & R policy requires efforts only for those who give away their lands. There is no social security for the landless who were working on the land acquired/to be acquired.

Several reasons have been attributed to the non completion and non acceptance of the placement. These vary from one site to the other. The non acceptance of placement in Haryana has been attributed to the fact that there was an expectation on the part of the youth that jobs will be secured in corporate itself. When this did not happen the youth were highly dissatisfied and refused to accept other offers procured by CAP.

There were other reasons like, the jobs offered were boring, not upto their expectation or the salary offered was not acceptable or the job was too far away from home. As far as the girls not accepting the job, again was due to the fact that the girls did not want a job outside their home due to parental pressure or marriage. This is a cultural is-

sue in the north, especially among the Jat community. One interesting observation in Orissa was that, the girls preferred group placement. If for some reason, one girl dropped out the entire group dropped out. This is a socio cultural problem, especially in rural and tribal areas.

The non acceptance of placement in Maharashtra is attributed to the migration issue there.

Impact of the programme on the beneficiaries

By and large, inspite of the various types of challenges encountered in the three different sites, there has been considerable impact of this initiative in all the three sites.

The tangible impact of the initiative is the financial benefit that has accrued to these families. The job placement on an average is over 80%. The trained youth are earning on an average from a low of Rs. 3000 to as much Rs. 8000 or more in some cases. The youth have been contributing significantly to the family income. Some have reported clearing of debts, saving money, buying goods for the family, educating the siblings and so on.

Socially, they have gained respect from the family and the community and their interpersonal relationships have been reported to have increased considerably. They have made contacts in the workplace and are confident of making good progress with a hope for the future.

Personally they feel empowered and confident. They have imbibed greater discipline and learnt the importance of planning and taking decisions for their life.

The perception of the parents are also very positive. They feel that their children have transformed from being dull, listless and directionless to more focussed, disciplined and diligent individuals. Spe-

cifically, many parents mentioned that their children have learnt to speak in English and are able to talk confidently in front of people without any hesitation. Some observed indicators of good behaviour mentioned by parents are that they children get up early, are well groomed, learnt clean habits like washing hands before eating and so on. This indicates that the ETC has not only given technical skills but has imparted life skills which are very important for these youth to cope with the challenges of getting on in this highly competitive society.

Another significant outcome of this project is the impact it has had on the community as a whole. There is greater awareness of the opportunities available and a willingness to accept alternate means of livelihood. This project has had an impact on the corporates also. They have also become sensitive to the need to support the disadvantaged in uplifting their life. The partnership and commitment shown by some of the corporates has been very encouraging.

A SWOT analysis

An attempt has been made to understand the strengths, weaknesses, opportunities and threats of the Ek Mokka Model in this initiative.

Strengths:

The robustness of the Ek Mouka model which includes features like:

1. Market feasibility study
2. Development of Business mentor network
3. Curriculum development with corporate interaction
4. Road shows for identification and selection of candidates
5. Selection based on interest inventory test, followed by individual and parents counselling
6. Induction process and life skills
7. Strategies followed in imparting technical skills
8. Work readiness module
9. Placement and post placement support
10. Intensive Training of Trainers programme for the facilitators
11. Guest lectures
12. Industry visits
13. Meeting with parents
14. Level of corporate positive engagement as part of CSR
15. Tried, tested and constantly refined model for the past several years in different contexts and in different places
16. The appropriateness, relevance and applicability of the model to the present context.
17. The support of the different corporates and other agencies in implementing this initiative
18. The involvement and commitment of the CAP leadership and the entire team of management and facilitators
19. The tangible and visible benefits that accrued to the beneficiaries

Weaknesses:

1. Interference in the mobilisation process leading to faulty enrolment
2. Lack of infrastructure facilities like proper accommodation, supply of electricity etc.
3. Some facilitators not being upto the mark
4. Level of corporate engagement to the point of Interference in carrying out the training in some places
5. Lack of seriousness and commitment on the part of some beneficiaries
6. Some hyped up expectations not being fulfilled
7. Getting them to understand the local market reality, informed choice option for migration support
8. The model does not fit the CSR of the Corporate
9. Local labour market reality
10. Lack of Informed choice option

11. Migration preparedness

Opportunities:

1. To provide livelihood for a large number of most vulnerable displaced youth
2. To test the appropriateness of the Ek Mouka model
3. To improve the Ek Mouka model
4. To provide quality vocational education to disadvantaged youth
5. Generate goodwill among local communities
6. To provide holistically trained manpower to meet the requirements of the corporates
7. Need to strengthen the negotiation skills on the non negotiables – no compromises

Threats:

1. Frustration resulting in the non fulfilment of high expectations
2. Compromising on the model without proper iterations will lead to the risk in the programme outcomes.
3. Lack of clarity on realistic outcomes on the part of the corporate
4. Risk of dilution of the model

An overview of the common challenges encountered

A detailed analysis has been presented about the different types of challenges faced in the different sites because of the socio-cultural and political contexts and the stages in which this programme was initiated. In this section an attempt has been made to capture the major challenges faced in general in implementing this initiative.

Several challenges were encountered during the implementation of the problem. Some related to social issues like breaking the communal feelings among the students as they came from different classes and classes. Establishing credibility in the village community, among parents and students was another challenge. Another problem encoun-

tered was the family was not happy about sending their children, especially girls, to a distant place for jobs. In some areas like Orissa, where naxals were active, the condition for work and survival were threatening. Another social problem encountered was the local culture and lack of discipline and easy going life style. Behaviour modification and inducing discipline and preparing them for a rigorous work culture was a great challenge.

Some external problems like strikes and natural calamities also disrupted the training programmes.

There were several challenges relating to the mobilisation of infrastructural facilities. Getting class room facilities in the area from where the participants were drawn was a major problem. If the distance was too much, it was a deterrent for the participants, especially girls as the parents were reluctant to send them to a far off place. Commuting was also time consuming and expensive. In some places, the power supply was erratic disrupting the classes, especially computer classes. Also there was shortage of computers, limiting the time available for practicals. Participants had to share the use of the computers limiting the time available for practice.

Though market scan had been carried out, potential employment opportunities has been identified, business mentor networks had been established, finding appropriate placement was a major challenge. The youth had their own expectations about the jobs they wanted. In some cases at the initial stages, the jobs allotted were of a routine nature and were perceived to be menial and beneath their dignity and the candidates did not want to accept the job offer or left after a short time. In some instances like the Haryana project, an expectation had been created that the candidates will all get jobs with the corporate. When this did not happen, there was frustration followed by anger and the project had to be terminated. In spite of efforts to

improve the communication skills through spoken English classes, some candidates were poor in communication skills, especially for jobs requiring good interpersonal relations and the candidates were rejected at the interviews causing frustration among the candidates. In some instances, candidates wanted placement only locally and were not willing to go outside where the jobs were there and this created lot of problems in placement. This was particularly true of female candidates.

Another major challenge was in getting suitable facilitators, training them and retaining them. In some instances, if the facilitator did not belong to the local area, the language of communication became a big issue.

Applicability of the Ek Mouka model

CAP had the unique opportunity of implementing this Ek Mouka Model in three different settings with partnership from three different corporates, at different stages of their setting up their SEZs. As discussed, the experiences were very different in the three settings. In some places it was very successful and satisfying, in another setting there were several challenges and in one area the project had to be aborted and CAP withdrew from the project midway. This experience has provided an insight as to how far this model is applicable and under what conditions it can be successful and yield the desired results.

This model seems to be successful with people who are serious, committed and are need of a job. They should be motivated and willing to put in the desired effort.

In this case the economically weaker section of the landless seem to have benefited more than the landed who seem to be economically better off, after surrendering part of their land and getting

a hefty compensation.

Another important factor contributing to the success of the project is that it needs to be iterated to meet the specific socio-cultural and market conditions prevalent in the area concerned as these vary enormously from region to region.

The preparedness of the community is another important factor. This implies how far the corporates had built the good will of the community before embarking on acquiring the land. Also earlier experience of the community about the promises made in acquiring the land, the promises honoured by other corporates is a crucial factor in affecting the acceptance of any such intervention. The trust the community has in the corporates is a vital factor.

The level of engagement of the CAP with the corporates proved to be a deciding factor in the successful implementation of the project. Where there was total autonomy in carrying out the various tested and tried steps involved in implementing the project, the outcome was satisfactory. Where there was interferences in the processes of implementation, the implementation got derailed and the desired results could not be achieved. At times, the project had to be aborted for the initiative could not be carried further due to interference by the partners.

The CSR policy of the corporates is another important factor. Where it is truly service and beneficiary oriented, this model will be effective. If there are other hidden agendas other than CSR, this initiative cannot be effective.

The R&R policy is also an important factor. The R&R policy should be flexible and dynamic to cater to different needs and context of the beneficiaries. A single formula will not be appropriate for different types of situations.

Lessons Learnt and Future Directions

First of all there needs to be clear understanding between the partner corporates and the implementing agency about the respective roles and responsibilities. There are certain non negotiable components in the implementation of the model and this cannot be compromised at any level or cost. The corporates must show due respect to the professional competence and expertise of the implementing agency and not interfere in the process of implementation. There is a need for monitoring and reporting but that limits should be clearly defined and delineated. If there is no clear understanding about the line of communication between different levels of the corporate partners and the implementing agency, there is bound to be conflict of interest disrupting the implementation process.

Given the context of SEZs and the land being acquired, the applicability of R&R policy needs to be re-examined. From this experience it appears that it is more applicable to the landless who seem to have benefited more than the landed.

The model links better with the open community mobilisation than closed community mobilisation based on land contribution criteria. Differences exist in the needs and expectations within the landed and landless and this needs to be recognised during the process of mobilisation and selection of beneficiaries.

If this model is to be adopted for the SEZs, the gender, the socio cultural economic context of the specific region, open mobilisation, informed choice option needs to be built into the project. The market scan, and the absorbing capacity of the region should be kept in view while deciding the target population to be covered.

A preparatory programme to assess and develop a conducive level of readiness in the community

to absorb and participate in the initiative is crucial for the success of the intervention.

Conclusion

CAP foundation has been involved in developing this Ek Mouka model for several years now. This model has been implemented in several contexts in India and outside the country. CAP has partnered with several national, international, corporate and state agencies in implementing this model. The challenges and experiences vary from place to place depending on the context, the nature of the partner agency, the timing of the project inception, the readiness and receptivity of the beneficiary community and so on. By and large, this model has been well received and the outcomes have been very satisfactory. While the overall approach and process are well understood, the final result depends on how well the model is adopted to the particular context and culture of the place and the people.

This in-depth study has brought out the finer nuances of the same model being implemented in three totally different contexts with three entirely different corporate partners with different agendas and approaches. CAP foundation has been highly enriched by the challenges encountered in implementing these three projects and several insights have been gained for further fine tuning this model. The purpose of documenting the experiences of CAP would be useful to the readers of this report, other NGOs, corporate, and other state, national and international agencies who are concerned and committed to the cause of rehabilitating the vulnerable youth and thus contribute to the human resource development and through that to the overall national development.

ABOUT AUTHOR

Prof. Jaya Indiresan was professor of Higher Education at the National Institute of Educational Planning and Administration, New Delhi. Earlier she has taught at Jawaharlal Nehru University, New Delhi. She has been a visiting professor at the University of Manitoba, Canada and a Visiting Scholar at the University of Michigan, USA. Currently she is a free lance consultant to several national and international organisations.

She has authored three books: (1) Education for Women's Empowerment: Gender Positive Initiatives in Pace Setting Women's Colleges;(2) Institutionalisation of Innovations in Higher Education; (3) Inclusion vs Exclusion: A study of Women in Police. She has produced a training manual on Women in Academic Leadership, Sponsored by the University Grants Commission. She has several research publications in national and international journals, produced several research monographs and undertaken several evaluation studies for various organisations.

Her areas of interest include Institution Building and Human Resource Development, with special reference to women. She is deeply involved in training for capacity building in various sectors like educational administrators, women in agriculture, women in police and so on.

She can be reached at, jayaindiresan@gmail.com



101, Gowri Shankar Residency
53&54, Kamalapuri Colony Phase-III
Hyderabad-500073, AP, India
Tel: +91-40-2354 0019 / 2534 / 1763 / 64 Fax: 2354 4663
e-mail: info@capfoundation.in www.capfoundation.in