

Vocational Training for Vulnerable
& Marginalised Youth in India

Europe Aid/128395 – Contract no.

DCI-NSAPVD/2009/210-772

Interim Report

July 2012 to Jan 2013

1 Description

1.1	Name of the beneficiary	CAP Foundation
1.2	Name and title of the contact person	Dr Nalini Gangadharan, Chairperson Trustee
1.3	Name of partners in the Action	NA
1.4	Title of the Action	Vocational education and training for vulnerable and marginalised groups in India
1.5	Contract number	DCI-NSAPVD/2009/210-772
1.6	Start date and end date of the reporting period	1 st July 2012 to 15 th Jan 2013
1.7	Target country (ies) or region (s)	India
1.8	Final beneficiaries &/Or target groups (if different) (including numbers of women and men):	
1.9	Country(ies) in which the activities take place (if different from 1.7)	Country(ies) in which the activities same as 1.7

2.1 Executive summary of the Action:

The programme “Vocational training for vulnerable and marginalized youth in India” provides access to market-oriented employability training to the most deprived youth, effectively addressing the disconnect between the skills acquired through the education system and those demanded by the new economy. It bridges the emerging demands in the new economy with changes that need to happen in the educational pipeline for workforce preparation in the country. This implies involvement of business and industry professionals in developing integral components to vocational education reform including contextual employability competencies; work based learning, career academies, acquiring workplace skills and advancement of employability competencies.

The support from European Union is to replicate and scale up the CAP Foundation’s Ek Mouka Employability Skills Training model under its Workforce Development Initiative through Employability Skills Training Centres (ETCs). The program identifies and provides employability skills training in labour market that is linked to job placements through demand driven and competency based short term courses to 15500 vulnerable youth over 3 years in the identified districts.

During the reporting period – July 2012 to Jan 2013, the programme reached out to 2489 youth and 3012 (including the pending placements of previous reporting period) were provided placement opportunities. Cumulatively since inception, 15610 youth were trained and 12221 youth were provided placement opportunities.

2.2 Activities and results

Result 1: Identification, mobilisation of vulnerable youth to access the market driven skills training

2.2. Activity 1: Conduct Market Scans: For demand driven and equitable work force development a detailed market survey to identify and select its target groups of vulnerable

youth. The Labor Market Scan/Inventory includes youth profiling on the one hand and market scans on the other. The results form the basis for deciding course, content and requisite competencies of trainers. Market scans also represent the beginning of the Business Mentoring Partnership, which continues with the support and cooperation of various corporate houses, until after the placement of the participants/trainees.

During this year, no new market scans were conducted.

Result of the activity:

The courses identified through the previously conducted market scans are being implemented in the training centres. The list of courses offered at each training centre is provided below:

List of courses being implemented		
STATE	CENTRE	COURSE
1. Maharashtra	Nasik	Customer Relations and Sales
		Hospitality
		Refrigeration and Air Conditioning
	Amaravathi	Customer Relations and Sales
		Hospitality
		Refrigeration and Air Conditioning
	Nagpur	Customer Relations and Sales
		Hospitality
		Refrigeration and Air Conditioning
2. Jharkhand	Dhanbad	Customer Relations and Sales
		Bed Side Patient Assistant
		Automobile Repairs and Maintenance
		Electronics and electrical repairing
	Bokaro	Customer Relations and Sales
		Bed Side Patient Assistant
		Electronics and electrical repairing
		Multi Skilled technician
	Ranchi	Customer Relations and Sales
		Electronics and electrical repairing
		Mobile Repair Technician
		Bed Side Patient Assistant
3. West Bengal	Mejia	Customer Relations and Sales
		Computer Hardware
		Electronics and electrical repairing
4. Chhattisgarh	Raipur	Customer Relations and Sales
		Electronics and electrical repairing
		Automobile Repairs and Maintenance
5. Bihar	Munger	Customer Relations and Sales
		Bed Side Patient Assistant
		Electronics and electrical repairing

6. Rajasthan	Jaipur	Nursing Aid
		Clinical/Office Asst.
		Automobile Repairs and Maintenance
		Customer Relations and Sales
		Hospitality
7. Uttar Pradesh	Ghaziabad	Nursing Aid
		Pharma Assistant
		Hospitality
		Customer Relations and Sales
8. Haryana	Faridabad	Nursing Aid
		Billing and Medical Insurance
	Gurgoan	Nursing Aid
		Clinical/Office Assistant
		Billing and Medical Insurance
9. Andhra Pradesh	R C Puram	Customer Relations and Sales
		Hospitality
		Electronics and electrical repairing
	Rangareddy	Automobile Repairs and Maintenance
		Hospitality
	Anantapur	Hospitality
		Customer Relations and Sales
		Electronics and electrical repairing
	Karimnagar	Electronics and electrical repairing
		Customer Relations and Sales
10. Orissa	Jagatsinghpur and Keonjhar	Customer Relations and Sales
		Mobile Repair Technician
		Bed Side Patient Assistant
		Hospitality

2.2. Result 1: Activity 2- Conduct roadshows for youth/trainees mobilisation and registration

Addressing the livelihood issues of vulnerable youth remains at the centre of the Ek Mouka Employability Skills Training program. Youth mobilization is the most important beginning for the program. *Continuing with CAP's strategy, the program is selecting disadvantaged male and female youth of diverse educational profiles, especially those who live on the periphery of the metro cities, sub-urban areas and selected district towns and villages, where wide gap exists between demand for workforce in service sector and its availability. The youth are rural school dropouts, migrants, who are most likely also school dropouts or illiterate youth from the villages or displaced persons; youth having school degrees and vocational training but who are still unemployed due to the poor educational quality and non-relevant curricula of these institutes*

Mobilization/Road Shows were organized at community level to ensure access for vulnerable youth to Employability Training Program opportunities by communicating with the target groups of youth, their parents, community leaders and community representatives in the project areas to optimize penetration and reach of this initiative to the most vulnerable and deserving youth. The Road Show is a means of letting potential programme participants (vulnerable youth - men and women) know of the Training Program and intervention, as well as of screening potential participants/trainees and counselling them about the variety of employment opportunities available. CAP is also working with the existing community structures of the local government like Gram Panchayats and District Rural Development Authority to seek their support in identification of the beneficiaries wherever required.

A mobilizer from the local community was identified for every training centre. His / Her primary responsibility included networking with the influencers/opinion leaders of the community to mobilize the youth to the training programme. He/she also coordinates with the family members of the enrolled students to curtail the drop out ratio if any and ensure that the employment opportunity provided to the students after the training programme is not futile due to parental and other pressure the students/trainees may face while balancing work and family life demands.

Mobilization of the candidates was conducted using different strategies and methods like community meetings, hand bill distribution, door to door contacts, road shows, street plays, use of public address system, news- paper ads, and local cable TV network.

2.2. Result 1: Activity 3 - Set up and operate the Employability Training Centres

A total of 18 Employability training centres were operational during the reporting period. Following are the details of the enrolment:

Enrolment details from July 2012 to Jan 2013			
Name of the state	Locations	Cumulative upto June 2012	July 2012 - Jan 2013
Chattisgarh	Raipur	480	163
	Jagdalpur	503	0
		983	163
Jharkand	Ranchi	498	0
	Dhanbad	704	103
	Bokaro	869	0
	East Singhbhum	372	0
		2443	103
Haryana	Gurgaon	568	196
	Dharuhera	71	
	Faridabad	322	240
		961	436
Uttar Pradesh	Ghaziabad	552	265
		552	265
Orissa	Jagatsinghpur	927	0
	Chatua	555	0
	Joda	161	0
		1643	0

Andhra Pradesh	Anantapur	415	192
	R C Puram	595	134
	Patancheru	249	53
	Shapur Nagar	586	0
	Kukatpally	513	0
	Karimnagar	97	0
	Suraram	417	0
		2872	379
Maharashtra	Nasik	342	60
	Nagpur	466	55
	Amarvathi	334	134
	Aurangabad	200	283
		1342	532
West Bengal	Mejia	149	48
	Bajora (Durgapur)	170	0
	Maldah	108	56
		427	104
Bihar	Patna1	427	120
	Patna 2	330	0
	Munger	262	267
		1019	387
Rajasthan	Jaipur.	427	302
	Udaipur	50	220
		477	522
Total		12719	2891

2.2. Result 1: Activity 4 - Conduct training and classroom practices

Training phase forms the core part of the project in which activities pertaining to actual training of the candidates were undertaken. The training duration was at least for a period of 3 months and 6 - 8 hours a day. The complete training consisted of classroom sessions, practical work and on-the-job training.

Before beginning the course, the young person goes through a short induction module that helps break the ice and introduce her/ him into the learning environment. Self-learning, peer-learning and experiential learning is supported through a well -developed induction and orientation module that allows trainees to get oriented to the model's pedagogical perspectives that promote the "learning to learn" values in them.

The training center had a dedicated team of instructors for the respective training sectors and also had separate instructors looking after inputs on life skills. An exclusive coordinator was be appointed and assigned responsibility of guiding the instructors in management, setting up systems for regular monitoring and follow up and to help in building linkages with the market.

Keeping in view the learning needs and learning styles of the youth, customized, contemporary and quality training for market oriented competencies in partnership with various business houses is developed and provided. Course content is developed across 4

integrated components – basic academics, technical, life-skills and workplace preparedness. The curriculum is delivered by facilitators and business mentors who come in as guest lectures and provided continuous on site /off site support.

Result 1: Identification, mobilisation of vulnerable youth to access the market driven skills training			
Indicators of achievement	Achievement	Sources of verification available	Remarks
33 Districts will be covered	Cumulatively the programme has reached out to 27 districts.	Market scan reports and Inception reports	33 districts are to be covered in 3 years. Will reach out to the remaining district during the last year of the program
17 training centres	26 employability training centres.	Inception reports	Since CAP could mobilise resources from other partners towards its contribution, additional centres were operated
50% of alumni register in the alumni network through community portal	60% of the alumni registered in the alumni groups	Alumni meeting reports	Periodic alumni meetings besides active participation of alumni in mobilisation and interaction with students in the classroom are on-going activities.

Problems, including delay, cancellation, postponement of activities – which have arisen and how they have been addressed

While there were no delays/cancellations or postponements of the activities the following problems were faced:

Since we are working in the backward and left wing extremism affected areas, many a times the facilitators become the victim of suspicion by both the police as well as the naxals, especially during the mobilisation phase. We have now made it mandatory to register the details of the facilitators at the local police station so that they are aware of the presence and purpose of the training centre in their jurisdiction

2.2 Result 2: Capacity building of Trainers/ facilitators for competencies to deliver the customised contemporary and quality training

Result 2: Activity 1- Capacity building programmes – induction, basic, foundation and refresher training

Training of trainers was conducted by the master facilitators on the basis training needs. After the training an evaluation was conducted on the basis of understanding, observation, presentation and participation of the facilitator in the training sessions.

Trainer's assessment was also conducted, trainers were rated based on the parameters such as Communication skills, Life Skills, facilitation skills, management skill (Business mentor networking, team building), responsiveness for the student needs, preparation for the subject knowledge, Recording and reporting skills.

The project deliverables, target groups, partners perspective and project scope was presented and discussed at length during the TOTs. Besides onsite training by master facilitator and program managers which happens on an on-going basis, the following training programmes were conducted:

S.no	Date	From	Venue	Type of Training
1	05-Nov-12	09 – Nov – 12	Hyderabad	Refresher training

32 facilitators among 120 have moved up to level II.

Result 2: Capacity Building of Trainers for competencies to deliver the customised contemporary and quality training			
Indicators of achievement	Achievement	Sources of verification available	Remarks
40% of the trainers move to the level 2 of competency and 20% move to level 5 in 3 years	on target	Assessment reports	Identifying centre coordinators has been a challenge as it requires prior experience in the sector.

Problems, including delay, cancellation, postponement of activities – which have arisen and how they have been addressed

While there were no delays/cancellations or postponements of the activities the following problems were faced:

- Facilitators are the key for the success of any training program. Recruiting experienced facilitators with commitment to work with disadvantaged youth from difficult contexts was a major challenge. It was difficult to find good facilitators locally and those available needed to be trained. Some facilitators took a long time to understand, accept and practice the participatory method of training.

2.2 Result 3: Activity 1- Facilitating quality assurance at the training centres through ISO standards

CAP's Ek Mouka Employability Skill Training Programme under its Workforce Development Initiative is ISO 9001:2008 certified in 2009. The training centres established under this project comply with the set standards. The surveillance audit for certification was conducted in February 2011 and renewed. This certification helps to guarantee focus and quality for the intended target group is demonstrated and adopted by the mainstream as well.

Result 3 - Facilitating quality assurance at the training centres through ISO standards			
Indicators of achievement	Achievement	Sources of verification available	Remarks
Compliance of the training centre of the ISO standards	Internal ISO audit completed, surveillance audit is expected in Feb 2011	ISO audit reports	The facilitators are complying with the set standards, however they consider this to be an add on to their responsibilities

While there were no delays/cancellations or postponements of the activities the challenge was to provide continuous training to the staff on the systems and procedures related to ISO.

2.2 Result 4: 70% of the trainees receive certification from IGNOU through Community College

Activity 1 – No. of trainees receiving certification

The Term End Examination cycle is on hold as IGNOU Community College Scheme is under review by the Govt of India. Most of the students have not received the certificate because of this reason. In order to ensure no further inconvenience is caused to the students, CAP Foundation is issuing course completion certificates to students who have successfully completed the examinations but whose certificates are pending from IGNOU.

Result 4 - 70% of the trainees receive certification from IGNOU through Community College			
Indicators of achievement	Achievement	Sources of verification available	Remarks
No. of trainees receiving certification	81% of the students enrolled into the community college 40% of them appeared for the examination and 99% of them passed the examination	Certificates of trainees and community college records	Course completion certificates were issued by CAP.

2.2 Result 5: At least 75% of the trainees who successfully complete the training are placed in jobs through an active job placement cell

Activity 1- Engagement with the local business

Industry interface begins with the market scan process and is an ongoing activity throughout the program period. Those interested in the program enrol themselves as mentors and provide time and direction to the program. The mentors add value to the program by way of guest lectures, conducting assessments of the students, helping develop curriculum and competency framework.

As per the Quality system procedures of ISO, the business mentors are registered at the Employability Training Centers.

2.2 Result 5: Activity 2 – Work Readiness Module

This module is aimed at making the students/trainees emotionally and technically equipped for the world of work into which they are about to enter. Since the young people are usually required to support their families, a network platform with businesses that offer guided placement and apprenticeship opportunities will be setup. Flexible timings allow the young people to earn and learn during convenient hours both in classrooms and at the workplace. The professionally managed team guides the Learning Modules - with faculty as facilitators, mentored by the industry and professionals, youth friendly pedagogy with a strong Self learning mode, clear learning outcomes, monitoring and guidance and an effective Community-Business-Government Stake holding. This is conducted towards the end of the training course to certify that the trainees are fit to enter into the work world both technically and emotionally.

100% trainees have qualified in this module.

2.2 Result 5: Activity 3 – Organise interviews, get placements and documentation

The entire process from market scan to placement is done with the cooperation and sometimes the guidance of the corporate houses under the Business Mentoring Network. Following is the status of placement across the centres

Placement details			
Name of the state	Identified districts	Cumulative from July 2011 to June 2012	July 2012 - Jan 2013
Chattisgarh	Raipur	331	159
	Jagdulpur	203	0
		534	159
Jharkand	Ranchi	397	39
	Dhanbad	518	127
	Bokaro	579	63
	East Singhbhum	195	46

		1689	275
Haryana	Gurgaon	625	142
	Faridabad	460	212
	Dharuhera	65	0
		1150	354
Uttar Pradesh	Ghaziabad	403	235
		403	235
Orissa	Jagatsinghpur	660	56
	Chatua	408	0
	Joda	136	0
		1204	56
Andhra Pradesh	Anantapur	500	78
	R C Puram	497	112
	Patancheru	288	41
	Shapur Nagar	468	0
	Kukatpally	366	21
	Suraram	318	0
		2437	252
Maharashtra	Nasik	284	32
	Nagpur	336	47
	Amarvthi	243	103
	Aurangabad	165	221
		1028	403

West Bengal	Mejia	113	54
	Bajora (Durgapur)	123	0
	Maldah	79	41
		315	95
Bihar	Patna1	202	138
	Patna 2	170	0
	Munger	0	323
		372	461
Rajasthan	Jaipur.	0	538
	Udaipur	42	219
		42	757
Total		9174	3047

Result 5 - At least 75% of the trainees who successfully complete training are placed in jobs through an active placement cell			
Indicators of achievement	Achievement	Sources of verification available	Remarks
% of employers repeating placements No. of trainees and alumni uploading their resumes on the job portal and getting jobs	78% of the trainees are provided placement opportunities, the placements for the remaining is in progress.	Placement records	The placements are through the network developed at the centre level.

2.2 Result 6: Partnerships with the corporates and the government formalised for program support and additional resource mobilisation for incremental financial sustainability

Activity 1 – Identifying the potential partners interested and willing to support, hold meetings & discussions with them, prepare and submit proposals and finalise MoUs – Build partnerships

Following partnerships were built by CAP to co support this programme

State/ Livelihoods	Identified districts	Partners
Chhattisgarh	Raipur	EC
Jharkhand	Ranchi	Ministry of Rural Development
	Dhanbad	Ministry of Rural Development
	Bokaro	Ministry of Rural Development
	East Singhbhum	USAID & JUSCO
Haryana	Gurgaon	Haryana Labour Welfare Board & Ministry of Rural Development, Michael and Susan Dell Foundation
	Faridabad	Haryana Labour Welfare Board & Ministry of Rural Development, Michael and Susan Dell Foundation
	Dharuhera	Haryana Labor Welfare Board & USAID
Uttar Pradesh	Ghaziabad	Haryana Labour Welfare Board & Ministry of Rural Development, Michael and Susan Dell Foundation
Orissa	Jagatsinghpur,	Ministry of Rural Development
	Joda – Keonjhar	Tata Steel Rural Development Society
	Chatua - Jagatsinghpur	POSCO
Andhra Pradesh	Anantapur	Ministry of Rural Development
	Karimnagar	USAID
	R C Puram - Medak	Ministry of Rural Development & USAID
	Patancheru – Medak	Ministry of Rural Development & USAID
	Shapur Nagar – RR	Ministry of Rural Development, USAID & PLAN
	Kukatpally – RR	USAID & PLAN
	Suraram – RR	Ministry of Rural Development & PLAN
Maharashtra	Nasik	EC

	Amaravati	EC
	Aurangabad	EC
	Nagpur	EC
Rajasthan	Jaipur	Ministry of Rural Development
West Bengal	Bankura Dist	Lafarge cements and EC
Bihar	Munger	ITC and EC

Indicators of achievement	Achievement	Sources of verification available	Remarks
Meeting expenses, operational facilities	CAP has forged partnerships with 11 agencies. A large partnership with the government of India has been instrumental in contributing the additional resources required to be mobilised by CAP	MoUs	CAP has already mobilised its share of contribution through the above mentioned partnerships

There is no delay/postponement/cancellation on this activity.

2.2 Result 7: Effective approaches, strategies, best practices that impact workforce development documented and published

Activity 1: Identification of researchers, development of research tools

CAP undertook the following study projects during the action period:

- Post Placement surveys on an annual basis for over three years to track the education-work-life trajectories of students who receive short term market oriented employability skills training.
- Changed livelihood patterns of families of rural youth (trained in new economy sector jobs) formerly dependent on traditional livelihoods – a study on Chhattisgarh.

To enhance the cost effectiveness and to gain an in-depth understanding and analysis of the studies given above, the study on post placement tracking was linked to the study on changes livelihood patterns and a joint analysis and report was prepared. The sample for the study was selected from the state of Chhattisgarh as the youth in these communities come from some of the most difficult to reach target groups and therefore are very vulnerable.

- CSR investments in the context of youth livelihood promotion and local economy with particular reference to corporates that invest in Scheduled Castes /Scheduled Tribes youth as part of the of “Affirmative Action” promoted by Government of India.

These reports are available in electronic format and will be uploaded on the website of CAP Foundation on approval of EC.

2.3 List of activities that were planned and that were not able to implement, explaining the reasons:

NA

2.4 What is the assessment of the results of the action so far? Include observations on the performance and the achievement of outputs, outcomes and impact in relation to specific and overall objectives, and whether the action has had any unforeseen positive or negative results.

The impact of the programme on the students is as follows:

1. Financial

- Assured income
- Cleared debts, saved money
- Educated siblings
- Built assets

2. Social

- Gained respect
- Interpersonal skills improved

3. Personal

- Gained confidence
- Feel empowered
- Imbibed greater discipline
- Can plan ahead & take decisions

4. Parental satisfaction & pride

5. Community is aware of opportunities and greater hope for the future

6. Corporates become sensitive to the needs of the community

2.5 List of the potential risks that have jeopardised the realisation of some activities and explain how they have been tackled.

- The reluctance of the parents to send young girls to the training program, especially in remote locations where the training centers were situated away from the community. This is a socio-cultural problem which requires a great deal of sensitivity and persuasion. Counselling of parents and setting up centres within the reach of the community is given importance.
- Facilitators are the key for the success of any training program. Recruiting experienced facilitators with commitment to work with disadvantaged youth from difficult contexts was a major challenge. It was difficult to find good facilitators locally and those available needed to be trained. Some facilitators took a long time to understand, accept and practice the participatory method of training. Strengthening the Training modules of the trainers and team building exercises are being taken up.
- While the youth have aspirations to assimilate into the new economy job sectors. The youth in few cases prefer to take up low paying contractual job in the local area rather than take up employment in the nearby town. Informed choice option is provided to the

students to choose between low paying local jobs or better paying jobs in the nearby town/city, but ultimately their personal preference is respected and accepted.

- The challenge is to track the candidates who completed training and are placed on jobs.
- The power supply at the centres is a challenge, as valuable time during the training is lost which affects the practicals on the computers.

2.6 List of all contracts (works, supplies, services) above Euros 10,000 awarded for the implementation of the action during the reporting period, giving for each contract the amount, the award procedure followed and the name of the contractor.

Details	Name of the Contractor	Amount	Award procedure
Batteries for power backup	P C International	Rs. 8,73,200	Procurement was in line with the guidelines of EC and CAP's Purchase policy. The system of procuring three quotations and finalising after negotiations was followed
	Vertical Technologies Pvt Ltd	Rs. 8,29,540	

2.7 Updated action plan

Action completed

3. Partners and Cooperation

3.1 Assessment of the relationship between the formal partners of this Action (i.e. those partners which have signed a partnership statement)? Please provide specific information for each partner organisation

NA

3.2 Relationship with the state authorities in the action countries. How has this relationship affected the action?

NA

3.3 The relationship with any other organisation involved in implementing the action

- Associate (s) (if any) - NA
- Sub contractor (s) (if any) - NA

- Final beneficiaries and target groups – They are the brand ambassadors of the programme. They also play a role in mobilising more candidates for the enrolments as they become role models in their communities. They also play a key role in getting repeat placements from the employers. The employers based on the performance of the students, seek more placements from the subsequent batches.
- Other third parties involved (including other donors, government agencies or local government units, NGOs etc.) – CAP has mobilised its contribution from Ministry of Rural Development, Government of India. The District Rural Development Authority plays a key role in the mobilisation of Rural BPL card holders. CAP is also working with the Sarpanches, Block Development Officers to assist in identifying the most needy youth in the communities.

3.4 Where applicable, outline any links and synergies that have been developed with other actions

The programme is in synergy with the national skill development mission formed by the Government of India.

3.5 If the organisation has received previous EC grants in view of strengthening the same target group, in how far has this action been able to build upon/ complement the previous one (s)? (List all previous relevant EC grants)

NA

4. Visibility

How is the visibility of the EU contribution being ensured in the action?

In cases where the programme is being implemented exclusively with the funds received from European Union, the following branding is being adopted

<p>A program of</p>  <p>funds are and other donor</p>		<p>Supported by</p>  <p>In cases where the drawn from both EU agency the following</p>
<p>marking is being</p> <p>A program of</p> <p>Supported by</p>		 <p>followed:</p>

Other Partners	1	2	3	4
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The European Commission may wish to publicise the results of Actions. Do you have any objection to this report being published on EuropeAid Cooperation Office Website? If so, please state your objection here.

CAP does not have any objection.

Name of the Contact person for the Action : **Dr. Nalini Gangadharan**

Signature : 

Location : Hyderabad, Andhra Pradesh, India

Date report due : 31st March 2013

Date report sent : 23rd April 2013