WORK FORCE DEVELOPMENT INITIATIVE

Preparing disadvantaged youth for the 21st century jobs

Grant no: **386-G-00-06-00125-00**

September 2006 – September 2010
(48 months)

USAID | INDIA
FROM THE AMERICAN PEOPLE

CAP FOUNDATION
Linking Learning and Livelihood

A program supported by:

USAID | INDIA
FROM THE AMERICAN PEOPLE

A Program of:

CAP FOUNDATION
Linking Learning and Livelihood

LOCATION OF THE PROGRAM		
Sep 2006 - Sep 08	**Oct 08 - Sep 09**	**Oct 09 - Sep 10**
National Capital Region (inclusive of Delhi, UP and Haryana)	National Capital Region (inclusive of Delhi, UP and Haryana)	National Capital Region (inclusive of Delhi, UP and Haryana)
	Rajasthan	Rajasthan
	Punjab	Punjab
		Assam
Maharashtra	Maharashtra	Maharashtra
Jharkhand	Jharkhand	Jharkhand
	Gujarat	Gujarat
	Tamil Nadu	Tamil Nadu
	Andhra Pradesh	Andhra Pradesh
	Chhattisgarh	Chhattisgarh
	Orissa	Orissa
		Karnataka

Executive Summary - summarizing the entire period of performance:

Workforce Development Initiative – "Preparing disadvantaged youth for 21st century jobs" was initiated by USAID in 2006 to demonstrate a large scale workforce development initiative in the non-government sector. It was designed to link education to employment opportunities and to address the huge issue of skills mismatch. It is anticipated that the experience from this initiative will form an evidence base to influence government policies. The program was primarily designed to contribute in making the workforce development inclusive, equitable and effective for new economy jobs and arrest the declining trend of unemployment by institutionalizing partnerships, in addition to demand driven contemporary and quality training programs.

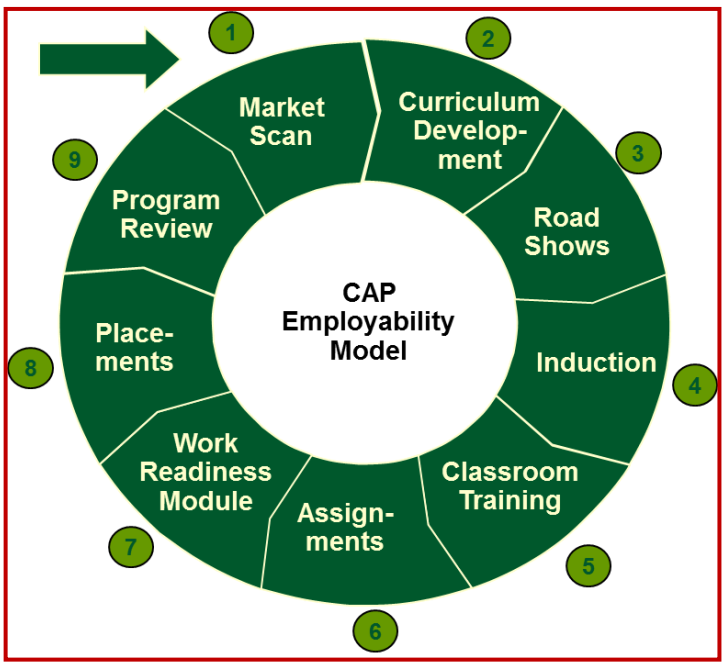
Ek Mouka is a paradigm shift from-

- A dichotomy of livelihood and learning for self growth, to an integrated perspective of the two
- Rigid institutional system of vocational training with a limited reach to a flexible system with contemporary and quality training for the most disadvantaged youth
- Supply driven to a demand driven perspective
- Training without any placement support to a systematic training program with industry interface and placement support
- Working in isolation to partnerships with government, corporate and NGOs
- Experimental small scale intervention to a tested approach of replication in diverse situations and with different target groups.

CAP Foundation's "Ek Mouka-Workforce Development Initiative" model's uniqueness is the manner in which the following priorities are combined and incorporated in linking learning & livelihood:

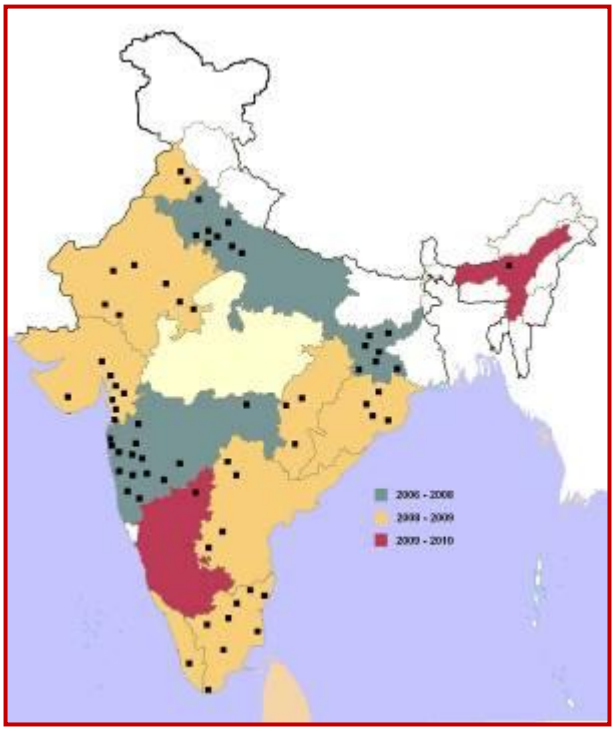
1. A learning model free from access barriers specific to vulnerable youth
2. Market-oriented, competency-based employability skill development
3. A model feeder line for higher education
4. Active and continuous participation of the industry at every stage
5. Institutionalized process tools

The model, now adopted by several NGOs, governments and corporations, has demonstrated a new paradigm in community-based learning and livelihood promotion opportunities for disadvantaged youth, which is both sustainable and replicable. Most importantly, it effectively addresses the disconnect between training of the youth and their 'employment of choice'. This is done by working in tandem with the government's policies for creating employment in emerging sectors and at the same time partnering with corporate houses, using them for placement and business mentoring.



USAID/India support through grant no. 386-G-00-06-00125-00 helped the Ek Mouka model to scale up. This program was inaugurated on 23rd April 2007.

CAP developed and established the three tier institutional approach of Workforce Development Institute, Employability Exchanges and Employability Training Centers for institutionalizing frameworks and linkages to provide an enabling environment to replicate the process. The Employability Training Centers (ETCs) were the physical structures where the learning transaction between the facilitators and the students took place. The Employability Exchanges (EE) coordinated with the ETCs for monitoring and support, establishing local business network for placement and delivery of training modules. Its activities included sharing the best practices among the ETCs, dissemination and advocacy to new and existing service providers, stake holder servicing at the field level, forming alumni network, consolidating the MIS and conducting the visibility exercises like valedictory programs. The Work Force Development Institute (WDI) was the apex institution for the program with the EE's and the ETC's under its umbrella. Apart from serving as a project management unit it primarily provided support to the EE's in designing, customization, setting standards and bench marks and identified resource partners for the EEs.



The program had four sequenced strategic objectives for achieving the program goal and purpose-

- ***Strategy1: Enabling the most disadvantaged youth especially young women*** in most vulnerable locations to sustain mobilization for increased and equitable participation in work force development through effective alumni network and local partnerships.
  - Reached out to 93362 youth.
  - Placement opportunities to 67949 youth.
  - Additional 6638 college youth were provided life skills in their colleges to enhance their employability skills.
  - 13 states.
  - 165 training centers (non- concurrent).

This strategy was modified as **Expansion of the Workforce Development Initiative in Expansion Phase I & II**

- ***Strategy 2: Customized, contemporary and quality training*** for market oriented work force development by institutionalizing mechanism to systematically build competency of trainers and partners to sustain the training program and ETC. Some of the efforts to enhance quality and uniformity across the spread of the training centers were:
  - Standardized processes: ISO certified quality standards
  - Regular training of trainers
  - Computerized MIS tracking : student profile, placements
  - Institutional framework (ETC-EE-WDI) to support curriculum review, business linkages, research and advocacy
  - Formalizing industry involvement through business mentor networks
  - Regular feedback through alumni and business interaction
  - Digitized curriculum

This strategy was modified as **Improving upon the Ek Mouka model**

- ***Strategy 3: Institutionalized program interface with industry*** relevant govt. and other institutions for placement, accreditations, certification and resource mobilization. This was ensured through:
  - Market scans
  - Revisiting of market scans
  - Establishing Business mentor networks
  - Sectoral council meetings

- ***Strategy 4: Mainstream the program model*** or its best practices (processes, procedure, partnerships and pedagogy) in the work force development and positively influence policy and regulatory barriers through research, advocacy and networking. CAP Foundation's Ek Mouka – Workforce Development Program is now well known in the field of employability skills.

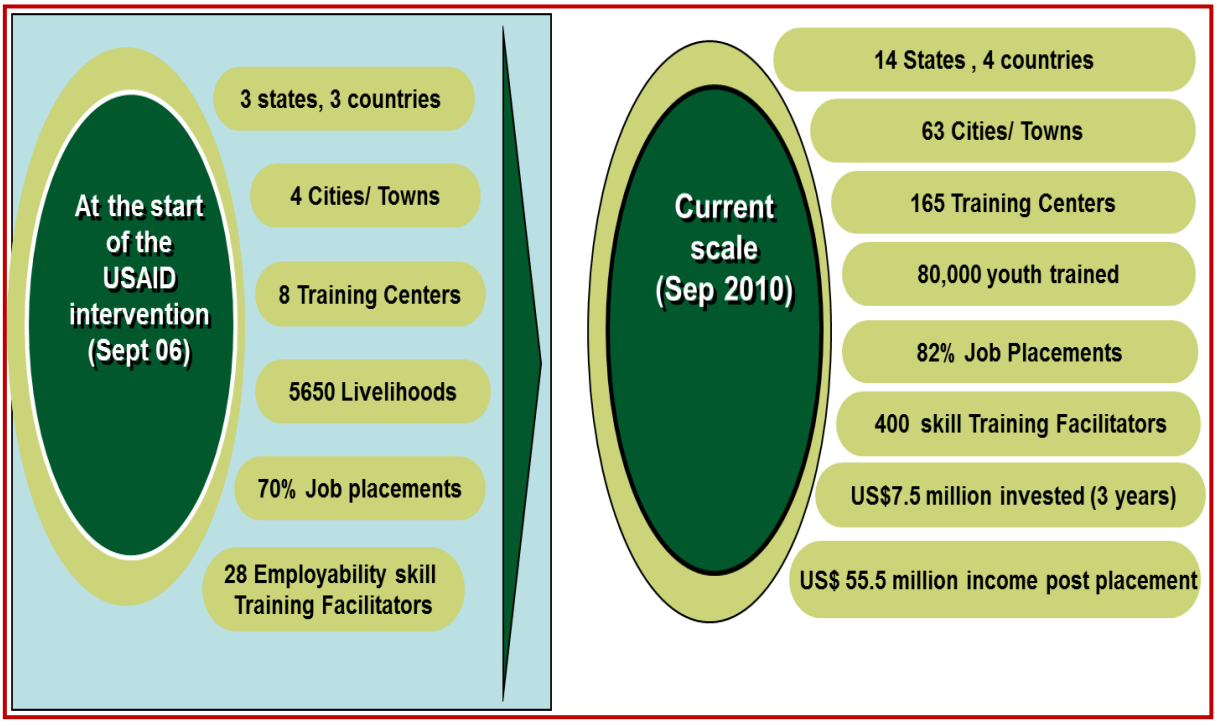
Strategy 3 & 4 were clubbed to become Institutionalization and Sustainability for the expansion phase

Initiated in September 2006, the program was implemented in two phases – the first 24 months (Sep 06 – Sep 08) formed the core program phase and the subsequent 12 months (Oct 08- Sep 09), the expansion phase I and (Oct 09 – Sep 10) as expansion phase – II.

During the core program phase, Ek Mouka expanded to the three regions of NCR, Maharastra and Jharkhand, reaching out to over 15,872 disadvantaged youth in these regions. At the same time an institutional mechanism was put in place to scale up the model much beyond these numbers. The program demonstrated scale up and institutionalization of CAP's key processes such as community mobilization to target the most vulnerable young men and women, labor market inventory through market scan, business mentor networks, capacity building of facilitators (trainers), curriculum development in new competencies and interface with industries.

In the subsequent expansion phases (Oct 08-Sep10) the program was scaled up beyond the initial three states following a wider "target of opportunity" approach and set up to benefit an additional 75,000 youth across 15 states in the country. The major emphasis during this phase has been to spread the footprint of the Ek Mouka model across the country. At the same time the model itself has been improved upon and made more flexible and viable, keeping in view the long term sustainability of the initiative.

The proposed program helped to upscale CAP's model by - consolidating its footprints in terms of experiences and lessons, developing sustainable institutions and institutionalizing partnerships- to influence underlying causes of increasing unemployment and lack of demand driven workforce development for growing new economy sectors and sub-sectors.



Following factors contributed to the scale up of the program:

Linking learning and livelihood: CAP's Ek Mouka Employability Training model's uniqueness is the combination of the following priorities incorporated in the module Linking Learning & Livelihood including:- an access barrier free aspiration learning model specific to vulnerable youth-age, location & category, market oriented competency based Employability skill development, a model feeder line for higher education, active and continuous participation of corporates at every stage, institutionalized process tools.

Aspirational Learning model: One of the essential components of CAP's program is that it recognizes the gap between the growing sectors of the economy, where labor is demanded, and the type of labor available, and tries to bridge that gap. The aspirational learning model specific to vulnerable youth has been demonstrated across a variety of age groups, locations and categories.

Focus on last 20% - **specific to vulnerable youth**: The program defined 'vulnerable youth' as out-of-school individuals and high school graduates who are between 15 and 24 years of age, who have no further opportunities for study, who are jobless or underemployed. They lack income-earning skills and training and are therefore considered vulnerable to poverty and exploitation. Such youth may be 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; victims of violence or disasters, trafficked victims or those (particularly females) vulnerable to trafficking and slum dwellers, who are most likely also school dropouts.

Right time right place for right target group in transition economy: The CAP's demonstrated Footprint has clearly vindicated its model as positioned at the right time right place for right target group in transition economy.

Participation of private sector at every stage: CAP worked in tandem with corporate houses, which are the emerging sources of employment, using them for placement as also for business mentoring. The entire process from market scanning to placement was done with the cooperation and sometimes the guidance of these corporate houses under the Business Mentoring Network. The students who were placed with these corporates became the brand ambassador of CAP. They facilitated easy contact between CAP and the corporate on the one hand, and between CAP and the community on the other. For both the employer corporate and the community, the student who received placement became a symbol of capacity for training unemployed youth to make them market-capable; and to provide efficient and committed staff to the corporate world.

Cost effective model: The program was extremely cost effective. Over 1 lakh youth have been provided employability skills with USD $4 m and an additional USD 6$ m of leverage generated by CAP. With a modest estimate of 60% of the youth provided with placement opportunity continue at the work places in the second year with a marginal increase in their salaries, these beneficiaries would have brought Rs. 369,98,83,800/- into the communities.

Ek Mouka – Workforce Development Initiative – Summary

Name of the Organisation	CAP Foundation
Address of the Registered Office	101 - 103, Gowri Shankar Residency, Kamalapuri Colony Phase – III, Hyderabad - 500073, Andhra Pradesh, India, Ph: +91-40-2354 0019 / 2534 / 1763 / 64, Fax: +91-40-2354 4663 www.capfoundation.in
No. of states operating	**13**
No. of training centers in India	105

No. of international locations	6	
No. of staff	387	
No. of students trained	Oct 2006 – Sep 2007 Oct 2007 – Sep 2008 Oct 2008 – Sep 2009 Oct 2009 – Sep 2010	2451 13421 46936 30554
Courses and profiles offered		
Information Technology Enabled Services	Data Entry operators, Scanning and Indexing Executive, Computer Hardware Assistant, Web Designers/ administrators, Database administrator/ Managers, DTP assistant Internet café manager, IT based accounting executives, Website maintenance & upgrade, Animators	
Customer Relations and Sales	Over the Counter sales executive, Direct marketing executive, Mall floor sales people, Billing clerks, Tele marketers, Field promotion agents, Customer Response executives, Credit collectors, Market Researcher, Insurance Agents, Multi Skilled rural marketing executives, Techno marketer	
Hospitality	Waiters, Stewards, Captains, Restaurant Managers, Billing Clerks, Housekeeping staff, Coffee specialists, Dessert specialists, Mock tail specialists, Sandwich specialists, Café Managers, Assistant Cooks, Kitchen assistants	
Repairs & Maintenance	White goods repair and maintenance technicians, cell phones repair and maintenance technicians, automotive repair and maintenance technicians, Refrigerators & Air conditioners repair and maintenance technicians, Multi skilled repair and maintenance technicians, Facilities maintenance	
Health Care	Home Care Nursing Assistants, Bed Side Patient Assistants Hospital Health Workers, Hospital Administrative assistants Pharmacy assistants, Child Care nursing assistants	
Socio – Economic profile of Students		
Age wise details of Students	18-22 years 23-27 years Above 27 years	58% 29% 13%

Gender details of Students	Female Male	53% 47%
Caste details of Students	SC ST OBC General	17% 8% 28% 47%
Education details of Students	Less than Xth Xth to XIIth Above XIIth	49% 39% 12%
Placement Details after completion of the training program		
Salary Ranges	1000-3000 3001-5000 5001-7000	31% 51% 18%
Sample Employers	HDFC Bank, ICICI Bank, AIG Life Insurance, Barclay's Bank, Taj Hotels, McDonald's, Café Coffee Day, Baskin Robins, Barista, Lifestyle, Shopper's Stop, Pantaloons, Big Bazaar, West Side, TITAN, MORE, Hindustan Unilever Ltd., Eureka Forbes, TNT India Pvt Ltd., Asian Sky Shop, AIRTEL, TATA Indicomm, Reliance Communications, HUTCH	
Partners (in alphabetical order)	Tata Steel Rural Development Society Tata Consultancy Services Reliance Haryana SEZ Pvt Ltd Reliance Energies Pvt Ltd Rajiv Udyog Sri Rajasthan Mission on Livelihoods Quest Posco Plan India Moserbaer Trust Ministry of Rural Development Ministry of Food Processing Microsoft Unlimited Potential Michael & Susan Dell Foundation	

	Mahindra World City M+V Lucent Alcatel Lafarge Jamshedpur Utilities Services Company International Labour Organization Indira Gandhi National Open university Gujarat Urban Development Mission Government of Maharashtra European Union DLF Christian Children's Fund Ballarpur Industries Pvt Limited B R Ambedkar Open university American India Foundation	
	2006 – 2007 2007 – 2008 2008 – 2009 2009 - 2010	Rs. 70 million Rs. 100 million Rs. 132 million Rs. 160 million

Succinct history of award that tracks original program description/scope of work and material programmatic modifications

USAID India floated a request for concept note in 2006. In response to this request, CAP submitted the concept note. After following the selection process, the concept note was shortlisted and CAP was asked to submit a request for proposal. USAID also provided support for design of the proposal. A detailed proposal was submitted for USD 5 million. As a part of the selection process, CAP made presentations to the committee on the proposal. A due diligence of the organization's capacity was taken up by USAID as part of the selection process.

The grant was awarded to CAP Foundation to for the Workforce Development Initiative: Preparing disadvantaged youth for 21st century jobs. However, the award was modified to USD 4m. The proposal was also modified to implement the program in two phases: - core phase and extension phase.

The award was committed the USAID support for the core phase to begin with and extension was based on review of the program and availability of the funds.

Following is the sequential narration of the modification to the award:

1. **Work force Development Initiative - Preparing youth for the 21st century jobs (Award No. 386-G-00-06-00125-00)**

   The Program is performed in two phases:

   (i) Design Phase

   The effective date of this agreement was from 09-12-2006. The estimated completion date of this agreement was 11-12-2006.

Subsequently the Grant amount/ period/ other conditions were increased to take it to the implementation phase.

(ii) Implementation Phase

The implementing phase has been directed through various Modifications of Assistance. The details of the modifications are as below:

First Modification of Assistance

By the first modification letter dated Feb 06, 2007 the following are modified in the original agreement.

i) Appended the Implementation Program Description;
ii) Revised the budget;
iii) Inserted substantial involvement clause;

iv) Extended the completion date of Award (option 1, 2, 3) ;

v) Provided for fund the agreement incrementally and

vi) Increased the USAID total estimated amount by Rs.10, 975,000.

Second Modification of Assistance

As per the second amendatory agreement dated 21 Feb 2007 the basis of payment of grant fund was changed from reimbursement basis to advance basis.

Third Modification of Assistance

As per 3rd Amendatory agreement dated 07/10/2007 the total obligated amount of INR 13,264,963 was increased by Rs. 8,070,000 to make total obligated amount to Rs. 21,334,963.

Fourth Modification of Assistance

The purpose of this modification was to provide incremental funding. Accordingly the agreement was modified to make total obligated fund to
$ 1,054,620 from $ 499,620.00.

Fifth Modification of Assistance

The purpose of this modification was a general notice to all the partners of USAID/India advising the Mission's new implementing partners Notice (IPN) website.

Sixth Modification of Assistance

This modification was issued after the completion of the core program phase. After a review by USAID, CAP had

submitted a proposal for extension of the program for a year (Oct 08 – Sep 09). The purpose of this modification was to i) Revise the program description ii) include USAID funded transfer property iii) Change standard provision clause c: 19 of the award.

Seventh Modification of Assistance

The purpose of this modification was to i) Decrease total estimated amount ii) Fully fund the agreement iii) Extend the completion date of award IV) Revise the budget and v) Append the implementation program description for year 3. Accordingly, the agreement is modified to make total obligated fund to $ 2,254,620 from $1,054,620.00.

Eighth Modification of Assistance

This award was issued after the completion of the extension phase-I. CAP submitted the proposal to extend the program by another year as expansion phase-II (Oct 09-sep2010). The purpose of this modification was to i) Increase the USAID total estimated amount ii) Fully fund the agreement iii) extend the completion date of award iv) revise the budget v) append the program description for extension period vi) revise the reporting requirement

CHAPTER – 1

Expansion and Consolidation of the Workforce Development Initiative

The program reached out to 93362 youth in 13 states - Assam, Orissa, Jharkhand, Chhattisgarh, Andhra Pradesh, Tamil Nadu, Karnataka, Delhi, Uttar Pradesh, Rajasthan, Haryana, Punjab and Chandigarh, Maharashtra, Gujarat with a maximum number of 105 employability training centers.

During the expansion phase, the program expanded beyond the initial three states to 13 new states of Gujarat, Tamil Nadu, Andhra Pradesh, Assam, Orissa, Chhattisgarh, Rajasthan, Punjab, Haryana, Uttar Pradesh, Karnataka and Kerala. It reached out to newer targets groups like the Tsunami affected families in Tamil Nadu, urban poor in Gujarat, displaced youth due to the SEZ in Orissa, tribal groups in Rajasthan and trafficked rescued victims in Maharashtra.

Following are the key activities under this strategy:

1. Developing partnerships
2. Conducting market scans
3. Setting up of Workforce Development Institute and Employability Exchanges
4. Setting up of Employability Training Centres
5. Mobilization of youth
6. Setting up of offsite centers

Developing partnerships

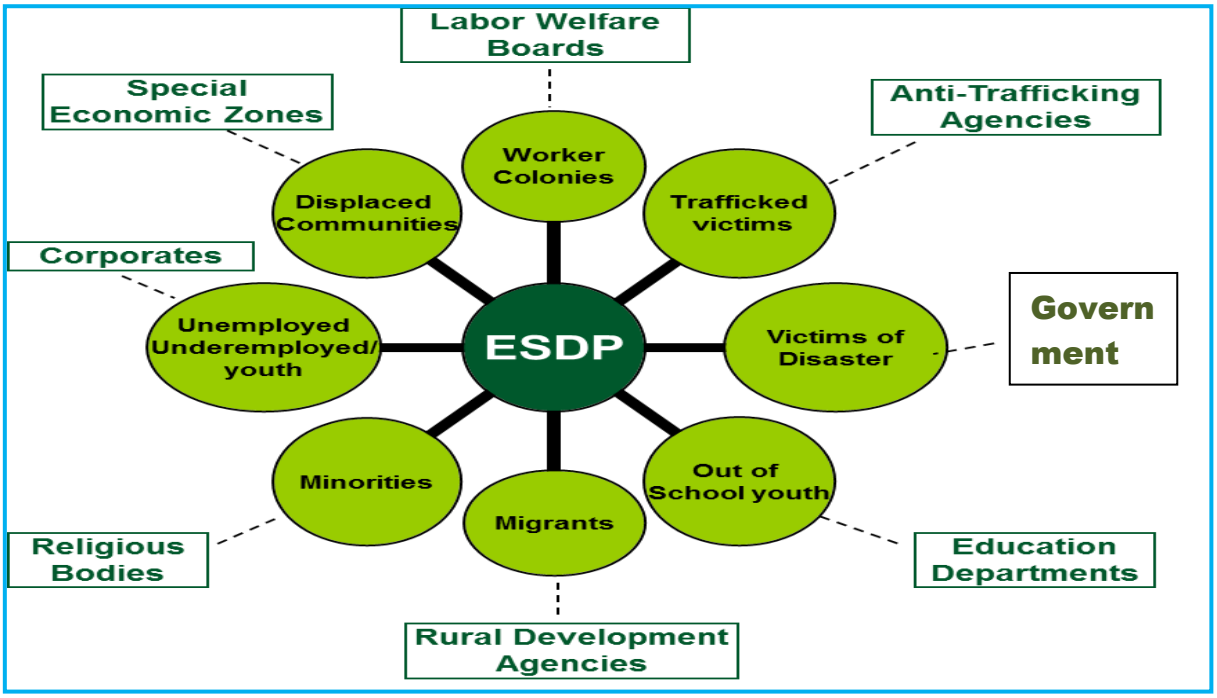
The program in NCR reached out to the adolescents working in the hazardous industries and resskilling them into the new economy jobs with the support of ILO. Moserbaer India Ltd supported the spread of the Ek Mouka program to villages of their workers. Through the partnership with Reliance Haryana SeZ ltd the program reached out to the displaced families who gave away their land for development of the SEZ. Ballarpur Industries Ltd supported the program at Yamuna Nagar. The program is implemented at Delhi, Gurgaon, Noida, Greater Noida, Ghaziabad, Agra and Yamuna Nagar.

In Maharashtra, the program was supported by Lucent Alcatel Technologies to reach out to the urban poor neighborhoods of Mumbai, while ILO supported the program to rescue the youth for hazardous industries and reskilling them in the new economy jobs. Reliance Energy Ltd supported the program to provide employability skills to its customer base.

In Tamilnadu, the program was supported by UNDP & AIF at Kollam and Kanya Kumari to reach out to the Tsunami affected families. AIF also supported this program at Cuddalore.
In Gujarat, the program has been mainstreamed by the Government under the name of the "Umeed". CAP is working at Surat, Vapi, Valsad, Anand, Ankleswar and Anand to implement the program.

Apart from direct implementation of the program, CAP has also forged partnerships for implementation of the program with Society for All Round Development (SARD), Nav Bharat Jagruti Kendra (NBJK), Humana People to People India (HPPI) and Cross cutting Agra Program.

This program opened up avenues for collaborations with many international agencies partnerships with corporate and implementation of many government programs to promote employability and job placement for disadvantaged youth. Following are the government, international agencies and corporates that CAP has engaged with in providing employability skills training and youth to the disadvantaged youth.



The targets groups and specific partnerships to reach out to the youth are as follows:

The partnerships have been at three levels – implementation, technical and financial. While partnerships with NGOs and civil society organizations have primarily been for implementation, the industry partnerships have provided technical support for curriculum development, manpower support for training and facilitated placements for the trainees. The partnerships can be divided into 3 categories:

NGO Partners: CAP Foundation entered into partnerships with the NGOs at the field level to identify youth at the most vulnerable places. These partnerships were to implement the Ek Mouka program with the technical support of CAP or only for the mobilization of the youth/ trainees. The implementing partner, the mobilization partner, the CBOs and CAP jointly identify the potential trainees. CAP has worked with NBJK in Jharkhand and SARD in Delhi.

Corporates: CAP has partnered with Tata Steel, Reliance Haryana SEZ Ltd., Reliance Energies, Moserbaer Trust, Tata Consultancy Services, Arvind Mills, Genpact, DLF, JUSCO, Ballarpur Industries Ltd, Microsoft, Lucent Alcatel. CAP mobilized its leverage funds through these corporate partnerships.

Government Departments and agencies: CAP has worked with Maulana Azad Institute at Mumbai to train the women from Muslim minority community. The partnership with ILO in both Mumbai and Delhi was to identify the adolescents and youth working in hazardous industries and provide them with employability skills leading to their livelihoods in the new economy sectors. The major partnerships with the government are Gujarat Urban Development Mission, Rajasthan Mission on Livelihoods, Haryana Labor Welfare Board, Ministry of Rural Development and Ministry of Food Processing of Government of India.

Market scans:

Market scans were conducted to analyze the job opportunities, skill demand and youth profile of a region/area before starting the program. This helped design and implement contextualized training programs suited to local requirements. In all 79 labor market scans including revisits were conducted wherever necessary.

Following is the list:

List of the Labour Market Potential Study (LMPS) and revisits conducted

S. NO	Month & Year	State	District	Funder	LMPS/Re-visit/ Rapid study
1.	Mar, 2006	NCR	NCR	USAID	LMPS
2.	Apr, 2006	Jharkhand	Prachi	USAID	LMPS
3.	June, 2006	Maharashtra	Aurangabad	USAID	LMPS
4.	Sep, 2006	Maharashtra	Nagpur	USAID	LMPS
5.	Sep, 2006	Maharashtra	Maharashtra	USAID	LMPS
6.	Oct., 2006	Maharashtra	Mumbai	USAID	LMPS
7.	Oct., 2006	Jharkhand	Dhanbad	USAID	LMPS
8.	Nov., 2006	Jharkhand	Koderma	USAID	LMPS
9	Feb, 2007	NCR	Delhi & Noida	USAID	LMPS
10	Mar, 2007	NCR	NCR	USAID	LMPS
11	Apr, 2007	Jharkhand	Jharkhand	USAID	LMPS
12	Apr, 2007	NCR	Faridabad	USAID	LMPS
13	April, 2007	NCR	Noida	USAID	LMPS
14	April, 2007	Haryana	Gurgaon	USAID	LMPS
15	May, 2007	Maharashtra	Mumbai	USAID	LMPS
16	May, 2007	Maharashtra	Sangli	USAID	LMPS
17	May, 2007	Maharashtra	Pune	USAID	LMPS
18	June, 2007	Jharkhand	Pakur, Dhanbad & Bokaro	USAID	LMPS
19	Apr, 2007	Karnataka	Bangalore	USAID	LMPS
20	June, 2007	Jharkhand	Dhanbad	USAID	LMPS
21	June, 2007	Karnataka	Bangalore	USAID	LMPS
22	June, 2007	Jharkhand	Ranchi, Hazaribag & Koderma	USAID	LMPS
23	August, 2007	Maharashtra	Sindhudurg	DLF	LMPS
24	August, 2007	Tamilnadu	Kanyakumari	UNDP, ILO, AIF	LMPS

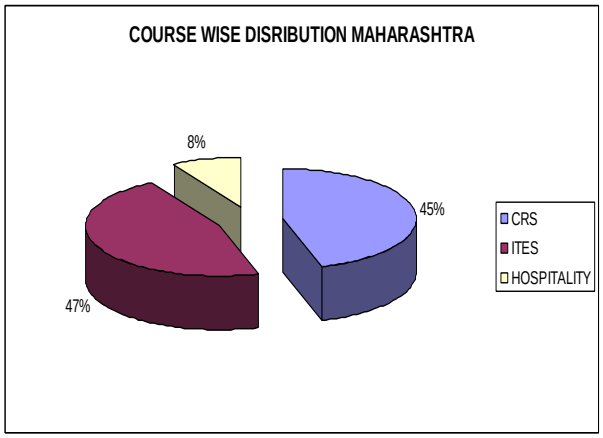
25	August, 2007	Tamilnadu	Kollam	UNDP, ILO, AIF	LMPS
26	Sep, 2007	Maharashtra	Mumbai	Alcatel, Lucent Technologies	LMPS
27	Dec., 2007	Uttar Pradesh	Agra & Firozabad	CCF	LMPS
28	April, 2008	West Bengal	Kolkata	ITC	LMPS
29	April, 2008	Jharkhand	Jamshedpur	ITC	LMPS
30	April, 2008	Bihar	Patna	ITC	LMPS
31	May, 2008	Orissa	Cuttack	POSCO	LMPS
32	May, 2008	Orissa	Paradeep	POSCO	LMPS
33	May, 2008	Uttar Pradesh	Agra	USAID	LMPS
34	May, 2008	Haryana	Yamuna Nagar	BILT	LMPS
35	June, 2008	Orissa	Paradeep & Bhubaneswar	POSCO	LMPS
36	June, 2008	Orissa	Cuttack	POSCO	LMPS
37	June, 2008	Orissa	Joda	TSRDS	LMPS
38	September, 2008	Rajasthan	Ajmer, Bundi, Baran & Kota	BILT	LMPS
39	December, 2008	Andhra Pradesh	Hyderabad	PLAN India	Rapid Study
40	December, 2008	Maharashtra	Chandrapur & Baramati	BILT	LMPS
41	December, 2008	Gujarat	Bardoli, Vyara, Halol, Kalol & Godhra	BILT	LMPS
42	February, 2009	Madhya Pradesh	Bhopal	MoRD - SGSY 1	LMPS
43	March, 2009	Tamilnadu	Chengalpattu	MoRD - SGSY 1	LMPS
44	March, 2009	Tamilnadu	Dharmapuri	MoRD - SGSY 1	LMPS
45	March, 2009	Tamilnadu	Trichy	MoRD - SGSY 1	LMPS

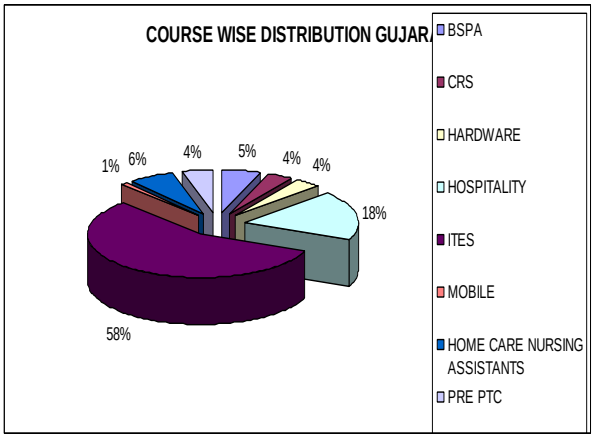
46	March, 2009	Tamilnadu	Thiruvaloor	MoRD - SGSY 1	LMPS
47	March, 2009	Tamilnadu	Namakkal	MoRD - SGSY 1	LMPS
48	March, 2009	Jharkhand	Gumla,	MoRD - SGSY 1	LMPS
49	March, 2009	Jharkhand	Dhanbad	MoRD - SGSY 1	LMPS
50	March, 2009	Jharkhand	Bokaro	MoRD - SGSY 1	LMPS
51	March, 2009	Jharkhand	Giridih.	MoRD - SGSY 1	LMPS
52	March, 2009	Chhattisgarh	Jagdalpur,	MoRD - SGSY 1	Re-Visit
53	March, 2009	Chattisgarh	Raipur	MoRD - SGSY 1	Re-Visit
54	March, 2009	Assam	Guwahati & Dispur	MoRD - SGSY 1	LMPS
55	March, 2009	West Bengal	Kolkata	MoRD - SGSY 1	Re-Visit
56	May, 2009	Maharashtra	Mumbai	MoRD - SGSY 1	Re-Visit
57	May, 2009	Maharashtra	Pune	MoRD - SGSY 1	Re-Visit
58	May, 2009	Maharashtra	Sangli	MoRD - SGSY 1	Re-Visit
59	May, 2009	Maharashtra	, Kolhapur	MoRD - SGSY 1	Re-Visit
60	June, 2009	Gujarat	Surat	GUDM	Re-Visit
61	September, 2009	Chhattisgarh	Bilaspur, Korba & Janjgir/Champa	Lafarge	LMPS
62	December, 2009	Andhra Pradesh	Hyderabad/Ranga Reddy	MoRD - SGSY 1	Re-visit
63	Mar-10	NCR	Gurgaon	Healthcare	LMPS
64	Mar-10	NCR	New Delhi	Healthcare	LMPS

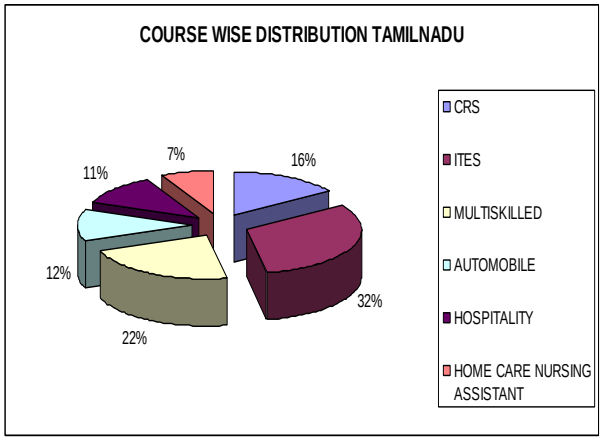
65	Mar-10	Tamilnadu	Sholinganallur	Vestas	LMPS
66	Apr-10	NCR	Faridabad	Healthcare	LMPS
67	Apr-10	Rajasthan	Jaipur	Healthcare	LMPS
68	Apr-10	Rajasthan	Udaipur	Healthcare	LMPS
69	Apr-10	Andhra Pradesh	Sullurpet, Tada	Sricity	LMPS
70	Apr-10	Jharkhand	Ranchi, Ramgarh	MoRD - SGSY 2	LMPS
71	Apr-10	Bihar	Patna	MoRD - SGSY 2	LMPS
72	May-10	Chhattisgarh	Raipur	MoRD - SGSY 2	LMPS
73	May-10	West Bengal	Mejia	MoRD - SGSY 2	LMPS
74	May-10	NCR	Ghaziabad	MoRD - SGSY 2	LMPS
75	May-10	NCR	Noida	MoRD - SGSY 2	LMPS
76	May-10	Haryana	Sirsa	MoRD - SGSY 2	LMPS
77	May-10	Maharashtra	Nasik	MoRD - SGSY 2	LMPS
78	May-10	Maharashtra	Patan/Karad	MoRD - SGSY 2	LMPS
79	May-10	Andhra Pradesh	Hyderabad	MoRD - SGSY 2	LMPS

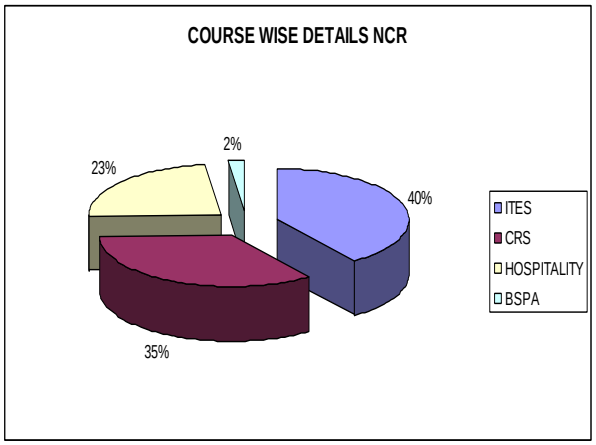
List of courses offered across Employability Training Centers during the program period:

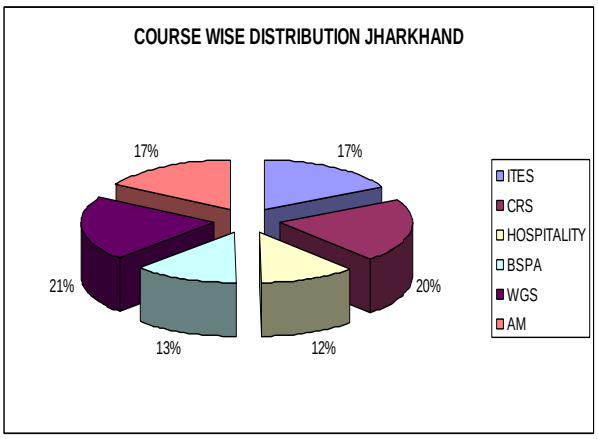
Course Distribution details:

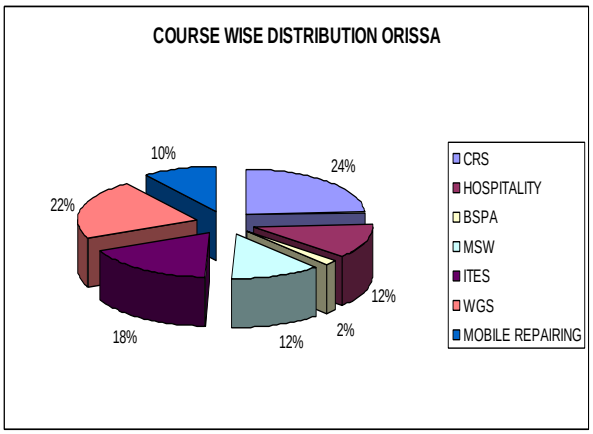


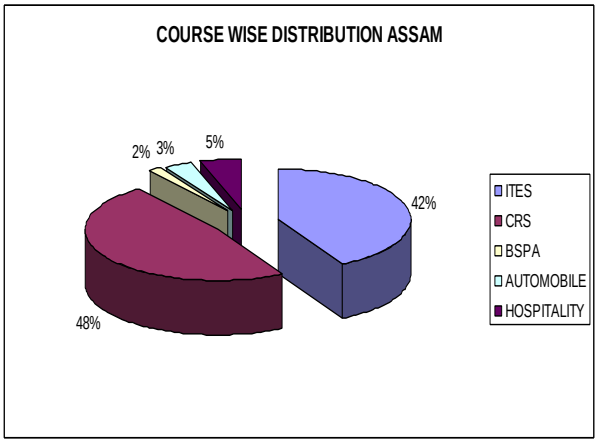


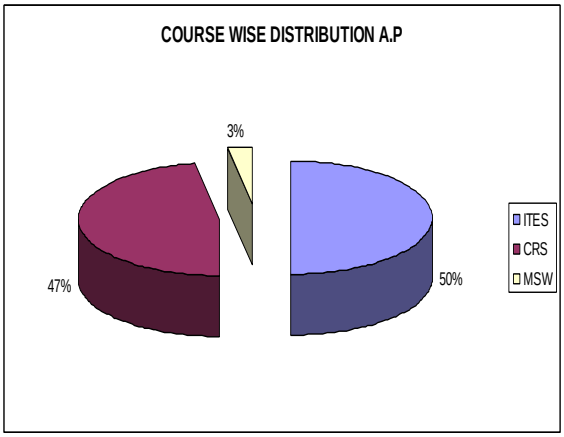


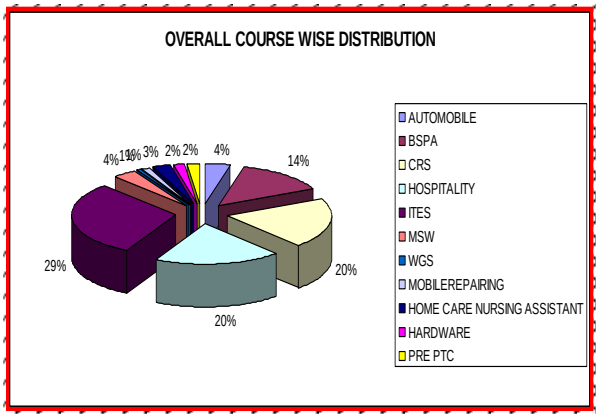


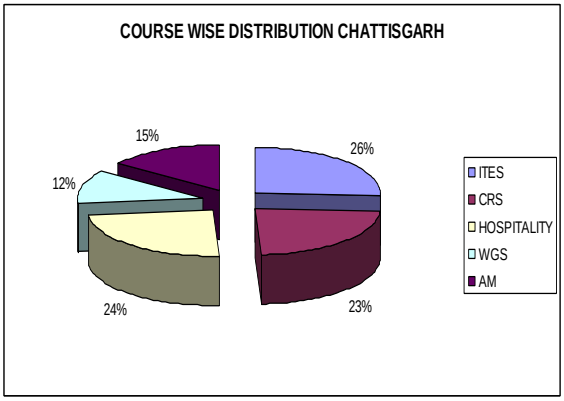




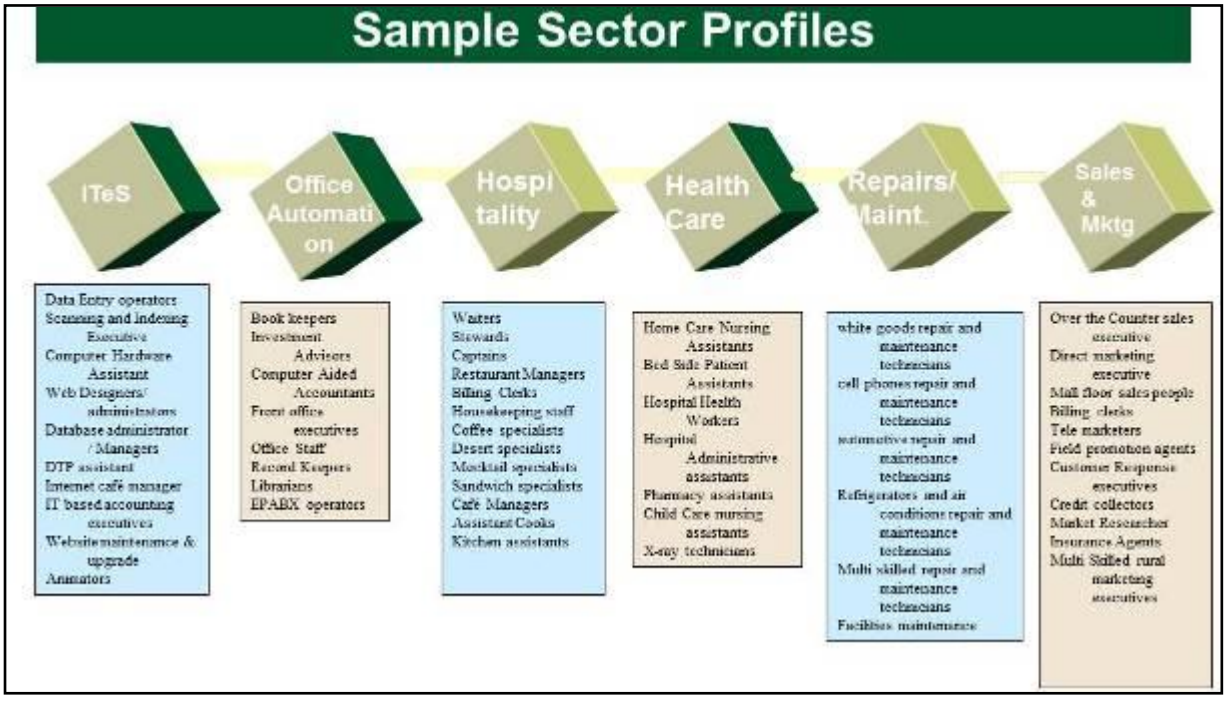








29% of the trainees are trained in ITES, 20% each in Retail and Hospitality sectors and the balance in other sectors.

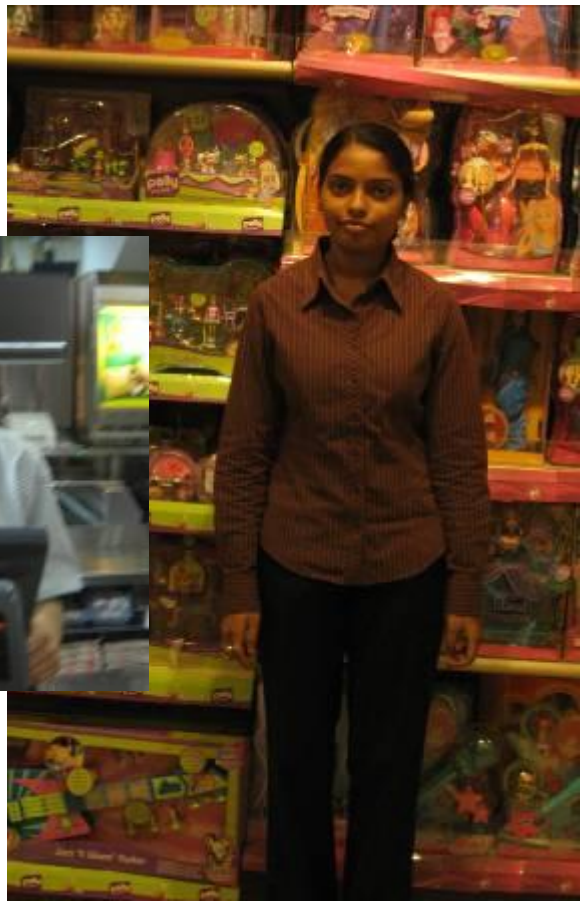


The following table indicates the course wise distribution in the states:

Course	Maximum	Minimum
Automobile	Jharkhand	Assam
BSPA	Jharkhand	NCR
CRS	Assam	Tamilnadu
Hospitality	NCR	Gujarat
ITES	Gujarat	Jharkhand
MSW	Orissa	A.P
WGS	Orissa	Chhattisgarh
Mobile repairing	Orissa	Gujarat
Nursing	Tamilnadu	Gujarat
Hardware	Gujarat	-
Pre PTC	Gujarat	-

Setting up of Workforce Development Institute & Employability Exchanges:

During the core program phase CAP developed and established the institutional framework and linkages to provide an enabling environment to replicate and institutionalize the process. A three tier institutional approach has been followed.



The Employability Training Centers (ETCs) are the physical structures where the learning transaction between the facilitators and the students takes place. The ETCs directly implement the training program by identifying the target groups of young people eligible for the training and providing them with the skills sets identified through the process of market scan. In order to replicate the model faster and build the capacities of the local partners, CAP has adopted two pronged strategy: a) Direct implementation b) Building the capacity of the partners to implement the program.

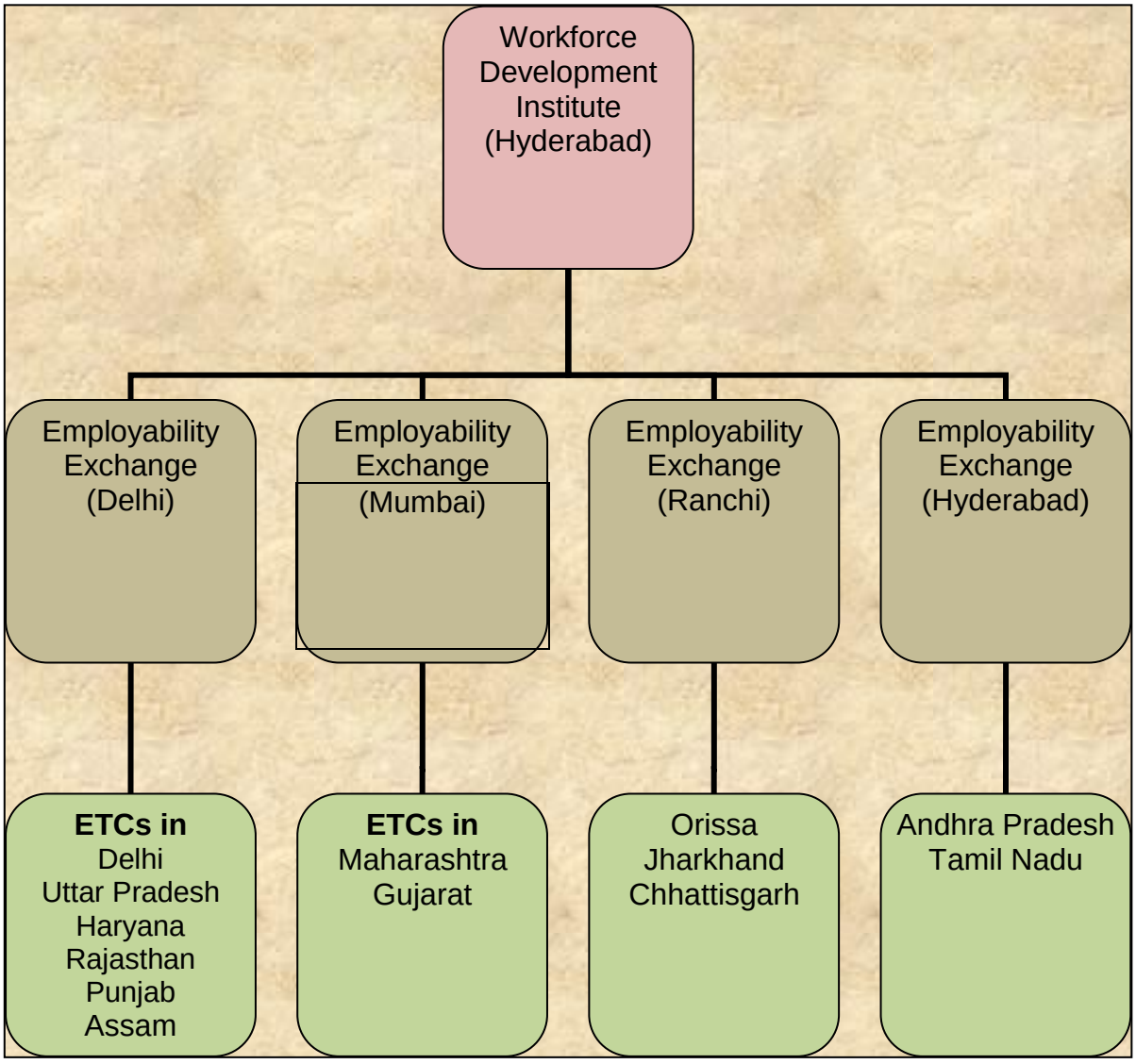
Employability Exchanges (EE) coordinate with the ETCs for monitoring and support, establish local business network for placement and delivery of training modules. Its activities include sharing the best practices among the ETCs, dissemination and advocacy to new and existing service providers, stake holder servicing at the field level, forming alumni network, consolidating the MIS and conducting the visibility exercises like valedictory programs.

3 EE's are set up in - Delhi, Mumbai and Ranchi. Of these, Delhi and Mumbai centers are supported by this grant. An EE has been set up in Ranchi instead of Raipur for logistics and

convenience reasons. This EE is supported by AIF and TSRDS. EEs are primarily responsible for Training, Monitoring and Evaluation, Business Mentor network to support the ETCs established in the region. The EE is led by a Deputy Director, a person who has at least 3 years of experience on this model.

The Work Force Development Institute (WDI) is the apex institution for the program with the EEs and the ETCs under its umbrella. Apart from serving as a project management unit, it primarily provides support to the EEs in designing, customization, setting standards and bench marks and identifies resource partners for the EEs.

The pictorial representation of the structure is as follows.



Setting up of Employability Training Centers:

Across the program period, 165 ETCs were established according to identified geographic needs to provide access to employability skills training to the most disadvantaged youth across 74 districts in 13 states. **40 ETCs have been identified to continue beyond the USAID support period and additional resources to continue these centers have been mobilized by CAP.**

Details of the locations of Ek Mouka - Workforce Development Initiative			
Name of the State	**No Of ETC's**	**Districts**	**Locations**
Tamilnadu	18	Chennai	Mahindra World City
		Kanjipuram	Vyasarapadi
		Tiruvallur	Konambakam
		Dharmapuri	Kanjipuram
		Trichi	Ponneri
		Cuddalore	cuddalore OT
			Parnge pete
			Lalpuram
			Kumarachi
			Setiathope
			Enayam
		Kanyakumari	Kanyakumari
		Kollam	Myladi
			Pallam
			Tutu
			Muthakara
			Alikal
			Chawara
Gujarat	29	Surat	Amabanagar – 18 ETCs in Surat
		Badoli	Vadod
		Anand	Borsad
		Vapi	Vapi
		Valsad	Valsad

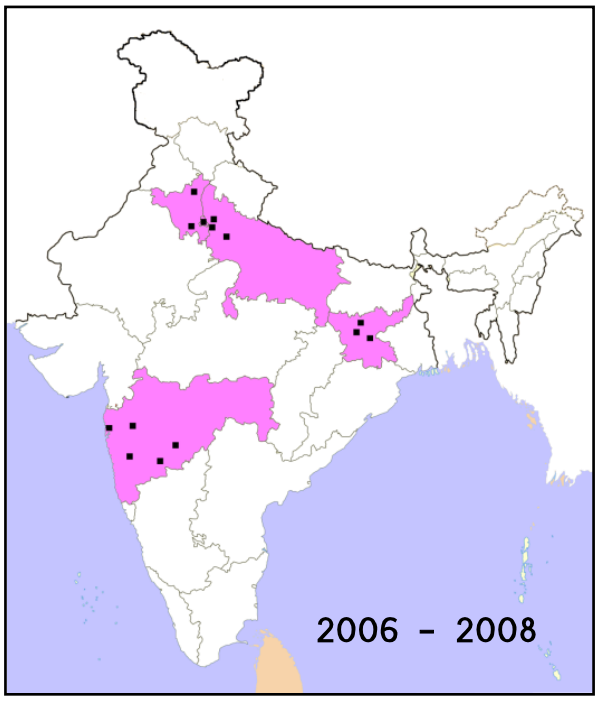
		Navsari	Navsari
		Ankaleshwar	Dharampur
		Dharampur	Umret
			Ganeshnagar
			Tulasinagar
			Badoli
			Nanavaraccha
Maharashtra	38	Mumbai	Bhandup
			Vasinaka
			MarolNaka
			Andheri
			Pantnagar
			Anandnagar
			Appapada
			Asalfa Village
			Bandra Kurla complex
			GaneshNager
			Gorai
			Gore Gaon
			Kurar Village
			Kurla
			Malvani
			Mankhurd
			New vasinaka
			Rama Bai
			Santacruj
			Sherepunjab
			Vikroliparksite
		Chiplun	Chiplun
		Sangli	sangli
		Thane	Thane
		Patan	Patan
		Kolhapur	Kolhapur
		Satara	Karad
		Nagpur	Kampti

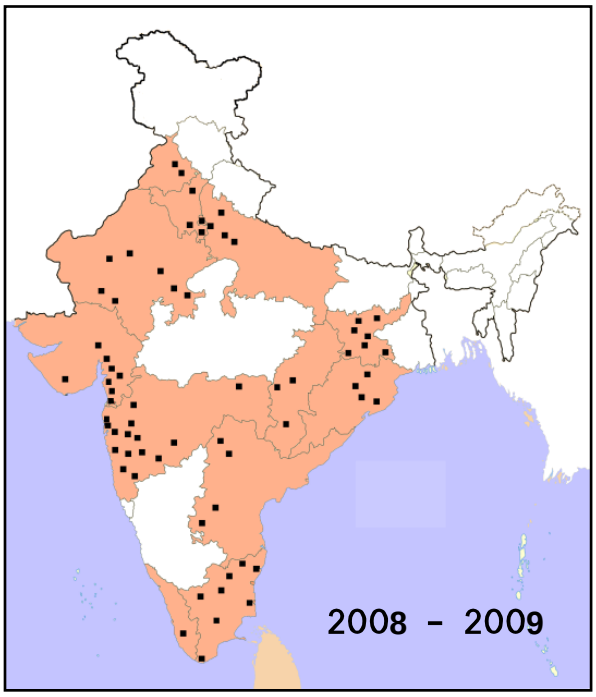
		Pune	Vaidhyawadi
			Vishranthwadi
			Urlikanchan
			Shivaji Nagar
		Nasik	Shivaji Chaowk
			Nasik II
		Pimpri	Pimpri
			Sindudurg
			Malwani
		Hadapsar	Hadapsar
Assam	2	Kamrup	Sualkuchi
			Mirza
National capital region	12	East Delhi	Kakrola
		West Delhi	Sultanpuri
		South Delhi	Shaheen bagh
		North East Delhi	Sangam Vihar
		North West Delhi	Nangloi (NV)
		North Delhi	Seelampur (New Usmanpur)
			Shahdara
			Vijay Vihar
			Jafrabad
			Osmanpur
			Shahdara
			Jafrabad
Uttar Pradesh	13	GautamBudhha Nagar	Bhangel
			Chhalera
			Dadri
			Firozabad
			Ghaziabad
			Kasna
			Kotla

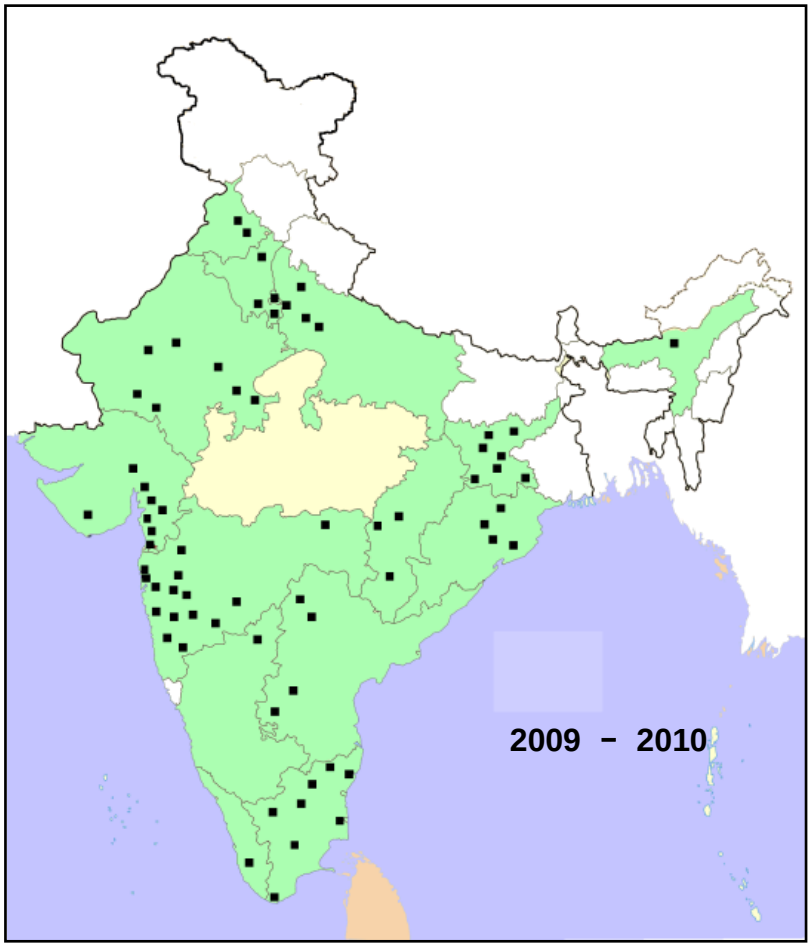
			Khora
		Agra	Agra1
		Ferozabad	Agra2
		Ghaziabad	Surajpur
			Sahibabad
Haryana	5	Yamuna nagar	Kurukshetra
		Gurgaon	Gurgaon
		Faridabad	Yamuna Nagar
			Karnal
		Kurukshetra	Kurukshetra
Punjab	2	Mohali	Sohana - Mohali
		Chandigarh	Chandigarh
Rajasthan	10	Udaipur	Ajmer (Raj.)
		Jaipur	Baran (Raj.)
		Kherwada	Boondi (Raj)
		Kishanganj	Kherwada (Raj.)
		Ajmer	Kishan Ganj (Raj)
		Baran	Salumber (Raj.)
		Boondi	Shahbad (Raj)
		Udaipur	Som
		Udaipur	Udaipur (Raj.)
		Jaipur	Jaipur
Orissa	6	Jagatsinghpur	Jagatsinghpur
		Jagatsinghpur	Cuttack
		Cuttack	Danagadi
		Jajpur	Chatua
		Joda Dadbila	Dubri
			Joda
Jharkhand	13	Ranchi	Ranchi
		Bokaro	Bokaro
		Simdega	Simdega
		Dhanbad	Dhanbad

		Giridih	Giridih
		Hajaribagh	Hajaribagh
		Kodarma	Kodarma
		Ramgarh	Ramgarh
		Khunti	Khunti
		Jamshedpur	Burma mines
			Kadma
			Adityapur
			Chata Govindpur
Andhra Pradesh	8	Ranga Reddy	Shapurnagar
			Suraram
			Qutubullapur
			Kukatpally
		Medak	RC puram
			Patancheru
		Ananthapur	Ananthapur
		Kurnool	Kurnool
Chattisgarh	5	Bastar	Jagdalpur
			Gariyaband
			Doundi
			Bijapur
		Raipur	Raipur
Karnataka	1	Gulbarga	Gulbarga
	162		

The program expanded from 3 states in the core period to 12 states in Expansion phase I and 15 states in Expansion phase – II. The pictorial representation is given below:







Mobilization of youth:

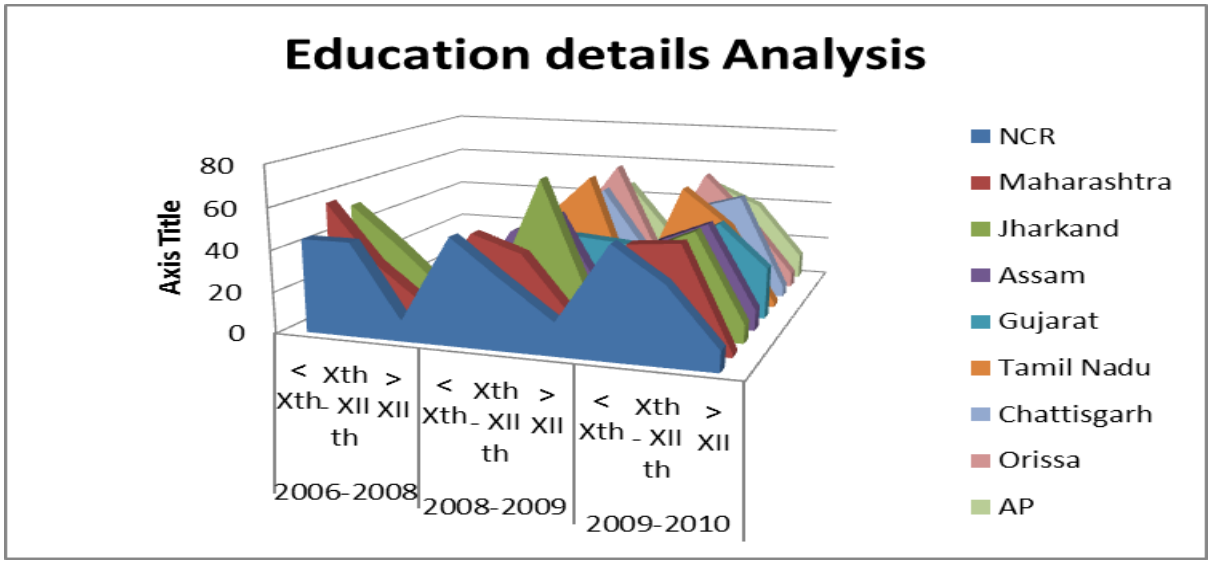
The focus in this phase for mobilization has been to involve the community leaders. The main activities for community mobilization include road shows and counseling. The community structures act as a communication channel between the program and the families of the youth. The beneficiaries of the WDI can be categorized into the following:

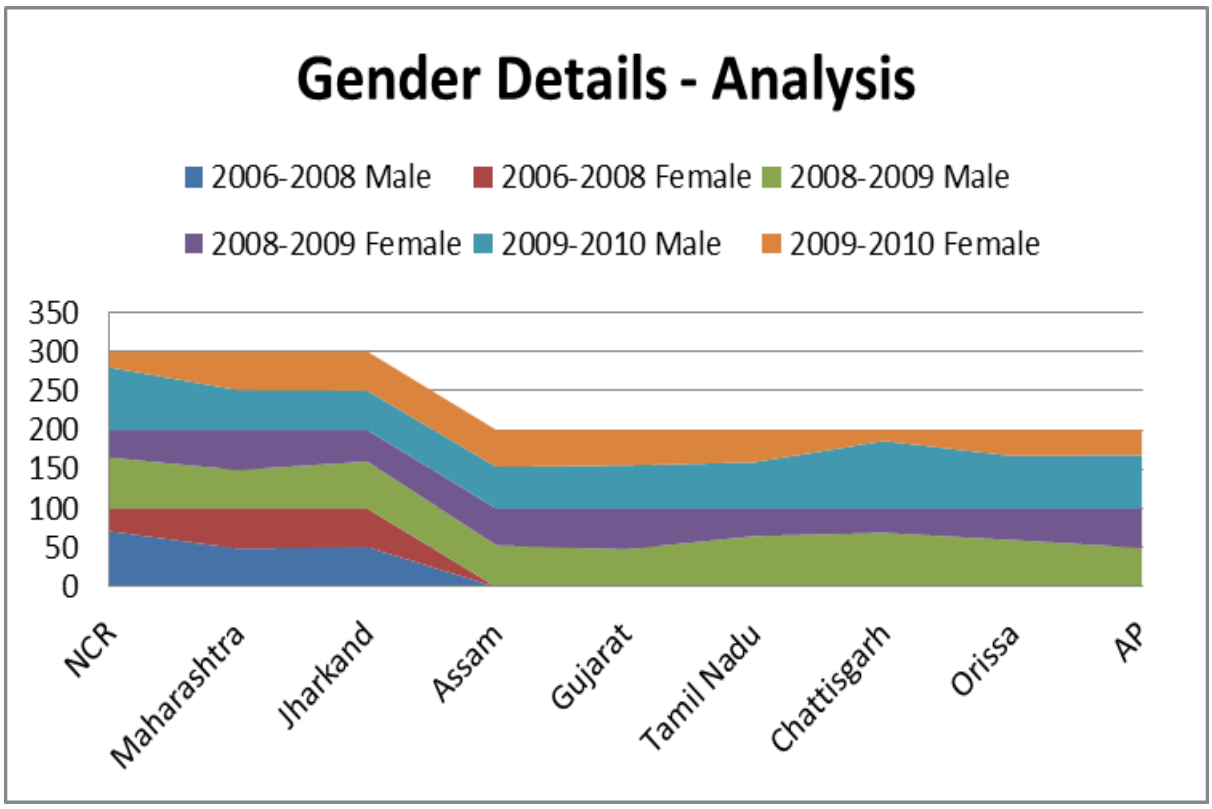
- School Drop outs
- High School drop outs
- Migrants
- Youth displaced due to green field projects
- Adolescents and youth working in hazardous industries
- Women vulnerable to trafficking

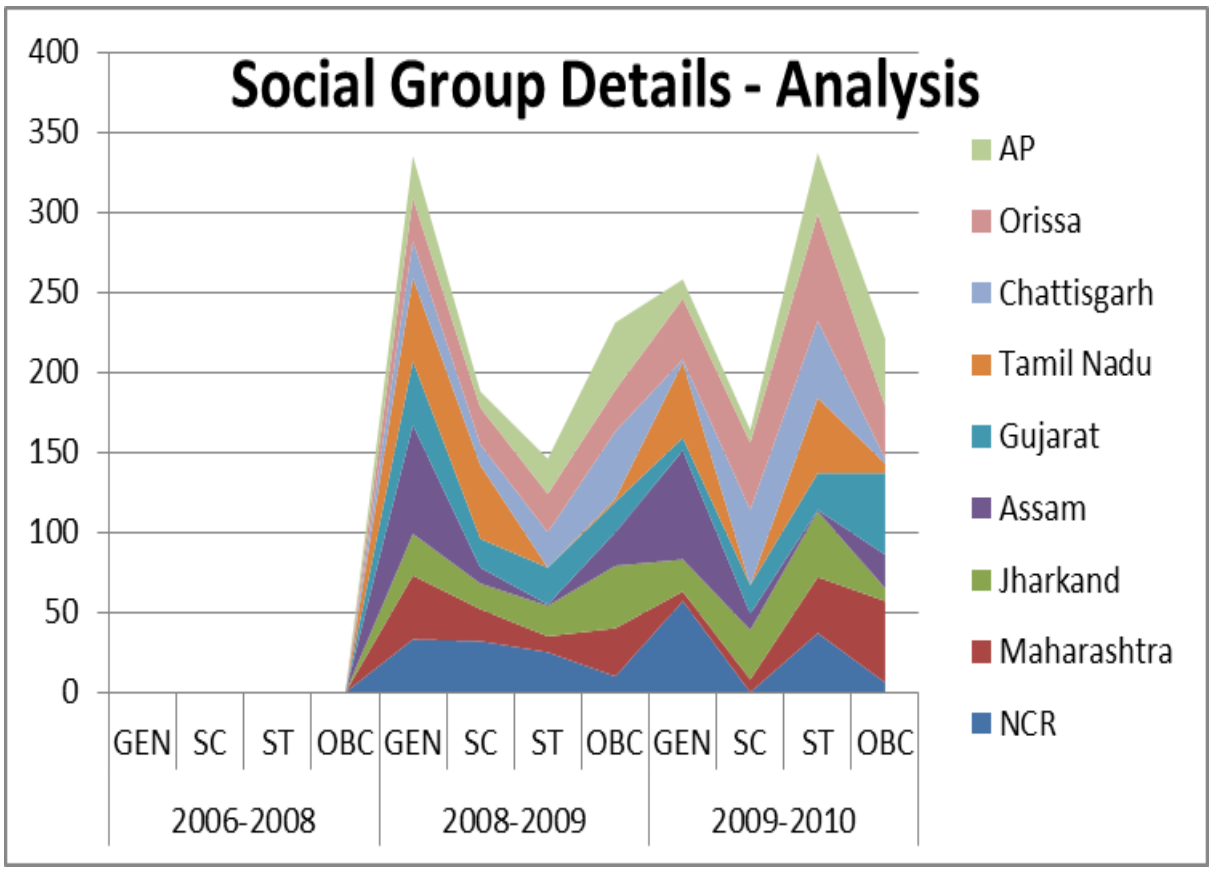
Adequate attention was paid to ensure counseling of the family members takes place before enrolment of the candidates into the program. The ETCs were located within the community to ensure better reach of the program within the community.

The program aimed to provide livelihood opportunities to the disadvantaged youth of diverse educational profiles, especially those living on the periphery of the metros, suburban and selected district towns, where a wide gap exists between demand for workforce in service sector and its availability. Any youth between the age group of 18-28 yrs having completed a minimum of VIIth std. was eligible to access this program.

The socio economic profile of the youth reached out through this program is as follows:




Gender Details - Analysis
2006-2008 Male
2006-2008 Female
2008-2009 Male
2008-2009 Female
2009-2010 Male
2009-2010 Female
350
300
250
200
150
100
50
0
NCR
Maharashtra
Jharkand
Assam
Gujarat
Tamil Nadu
Chattisgarh
Orissa
AP


Social Group Details - Analysis
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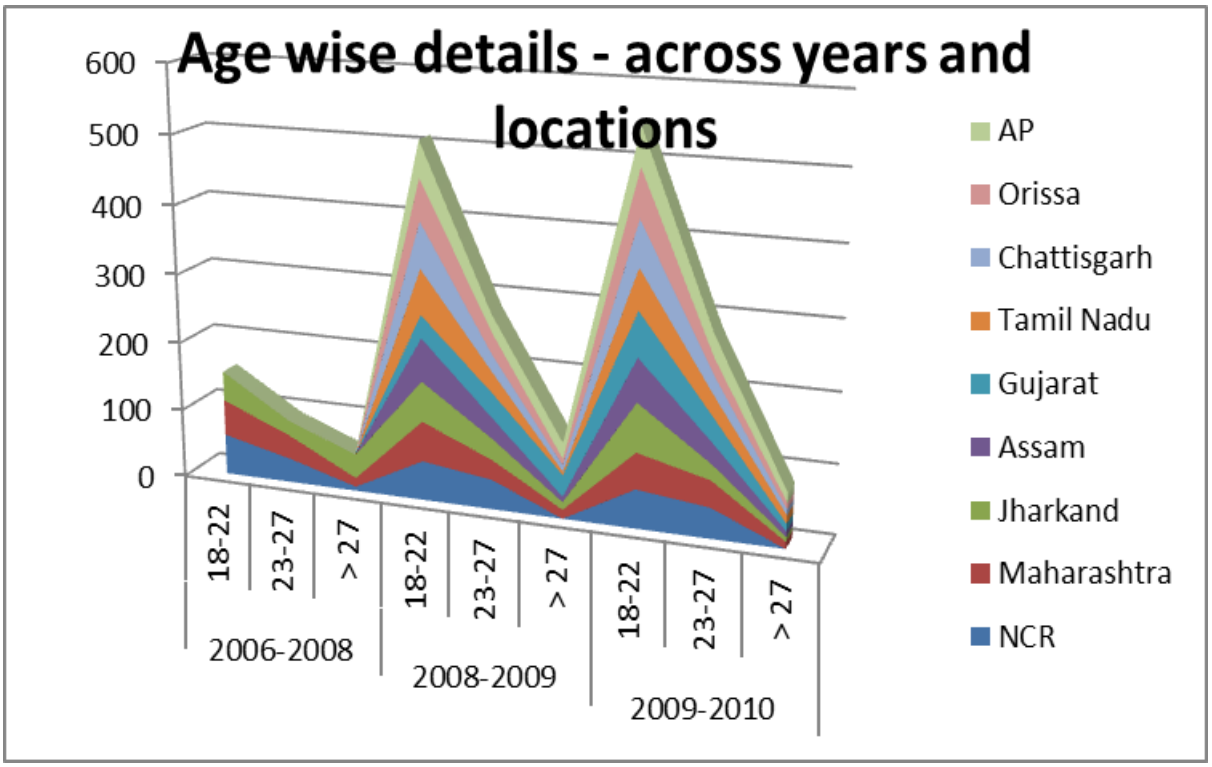
350
300
250
200
150
100
50
0
GEN
SC
ST
OBC
GEN
SC
ST
OBC
GEN
SC
ST
OBC
2006-2008
2008-2009
2009-2010
AP
Orissa
Chattisgarh
Tamil Nadu
Gujarat
Assam
Jharkand
Maharashtra
NCR



Setting up of offsite centers

This involved implementing the Ek Mouka training modules in open schools, government colleges, ITIs and other technical institutions. In most cases, the education and training currently provided in these institutes are de-linked from the industry. It would therefore be beneficial to extend the Ek Mouka model (modified and adapted to their requirements) to these institutes and make their graduates "employable". This product is primarily for the newer target groups like graduates from the govt degree and junior colleges, vocational institutions like ITIs and employees working at entry level positions etc. CAP had to reach out to 10,000 youth during the year Oct 2008 to September 2009. Additionally, 25000 youth were through this program during the period Oct 2009 to Sep 2010, out of which 15000 youth had to be reached out through the e learning program.

Apart from efforts to link up with educational institutions, CAP also studied the Job Fairs as a potential market. Discussions with the Job fairs organizers at Mumbai, Delhi and Hyderabad took place. We have reached out to 7403 youth through the offsite program. Following are the details:

CAP has delivered the Offsite program to 7403 youth at National Capital Region, Karnataka and Andhra Pradesh. Of this, 5225 youth from various colleges in Andhra Pradesh were provided the offsite program. Following are the details:

S. No.	Name of the college	Place	Participated Students Nearly
1	Hindu College, Guntur	Guntur	80
2	St.Joseph's Junior College For Girls, Nallapadu	Guntur	600
3	M.B.T.S. Govt. Polytechnic, Nallapadu	Guntur	600
4	Morning Star Degree College, Phirangipuram	Guntur	350
5	Morning Star Junior College, Phirangipuram	Guntur	700
6	KrishnaVeni Degree College, Narasaraopet	Guntur	250
7	Govt. College for Women ,Guntur	Guntur	400
8	SIMS College of Pharmacy, Mangaladas Nagar	Guntur	100
9	Vignan Degree College, Palakaluru Road	Guntur	230
10	J.M.J. College For Women , Tenali	Guntur	500
11	New Govt. Junior College, Kukatpally	Hyderabad	150
12	St Daniels Vocational Junior College, Kukatpally	Hyderabad	45
13	St Daniels Degree College, Kukatpally	Hyderabad	60
14	Gokul Degree College, Erragadda	Hyderabad	60
15	Goutami Degree & P.G. College, S.R.Nagar	Hyderabad	200
16	Viswa Bharathi College of Engineering, Kukatpally	Hyderabad	150
17	Nalla Narashimha Reddy Engineering College , Korummula	R.R. District	150
18	Progressive Engineering College , Cheekatimamidi	R.R. District	600
	Total participated Students Strength		5225

In addition, 1200 young people were provided modular courses in Kurnool district of Andhra Pradesh.

CAP offered the customized module to over 115 truck drivers in collaboration with Shell at Mangalore. Over 600 youth were trained in internet as a communication in partnership with the OMCAP. 408 young people who were working in corporate retail outlets like Shoppers Stop, colleges like Mata Sundari Khalsa Girls College, Lord Buddha Social Development & Foundation, Uparhali Higher Secondary School (Assam) were provided the training on lifeskills.

The e-learning material is currently not offered in the open market. The same will be initiated from January 2011. Insitutional and channel partners are being identified to initiate the program. It is deployed in the selected BEST Centers, but since these numbers are already covered as part of BEST reach out, they are not being considered again as this programs reach.

Constraints Encountered in implementation of this strategy:

- The major challenge in expanding the program through the partners has been the difference in the pace of CAP and the implementing partners. Hence CAP had to implement the program directly.
- The partnerships with corporates and the government take long time to finalize.
- Partnerships have been both strength and a challenge. While a lot of leverage has been generated through these partnerships, it required significant amount of staff time and effort to develop and nurture these relationships.
- The Ek Mouka model is fully seized of the value of the systematic process of mobilization and enrolment as this is the first step. However, at times, the CAP Foundation did not have full freedom in following the steps evolved. There was vested interest and interference by the corporate sponsors to meet their own agenda. This distorted not only the selection and enrolment of the beneficiaries but affected the training program itself. Non serious participants disrupted the class room discipline and hindered the learning of the serious participants. The placement efforts for these non serious participants were also a waste of time, energy and efforts and a waste of valuable resources.
- Another challenge was the apathy and lack of trust of some of the communities. It required a lot of effort in trust building to convince the community of the value and

benefits of the program. Some bad experience with earlier agencies which did not deliver the expectations made the community suspicious of an organization coming all the way from Hyderabad to do a program in faraway places like Maharashtra and Orissa.

- Yet another challenge was the reluctance of the parents to send young women to the training program, especially if the training centre happened to be some distance away from the community. This was a socio-cultural problem which requires lot of sensitivity and persuasion.

- CAP Foundation had to work in some remote areas where there were communal, religious and political conflicts. The level of education and awareness of the communities were very low. They were satisfied with the daily labor available in the nearby factories and were not willing to accept the rigours of training and go to a far off place for regular work. It required lot of motivation and persuasion to convince these communities on the long term benefits of training and a job with regular income.
- A major challenge faced in the implementation was the role of the partner. In some areas the corporate partners tried to micro manage the project including interfering in the classroom activities. While CAP foundation facilitators tried to maintain some discipline in the classroom in terms of dress code, punctuality and regularity, the corporates were interested in winning the goodwill of the land owners and were very lenient with the beneficiaries undermining the authority of the facilitators in the classroom. This created problems in maintaining discipline in the class room. In some places, the corporate partners gave not only total freedom and autonomy to implement the program according to the tried and tested strategies, but also provided all support to the facilitators in carrying out the program.

Lessons Learnt:

- With increasing spread of the program into new geographies, market scans revealed the penetration of the new economy workforce opportunities into smaller cities and towns bringing into sharp focus issues of migration and transitory livelihood opportunities. Hence, significant focus was on providing employability skills to the rural youth in urban areas.
- In view of the long term requirement for WDI to be a sustainable end-to-end service provider, the program will be delivered on contractual basis in future.

- A detailed partnership framework document needs to be worked out to guide the program into the next phase. In cases where the employability program and model need to be transferred to other organizations, the same will also be done as a contractual engagement.

Strategy 2: Improving upon the Quality of Ek Mouka model:

While the program was expanding both in terms of reaching out to new target groups and geographic locations, it was important to ensure quality of the program delivery in the classroom is maintained and further improved upon. Steps were also required to be taken to ensure a certain degree of uniformity in the delivery of the classroom practices to minimize the dilution of the model. Maintaining a certain degree of quality the classrooms was essential to enable the trained candidates seek employment opportunities on completion of the training program. The following steps were taken in order to improve the quality of the training program and introduce value additions to the model

- Curriculum Development
- Development of digitization of the modules
- ISO certification
- Capacity building of facilitators
- Certification of courses
- Placement of trainees

Curriculum Development: During the core program period, trainees were offered a 90-days module on a particular course (IT, Customer relation, hospitality etc) that combined technical skills for the course and life skills. Based on feedback from partners, this structure has been changed in the expansion phase to provide a Basic Employability Training (BET) course to all students and options for several specialized modules to interested and eligible candidates. Curriculum for Retail, Hospitality Services, Automobile repairing and Health Care services were developed

during the core period. The Life skills toolkit was digitized (with support from the Quest Alliance), the spoken English curriculum was revised (by an international intern placed with CAP) and the ITeS curriculum was replaced with the Microsoft Unlimited Potential curriculum provided by Microsoft.

With the technical support from externally identified resources as well as internal resources curriculum development of the most popular and widely devivered courses were revisited:

- Customer Relations
- Hospitality Services
- Automobile repairing and
- Health Care services.

The basic foundation course in English was revised by an international intern placed with CAP. The ITeS curriculum was supplemented by the Microsoft Unlimited Potential curriculum provided by Microsoft.

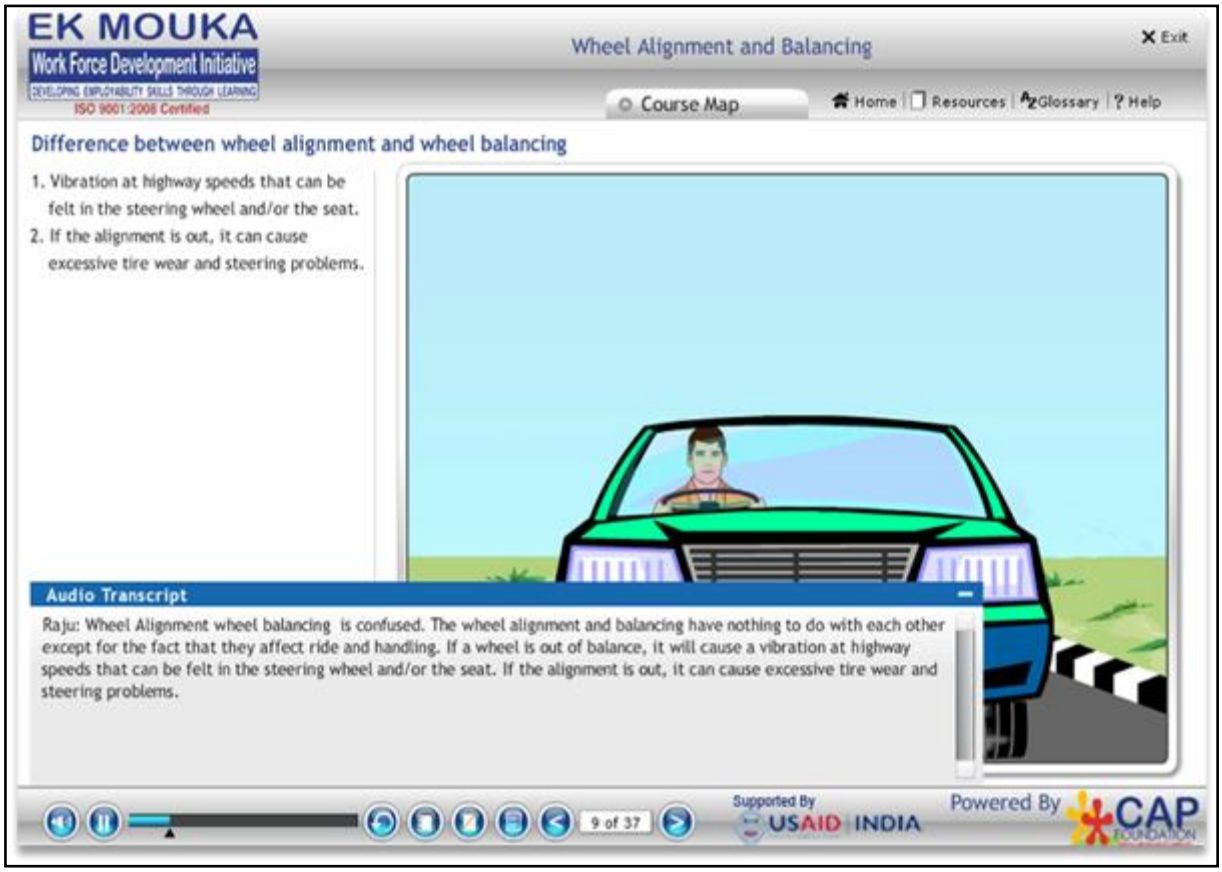
Apart from developing the above curricula CAP also made huge efforts to digitize the modules. As it is not always possible to provide the intense engagement through the existing platforms like business mentor network it was proposed that the classroom training for the vertical modules be delivered through the extensive use of audio visual learning tools with technology interface. To this extent the Employability Training Centers were provided with the TVs to be able to support this intervention. Additionally a learning portal was developed to deliver the modules for those who cannot access the program full-time or part-time through the Employability Training Centers.

37 modules were developed and digitized under the grant for the extension period I. In the second phase of the expansion additional 20 modules are developed.
The lists of the modules developed are:

List of E Learning modules developed	
Automobile	**RnAC**
Wheel Alignment & Balancing	Introduction to Cooling System
Denting	Function & Working Principles of Refrigerator
Painting	Servicing & Maintenance of Refrigerator
Electrical System	Function & Working Principles of AC
Engine Diagnosis	Servicing & Maintenance of AC Systems
Air Conditioning	**Hospitality**
Fuel Injection system	Introduction to Hotel Industry

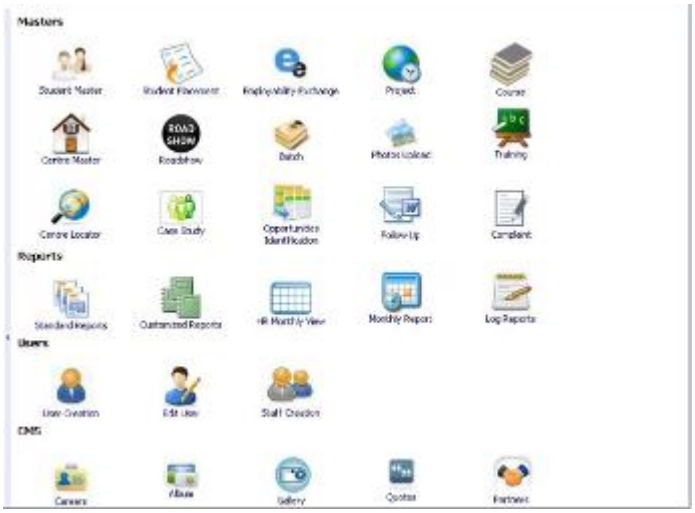
4 Stroke Diesel Engine	Housekeeping
4 Stroke Petrol Engine	Front Office
Brake System	Food and Beverage
Clutch & Gear Box	Basic Cooking
Intake & Exhaust System	Classification of Menu
Steering System	Importance of Housekeeping
Service & Maintenance of 4 Wheelers	In-house Dining
Service & Maintenance of 2 & 3 Wheelers	Lost & Found
Health Care	Major Equipment Used in F&B
Introduction to Anatomy & Physiology	Methods of Cleaning Agents
Introduction to Biochemistry	Records of Housekeeping
Physiotherapy – Basics	Room & Toilet Cleaning
Life Skills	
Life Skills	

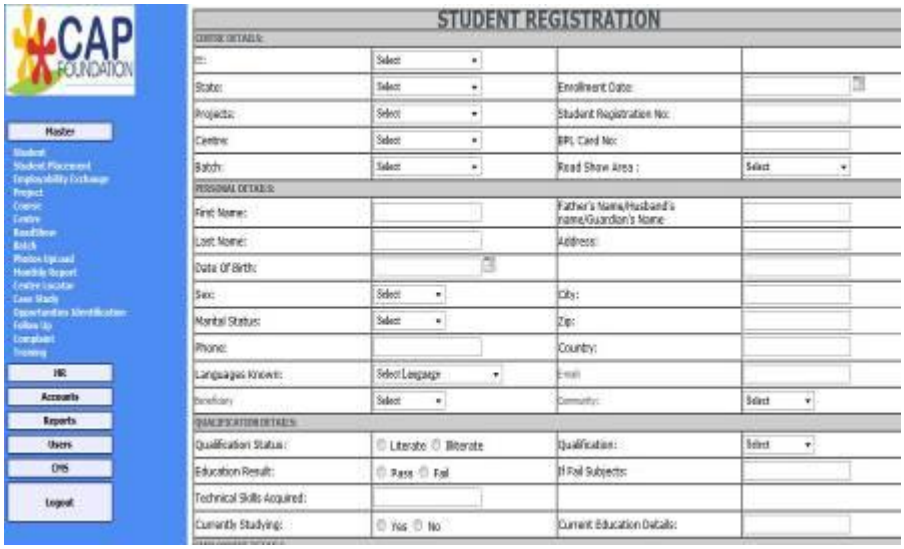
The e learning modules were localized and translated into Hindi, Tamil and Telugu based on



Management Information System (MIS):

A computerized, online Management Information System (MIS) was developed during the core period; the MIS interprets the information both qualitatively and quantitatively. The monitoring mechanism for the functioning of ETC and EE was well established. MIS data entered from the ETCs and EEs are analyzed at the WFDI. The MIS played a critical role in the monitoring of the program.





This captures the socio economic profile of the students. With this format, reports can be generated with permutations and combinations of age, education, gender, state wise, course wise etc.

ISO Certification:

CAP required a tool to ensure that the quality and implementation are not diluted as the program was expanding. There was also an urgent need for standardization and uniformity framework to be in place to ensure that this program reaches out to the intended target group. Hence the process of ISO was initiated.

An experienced consultant was hired to design and develop the framework which while setting the frameworks provided scope for flexibility for customization and innovations.

TUV Rhineland was identified in consultation with USAID and after a series of audits at head office and employability training centers. During this audit TUV suggested to apply for the latest certification under 9001:2008, instead of 9001:2000. Appropriate changes were made towards this requirement since it did not have impact on the process and documents maintained at the ETC. On 4th February, the audit of the WDI was conducted.

Ek Mouka - Workforce Development Initiative

Developing Employability Skills through Training

CAP is now ISO 9000:2008 certified.

Capacity Building of Facilitators:

A five-stage index has been designed for capacity building of trainers. Each trainer who has completed 1 year as facilitator has been ranked on this index. In all, 326 staff have been provided training.

	Total number assessed	**Level-1**	**Level-2**	**Level-3**	**Level-4**	**Level-5**
Andhra Pradesh	39	29	4	5	1	0
Assam	10	10	0	0	0	0
Jharkhand	44	38	2	4	0	0
NCR	101	40	18	41	2	0
Maharashtra	72	28	18	26	0	0
Tamilnadu	35	34	0	0	1	0
Orissa	25	25	0	0	0	0
Total	**326**	**204**	**42**	**76**	**4**	**0**

Certification of courses:

CAP has established the CAP Community College, under the aegis of IGNOU. This partnership provides Certification and access to mainstream academics to the beneficiaries of the Ek Mouka – WDI program. The students will be required to undergo training for 3 months in the ETC and the next 3 months they work, while attending the contact classes. This arrangement will help track the students for post placement support. At the end of 6 months, on successful completion of the assessment by IGNOU, the students will be certified.

This certification will be on cumulative grade points and provide direct access to the formal education stream to the students. Following are the courses certified by IGNOU:

Certificate Program

- Information Technology
- Pre-primary Teaching
- Automobile Technician
- Customer Relation Service
- Hospitality
- Multi Skill Worker
- White Good Service
- Billing and Medical Insurance Assistant
- Clinical Office Receptionist
- Nurse Aid
- Pharmacy Sales Assistant
- Specimen Collector and Phlebotomist
- Bedside Patient Assistant

- **Diploma**

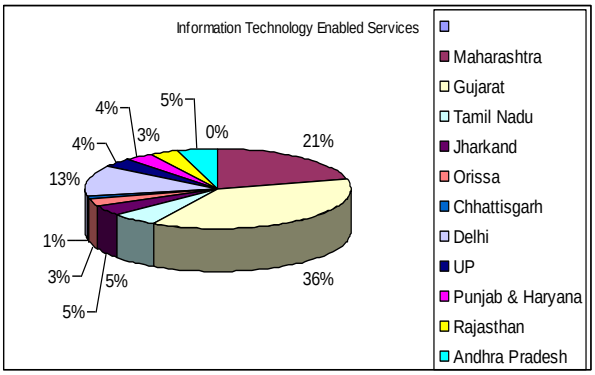
- Customer Relation and Sales
- Book Keeping and Accountancy
- Automobile Technician
- Hospitality
- Lab Assistant - Cardiology
- Lab Assistant - Pathology
- Lab Assistant - Radiology
- Gynecology and Labor Room Assistant

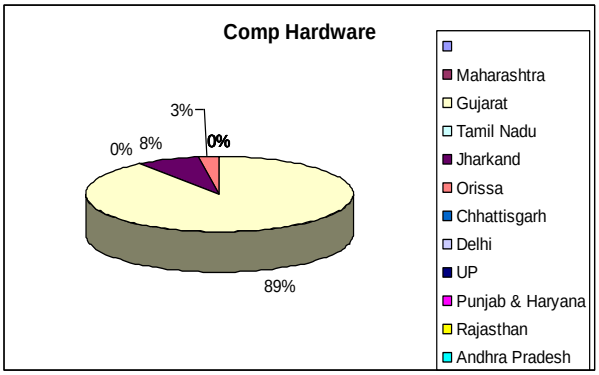
- **Associate Degree**

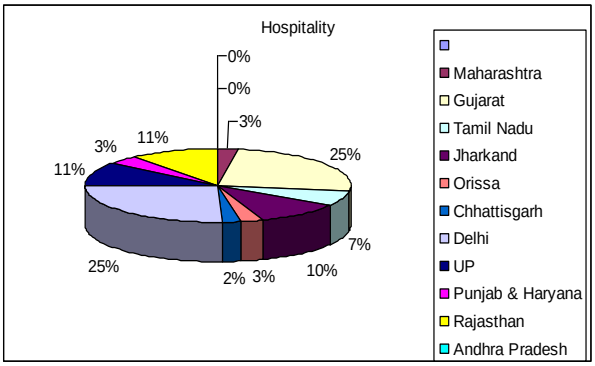
- Automobile Engineering
- Hotel Management and Catering Technology
- Physician Assistant

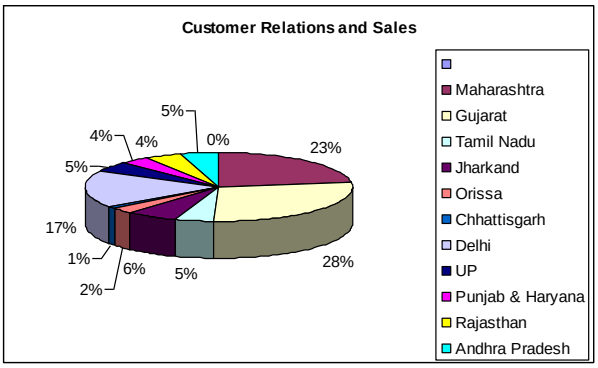
Placement of trainees

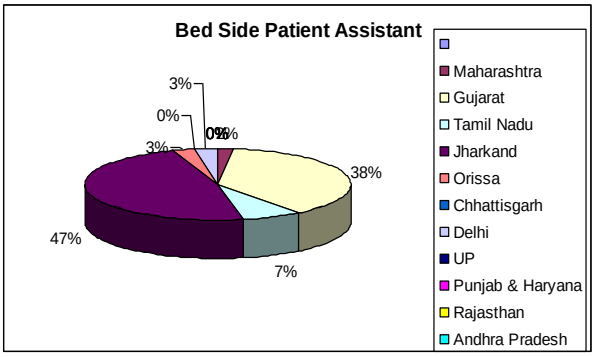
The sector wise placement details across the country are depicted below:

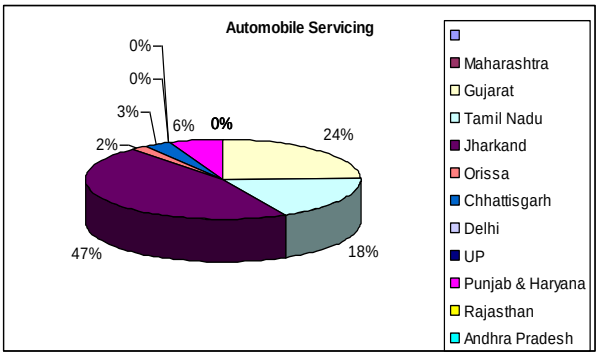


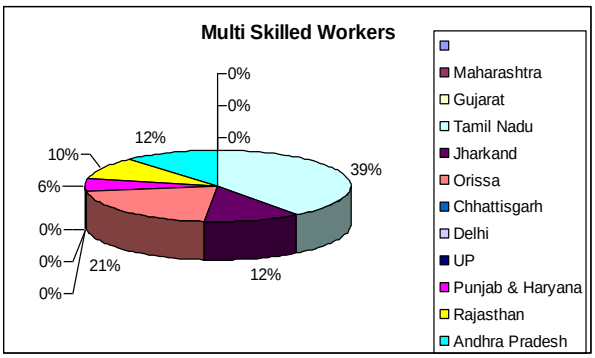


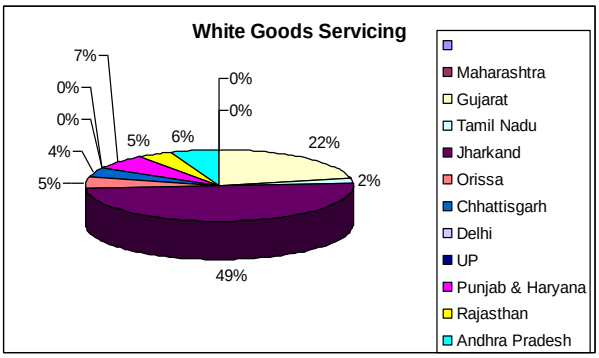


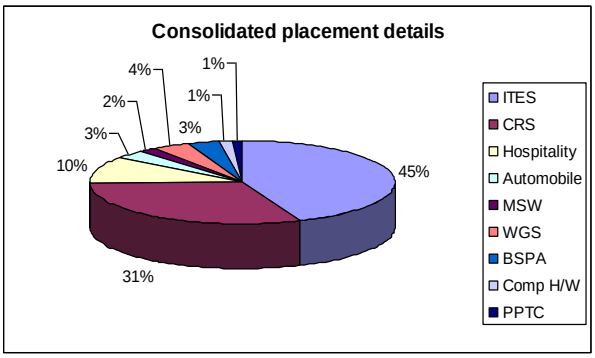


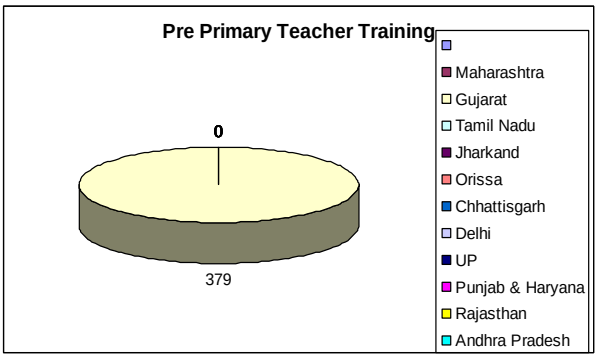












As can be seen, 45% of the trainees are placed in the ITES sector and 31% in Retail sector. The third largest sector is Hospitality.

Challenges:

- The rapid spread of the program – both within a particular area and to other geographical areas – posed a major challenge with respect to quality assurance. While implementation of the ISO certification system, a certain level of uniformity in the output has been assured, there was a considerable challenge in ensuring quality assurance across the process.
- Students after completion of the training program opting for higher education led to lower placement percentage.
- Students from the semi-rural areas turning down job offers due to issues like travelling cost, time and unable to cope up with the pressures of changed life styles.
- Provision of broad band connectivity to the centers located in peripheral urban areas.
- Identification of vendors/ consultants with required competencies to blend adult learning pedagogy with youth centric methodology in a skills training context was a major challenge
- Getting the students to appear for the examination 3-5 months after they completed the training program for certification was a herculean task, as not every student was member of the alumni council.
- Facilitators are the key for the success of any training program. Recruiting experienced facilitators with commitment to work with disadvantaged youth under 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. After training, some facilitators did not come up to the required standard and that resulting in wastage of investment.

- Bringing experienced trainers from outside had its own issues of cultural and language compatibility problems. At times there were some communication problem with the facilitators and the team managing the program. Retention of trainers was also a major problem as the job involves working under harsh conditions.
- Another critical challenge was in finding proper accommodation and infrastructure facilities for the training centers. If the training centre was far away from the community, it created problems of commuting. Commuting was not only expensive but time consuming too. Further, parents were unwilling to send girls to a far off place. In some places, the corporates were very supportive and provided excellent infrastructural facilities for the training centre facilitating the training.
- Among the infrastructure issues, availability of continuous supply of electricity was a major problem especially in rural and remote areas. Frequent power failure disrupted the classes, specially the computer classes. In hot and humid conditions, without electricity,

conducting classes was not very comfortable leading to dissatisfaction among the trainees.

- Another related infrastructure problem was the availability of enough computers for providing practical experience to the youth. At times they had to share the computers and this was resented by the youth.
- The heterogeneous composition of the trainees caused problems in some places. Breaking the caste and communal social distance among the beneficiaries hailing from widely different socio economic backgrounds was a major challenge. In addition, the naxal problem in some areas posed a major threat to both the facilitators and the beneficiaries. In some places strikes and natural calamities compounded the problem disrupting the smooth implantation of the program.
- Though market scan had been carried out, finding placement for all the candidates was a major challenge. In some places, the candidates did not perform well in the interviews mainly due to language problems. In some places, the candidates were not willing to accept the offers if the place of work was far away from their residence. This was

especially true of girls as the parents were not willing to send their girls outside for taking up a job. Jobs were not always available within their own region

- In spite of efforts made to select the youth for training based on several tested criteria and counseling, there were still several drop outs due to extraneous factors beyond the control of CAP Foundation. The problem with some youth especially girls was that they did not want to go outside their home town and it was not always possible to find jobs in their own places.

Lessons Learnt:

- While the challenge on ensuring quality across the process continues, it is expected that consolidation of the number of centers mitigates this challenge to a certain extent.
- CAP is now offering higher learning opportunities to the students through the Community College framework. This will enable the students to continue further education without having to lose out on the employment opportunity.
- Mobilisers/alumni mentors are recruited at every centre to ensure continuous follow up and engagement with the alumni. Tracking of the alumni for a year is made mandatory.

Strategy 3 & 4: Mainstreaming, Institutionalization and Sustainability:

Documentation, research and policy advocacy leading to mainstreaming of the Ek Mouka model was a long-term goal of the project, but was emphasized during the extension phase. The WFDI played a critical role to achieve this objective. In this period, research & documentation of best practices (processes, procedure, partnerships and pedagogy) of the program was undertaken.

Dissemination of these research and documentation was undertaken through seminars and conferences. A national workshop was conducted at the WFDI level to showcase the model. The sectoral council meetings at the EE level conducted helped in advocacy of the program at the regional level. Besides, there were other opportunities like partner events, valedictory programs, VIP visits etc. to showcase the program.

Policy advocacy was undertaken based on identification of key policy barriers and field evidence of the impact of these policies. Networking and lobbying for mainstreaming of CAP's courses and procedures in corporate and government systems were undertaken

through regular meeting/periodic stakeholder reviews. The following activities were taken up under this strategy

1. Sectoral council meetings
2. Business mentor network
3. Alumni network
4. Financial leverage
5. Business plan
6. Research and documentation

Sectoral Council Meetings

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

The process of institutionalization of the industry support is established. The Business mentors are registered at the EE level. Following are the details of Business Mentors registered at the 3 EE's.

The Sectoral meeting for ITES, CRS, Hospitality, Automobile and Health care services was conducted at Hyderabad on 23rd March 2008 to critically examine the current curriculum followed by CAP and add value to the same.

Business Mentor Networking

As per the Quality system procedure, the business mentors are registered at the Employability Training Centers. Following are the details of the Business mentors registered. The national level Business mentor network meeting was conducted at Hyderabad on 26th June 2010.

Key points discussed in the meeting are:
The most common improvement area suggested by recruiters was the communication skills of the students. Mr. Bhanu (Pizza Hut) shared his experience with the candidates

- The suggestion of providing for internship during training course was suggested by Ms. Shivanjali (Spencer's Retail). This suggestion was welcomed by everyone as it helps candidates get a feel of the workplace environment & prepares them for full-time employment.
- The need of combining CRS & HSPT courses was identified my Chairperson when Mr. Bhang (Pizza Hut) shared his difficulties with students in simple concepts like customer service etc. This is the case when HSPT students are expected to have knowledge about Sales/marketing as well
- There was an interest shown by Mr. Gandhi (Ravi Ram Motors Chennai) for his requirements in 2 Wheelers segment. He asked CAP to introduce a curriculum only for 2 Wheelers.
- The major point of the discussion was the involvement of recruiters at the early stages of course. Generally, recruiters visit centers once a batch for recruitment purpose & then face a lot of difficulties with the quality of students. The possibility of adapting the training as per their demands is better if they come in at the beginning of the course. They may get involved through guest lectures, special classes, sharing about their organizations & thus building rapport with students.
- The need exists as students may not go to a particular employer & may prefer others they are familiar with. It will also reduce the cases of students getting selected but not joining the company.

Data Analysis of Registration of Business Mentors							
EE Name	**Guest Lectures**	**OJT**	**Work Readiness**	**Ex-evaluator**	**Placements**	**Industry Network**	**Total**
Delhi	116	75	9	4	75	23	302
Ranchi	116	57	8	3	40	14	238
Mumbai	222	40	4	2	91	23	382
Chennai	22	12	4	0	22	3	63
Hyderabad	38	11	1	2	36	11	99
Total	**514**	**195**	**26**	**11**	**264**	**74**	**1084**

Alumni Network:

Alumni play a key role during the mobilization and in the business mentor network process. An e - platform for alumni networking was created for expanding the community participation base in the program as well as to support their advanced learning requirements. Increasingly was being realized that efforts need to be made to engage the alumni beyond events and reports. Their strength in community mobilization as well as serving as role models and tutors to future trainees needs to be carefully planned and facilitated. The network would also make it easier to track and be in touch with the alumni and to get regular feedback from them on evolving needs for program improvement and relevance. At the same time, the alumni could benefit from the customized training modules and e-learning modules
Every ETC aimed to enroll at least 25% of the students who were provided placement opportunity as alumni. The alumni were engaged in mobilization, class room interaction and in the placement references.

A Youth Festival bringing in alumni from the various programs of CAP Foundation was held between 25th -26th of June at Hyderabad. This event will witness peer-interaction (between alumni and current programs of CAP), sessions with experts / mentors, star Achievers' Awards function and a plenary across the 2 days. Over 1000 past and current students from across the country participated in the event.

With 76% of the alumni taking up jobs while continuing higher education and training, some have done exceedingly well in both their personal and work life. These young people were honored for their efforts and success through the Meri-Pehchan 2010 Achiever Awards. 40 among 300 nominees are selected from Street and working children, survivors and potential victims of trafficking, survivors of disaster, tribal youth, entrepreneurs, minority education

through madrasa, vocational education graduates and urban unemployed youth. 12 among this 40 were finalized by the jury and presented with the awards before an august audience and the media.

Business plan:

As of close of USAID support to WDI, CAP aims to make the Workforce Development Initiative a sustainable program through the following interventions to continue to provide access to quality basic employability skills training to the deserving youth beyond the USAID support period.

CAP Foundation has been focusing on the first skill – first job in the past years. CAP would now look to include training and education that would enable improvement in Life-time earning potential of beneficiaries.

CAP would now look at off-site programs at colleges, and work-places to increase its beneficiary base.

CAP would use development in technology to reach a larger beneficiary pool through e-learning and mixed mode training methods.

CAP Foundation has been offering its services to the beneficiaries mainly through funding from Government and other donors as grant. CAP would support its service offering through student contributions and industry contributions in addition to the grant in future.

In essence CAP Foundation would provide continuous learning opportunities to deserving learners through well-designed vocational training programs, placement support, and advanced skill development programs. CAP Foundation programs would be designed for current industry needs, and preparing learners for a successful career through innovative learning methodologies.

CAP Products and services for the future "BEST" Courses

In the coming years, CAP would continue to focus and expand on its BEST courses through a) Large multi-year sponsorship opportunities with the Government, b) Large Institutional partnership with the Industry, c) Focusing on specific industry sectors, and creating centers of excellence in a few select sectors, and d) identifying and developing expertise in growth sectors that would require large man-power in the near future.

In essence our focus would be to partner fewer but larger sponsors, with a stronger industry partnership component, and improving quality and efficiency of operations significantly.

Community Colleges

CAP is now recognized as a multi campus community college by IGNOU. CAP community college would offer a range of courses providing certificate, diploma, and associate degree programs. At present CAP is able to offer a range of 12 certificate courses, 8 diploma programs, and three associate degree courses covering four large industry sectors. It is aimed to increase this offering to cover another two or three sectors in the next year. In phase 1 of the community college plan CAP has identified 14 community college centers across six states in India, and plans to increase the centers to 20 by the end of the year.

The community college courses are tailor-made options made available to the CAP's bridge school program candidates to pursue a vocational stream, CAP's BEST alumni for enhanced learning and career opportunities, other working individuals to pursue a vocational stream of education.

The courses are designed according to the economic vulnerability of the target population, and thus enable the learner to earn while learning through our industry partners, and to enhance their bio-data value for long term economic benefit. The concept also provides a continuum of learning opportunity to students in the vocational stream of education.

The community college centers have been created for throughput of a maximum of 280 diploma program students per centre and in effect can cater to a student group of 5600 people across the 20 centers. A fee of Rs 7500/- per student is proposed and can be mobilized through sponsorships, scholarships, education loans, or payment directly by the student in instalments post placement. This would enable the community colleges would be financially self sufficient.

The main objectives for CAP community college in year one would be to establish itself as a significant player in the vocational education stream, which offers quality and relevant courses tailored to the industry need. The infrastructure, and academic curriculum and plans have been designed keeping this objective in mind.

The community college centers would be largely funded through student contributions as fees, placement fees from the industry, and sponsorships through grants to begin with. Over the next few years, the funding pattern is expected to continue in the same fashion, (i.e., through sponsorships and scholarships). Specific industry wise partnerships are being developed to absorb these students into local industry, which would enable the students to earn and pay for their courses.

Some of the industry partnerships in advanced stages of detailing are in the areas of refrigeration and air-conditioning, distributive trade in rural areas, and Neutraceuticals, and food technology. A host of local partnerships in the following sectors such as Hospitals, Hospitality and Retail are also in progress. Plans are on the anvil to involve industry bodies such as NASSCOM, SIAM, FADA, and CII for strengthening the industry partnerships.

The community colleges would eventually be managed by the CAP Workforce development Institute, a separate organization created specifically for this purpose. The income from the program would enable the Institute meet its operating expenses, and cover the development expenses necessary to improve the course offering.

The challenges for CAP in the initial years is learning and practicing “Brand” building in a competitive marked based scenario, and management of student expectations in a paid for service.

Off-site programs (Customized Training programs)

CAP Foundation finds significant market opportunities for relevant and quality short term training programs which are customized to local and temporal needs of the industry.

The financial plan for the next one year aims at operations in at least 15 of our community college centres, generating an income adequate to cover the core administrative costs and support services.

The success of this initiative of CAP has far reaching consequences in terms of the following: a) Ability to directly target the beneficiary, giving access to a very large market, b) Ability to make the beneficiary pay for the services offered, c) Ability to cut into the training budgets of small/large companies and, d) Ability to build an equity in a large mass market.

E-Learning Initiative

Considered as the two fundamental equalizers in life - the Internet and education, E-learning combines these equalizers to revolutionize the way organizations around the world communicate and train their people. The ability to reach a vast target audience without necessarily needing physical infrastructure is the reason CAP has invested in the development of content in the e-learning space.

Over the last year CAP has developed e-learning content of 100+ learning hours covering four different sectors. An additional 60 hours of e-learning content development contracts have been issued. Technology infrastructure facilities provided in the CAP Community colleges have been designed keeping in mind usage of these facilities for e-learning purposes.

The education system especially degree colleges, universities, and ITI's will be targeted with e-learning courses offered a class room session to supplement their teaching efforts. There

is a great awareness among many conventional colleges, and universities, the importance of offering a few vocational courses to their students to make them employment ready. These colleges/universities do not have the infrastructure to offer a wide range of courses at this point in time, providing an opportunity to CAP's e-learning products.

Efforts will also be continued to mainstream the Ek Mouka model or components of it and positively influence policy and regulatory barriers through advocacy and networking. For this purpose, linkages between CAP, the government (through various agencies), NGOs and the corporate sector will be institutionalized. Such mainstreaming will also help in creating a deeper impact as the government programs reach out to a large number of youth. WDI has successfully managed to influence policy and be recognized as a skill provider with several government agencies and institutions. These include Employment Exchanges, Haryana Labor Welfare Boards, Urban development departments, Food Processing, Rural development departments etc. CAP will continue its attempts to push for further acceptance of this model by the agencies as well.

Research and Documentation:

Policy advocacy, supported by research and documentation, leading to mainstreaming of the Ek Mouka model is a long-term goal of the project, emphasized during the extension phase. The WDI is playing a critical role to achieve this objective. Three research activities are conducted in this period. A research project on “Impact of the Ek Mouka – Workforce Development Initiative intervention in the Special Economic Zones”, a “Documentation of the selected case studies” and “a sector analysis of Food processing and health care” is conducted. The detailed reports are provided as annexure.

Several advocacy events and activities have been undertaken to promote the model and its stakeholders in the past three years. These include presentations in several state, national and international conferences and skill summits organized by business organizations, industry federations, government, non-government and international agencies besides training institutes and universities, batch inaugurals, valedictory programs, presentations, participation in conferences and seminars, media events, VIP visits and exchange programs. Efforts with media and individuals both at national and international level have contributed to the advocacy and dissemination work during this project.

This WDI supported by USAID India brought CAP together with many corporate, government and other bi-lateral and international organizations to create a successful program that has impacted the lives of over 100,000 youth and their families across the country. With the strength of its continuing stakeholders, the employers and the strong Alumni, the program has grown in strength and is poised to continue its innovative and impactful journey beyond the grant funding from USAID. The CAP Community College and the Workforce Development Institute that have developed out of this initiative along with many services stand testimony to the sustainable next phase of this program.

Challenges Faced:

- Ability to track and adapt to the changing needs of the industry and economy
- Keeping the portfolio of training offering relevant to the needs of the industry and aspirations of the beneficiary population
- Continuously improving on the product of training (Student quality)
- Maintaining consistency of quality and delivery across geographies and across time
- Ability to scale-up operations without compromising on quality
- Ability to derive efficiencies from technological developments
- Ability to remain meaningful as an entity in changing times

Lessons Learnt:

- Increasing the offerings to widen the services provided by CAP.
- Sectoral approach is being adopted to access newer profiles.
- Providing flexible entry and exit opportunities to the trainees to ensure wider reach out and leading to sustainability.
- Technology interface to be strengthened to improve quality and accountability.

Annexures:

- Modifications
- Partnerships
- Case studies
- Press clippings

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