BEST FOOT FORWARD

ENHANCING THE EMPLOYABILITY OF INDIA'S ADOLESCENT GIRLS

Bank of America

Bank of America is one of the world's leading financial institutions, serving large corporations, small- and middle-market businesses and individual consumers in more than 35 countries with a full range of banking, investing, asset management and other financial and risk management products and services. Bank of America Merrill Lynch is a global leader in corporate and investment banking and trading across a broad range of asset classes, serving corporations, governments, institutions and individuals around the world. The company provides, through various banking and broker-dealer affiliates, M&A advice, equity and debt capital raising solutions, lending, risk management, treasury, liquidity, and payments management. Bank of America Corporation stock (NYSE: BAC) is listed on the New York Stock Exchange. For additional information regarding Bank of America Merrill Lynch, please see www.bankofamerica.com/disclaimer.

dasra

Dasra, meaning 'enlightened giving' in Sanskrit, is a pioneering strategic philanthropic organization that aims to transform India where a billion thrive with dignity and equity. Since its inception in 1999, Dasra has accelerated social change by driving collaborative action through powerful partnerships among a trust-based network of stakeholders (corporates, foundations, families, non-profits, social businesses, government and media). Over the years, Dasra has deepened social impact in focused fields that include adolescents, urban sanitation and governance and has built social capital by leading a strategic philanthropy movement in the country. For more information, visit www.dasra.org

TABLE OF CONTENTS

FOREWORD

Every day, India's 120 million dis-advantaged adolescent girls struggle to claim their place in one of the fastest growing economies in the world. Millions of these women - potential entrepreneurs, working wives, daughters - give up on the idea of becoming self-sufficient, their dreams stifled by the social and economic challenges before them.

For these girls, the fight begins at the most basic level, struggling as they do to step out of the home to seek work, acquiring the right to say "No" to child marriage, and breaking the cycle of teenage pregnancies and a lifetime of financial dependency.

The challenge is how do we move a 14 year old girl from a dis-advantaged background towards self-sufficiency? Popular wisdom has long held employment as the answer. However, recent research shows that a more comprehensive approach is needed.

India's young women are a critical demographic with untapped potential that can transform the nature of our economy, fuelling its rise to greater heights. They have within them the ability to influence generations by being the agents of change in their families and communities. For this to happen they first need to be empowered to do so.

Bank of America, for the second year now, is supporting Dasra's research on adolescent girls. This report - **Best Foot Forward:** *Enhancing the Employability of India's Adolescent Girls* - contains the profiles of ten promising non-profits which we believe could significantly transform the way employability for girls is perceived, administered and implemented across the country.

The report shows that being employed and being employable are two different things. The traditional approach has placed a disproportionate faith in simply placing adolescent girls into the job market as a way to help them achieve economic independence. Today, this approach is increasingly being seen as an incomplete solution. Once employed, these young girls need the skills to thrive. They need to be empowered with certain soft skills, helping them communicate and collaborate effectively in the workplace and so build their confidence.

An eco-system must also be built to support these young girls, one that caters for all including those who are differently abled. That involves challenging traditional attitudes in our communities that stop girls from stepping outside of their homes to work. It also requires organizations to network with various industries - from organized retail to telemarketing, from hospitality to small and medium enterprises - to create career and entrepreneurship opportunities for trained adolescents.

Last year, we supported Dasra's report Dignity for Her: Empowering India's adolescent girls through improved sanitation and hygiene, highlighting eight non-profits doing outstanding work in this area. We supported four of these eight organizations and encouraged fellow patrons to join hands for the cause. This new report takes that work even further. I am confident that it will encourage even more vibrant discourse to build a richer conversation around the topic and bring together fellow funders to help India's dis-advantaged adolescent girls become employable and self-sufficient.
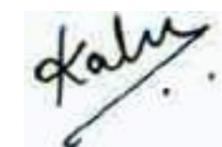
Kaku Nakhate
President and Country Head, Bank of America, India

EXECUTIVE SUMMARY

This report analyzes a widespread gap between girls' skills, aptitude and attitudinal readiness for the job market — and the market's expectations of girls on these parameters. It showcases data on public-private partnerships that endeavor to promote the transition of girls from school to productive employment, and addresses barriers at the root of an ever widening gender gap in labor force participation.

Swap Girls' Vulnerability with Opportunity

Thus far, improving employability for girls in India has meant training them to have a specific skill and providing them with gender stereotypical jobs such as tailoring, catering or secretarial practice. The sector is now evolving to a more long-term approach: teaching girls the hard and soft skills that will make them truly ready for the 21st century workforce by the time they are old enough to enter it – skills such as communication and negotiation, workplace etiquette and timeliness, and basic computer skills and financial literacy.

Moreover, keeping girls in school and building life skills by supplementing education with skills to make them employable until they reach working age or by ensuring that skilling programs for girls that have dropped out of school also focus on teaching girls life skills can be a more strategic approach than simply teaching them a vocation or a trade. This is because too

often vocational programs aim to ensure girls are employed in the short term, but don't always strive to strengthen girls' minds, build their personalities, and train them to be free agents possessing a measure of aspiration and control over their economic means and ends. Ultimately, such programs make girls employed, but not generally employable.

A specific focus on large-scale skilling of adolescent girls has become critical because evidence suggests that due to redundant curricula, even those graduating from school are often unemployable and unprepared for self-employment. For instance, over 47% of graduates in India lack adequate language and cognitive skills for employment.[1] Industrial Training Institutes aim to provide technical and vocational training to a number of students every year, but often fail to help students secure jobs subsequently — as the programs lack the appropriate market linkages and soft skills training. These soft skills are vital to succeed in the workplace. For example, a 15-year old girl may be taught sales skills, but without interpersonal skills, the pressure of a situation—as common as a sales team meeting—becomes a barrier to advancement. Similarly, if a woman is taught how to repair cell phones but lacks the communication skills to convince an employer of her trustworthiness, she is unlikely to be employed.

Barriers to Success

The primary challenges of making girls workplace-ready include:

• **Redundant Curricula:** The skilling gap sets in early – 25% of all children in India enrolled in grade eight have difficulty reading a simple, grade-two level text; nearly 50% cannot solve a division problem.[2] Therefore, even girls who manage to overcome all odds and complete their education find themselves ill-equipped to join the workforce because they score low on logical ability, communication skills and domain knowledge.

• **Restrictive Gatekeepers:** Gatekeepers include parents, relatives, community members or other key decision makers in a girl's life. Parents begin to restrict their daughters' lives to the domestic sphere very early on, and increasingly so as they approach puberty, fearing violence, unwanted male attention, the temptation of unsanctioned sexual activity and consequent potential damage to their honor. Community members also endorse social restrictions on girls as they reach puberty, and encourage early marriage and childbearing over employment.

• **Stereotypical Gender Roles in Employment Opportunities:** Vocational training programs aimed at girls invariably reinforce stereotypes around 'women's work', and only promote jobs such as tailoring and grooming. Such programs limit work options for girls to gender-stereotypical roles that often have limited scope for entrepreneurial activities.

• **Ineffective Government Programs:** Very few government programs are sufficiently oriented to meet the needs of adolescent girls.[3] For instance, programs under the recent Skill India campaign and those run by the Ministry of Skill Development and Entrepreneurship, focus purely on hard-skills training for youth without accounting for the structural challenges that young women face, such as restrictions

on mobility and social pressure to get married. Even programs designed specifically for adolescent girls focus largely on health and education, with very little attention to imparting life skills for empowerment.

Building a Skilled Workforce

To counter these challenges, Dasra has identified the following cornerstones, or strategic areas of focus, that can significantly amplify potential gains from funding:
1. Build community support for girls' work outside the home;
2. Teach market-relevant skills that employers want; and
3. Focus on comprehensive personality and skills development (both technical and life skills).

These cornerstones are implemented through a host of interventions or activities, by nonprofits in the field. Together, Bank of America and Dasra aim to spotlight the most effective of these programs. This report profiles ten organizations that are doing some of the most promising and scalable work across the country, shortlisted from a universe of over 300 non-profits working in India's employability and livelihoods sector. These are: Bright Future, ETASHA Society, Going to School, Kherwadi Social Welfare Association, Medha, NEED, QUEST Alliance, SEWA Bharat, Swayam Shikshan Prayog, and Save the Children India.

It is clear that the biggest obstacles to the fulfillment of adolescent girls' social and economic capacity—schools, government programs, parents, community—are also the most critical vectors for change. They are channels for shifting mindsets, cultivating empowerment, and permanently transforming the way India sees its adolescent girls – from liabilities, dependents, and victims in waiting, to builders, partners, and teachers.

CHAPTER 1

EMPLOYING THE RIGHT APPROACH

SHUT OUT AT ADOLESCENCE

Adolescence, for girls, is a period during which doors begin to shut and possibilities start to diminish. Parental and community perceptions around chastity and safety confine girls to the domestic sphere, and they find themselves restricted by stringent social norms.[4] At this age, girls are seen less as individuals and more as future mothers and wives. Consequently, they spend an unfair amount of time on household chores, often at the expense of time spent in school. Domestic work like cooking, cleaning and taking care of younger siblings can leave them with little or no time to meet the demands of a formal education system, often forcing them to drop out of school. In fact, a study suggests that for every 100 girls that enroll in a school in rural India, only 40 will reach grade four, 18 will reach grade eight and only one will make it to grade 12.[5]

Adolescence, for many marginalized girls in India, therefore means a lack of agency, limited control over their own lives and an inability to make their own choices and decisions. Thus, while the world often expands for boys at adolescence, giving them greater autonomy, mobility, opportunity and power; for girls, adolescence translates into exclusion from public spaces and increasingly limited opportunities to acquire skills needed to build financial security or independence.

An adolescent girl's lack of agency and control over her life manifests in a variety of ways. For example, out of all married adolescent girls (aged 15–19 years) surveyed under the NFHS - 3, only 15% participated in making major decisions for themselves, while a larger number were allowed a limited range of decision-making. These include decisions regarding their own health, major household purchases, daily household needs and visits to family members or relatives. Almost 50% of girls did not participate in any of these four decisions.

6

A SIGNIFICANT CONTINGENT SITTING ON THE SIDELINES

One might ask why we as nation should be concerned about how adolescence confines girls.

One in every ten Indians is an adolescent girl.[6] Consequently, India hosts nearly 20% of the world's population of adolescent girls, and each and every one of them has the potential to contribute to India's future economy. India can add up to USD 56 billion a year in potential earnings to its economy if it brings its girls into the workforce, either through formal employment or as entrepreneurs. In fact, research shows that the benefit of this increased earning potential is greatly multiplied, because compared to men, women reinvest a significantly larger percentage of their earnings into their families.[7] Bringing girls into the workforce can benefit generations to come and serve as a critical pathway for poverty reduction.[8 9]

"Investing in adolescent girls is precisely the catalyst poor countries need to break intergenerational poverty and to create a better distribution of income. Investing in them is not only fair; it is a smart economic move."
- Robert B. Zoellick, Former President, World Bank.[10]

EDUCATION

7%

22%
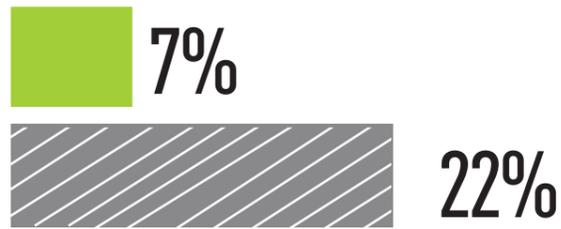
Adolescent girls are more likely to be uneducated than boys in the same age group.[a]

HOUSEHOLD WORK

120% more
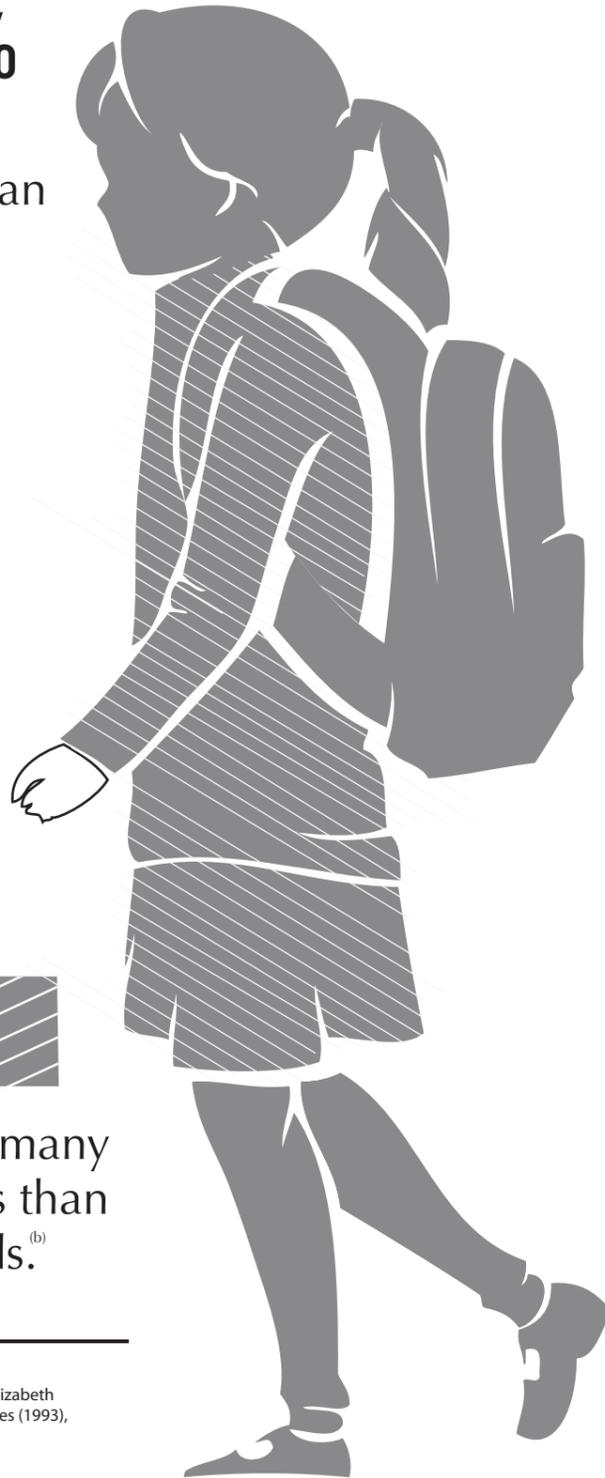
Adolescent girls work as many as 120-150% more hours than boys in Indian households.[b]

(a) National Family Health Survey (NFHS)3
(b) M. Anne Hill and Elizabeth M. King, "Women's Education in Developing Countries: An Overview", in Elizabeth M. King and M. Anne Hill (eds.) Women's Education in Developing Countries: Barriers, Benefits and Policies (1993), Johns Hopkins, pp.2-9, 21-28.

MARRIAGE

23yrs

19yrs
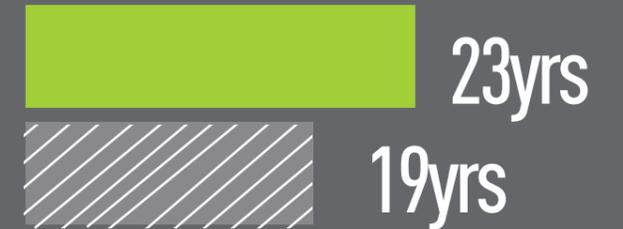
On average adolescent girls marry at 19 years compared to boys who on average marry at 23 years.[c]

ECONOMIC PARTICIPATION

40%

25%

Adolescent boys are more economically active than girls in their group.[d]

(c) Ministry of Home Affairs, (2001). Census 2011
(d) Data.worldbank.org. (2016). Labor force participation rate, female (% of female population ages 15-64) (modeled ILO estimate) | Data

THE DEMOGRAPHIC DIVIDEND

India is the world's third largest economy, with a growth rate of close to 8% every year.[11] One of the key factors driving this growth, is the expansion of its working population (aged 15-59 years) compared to its economically dependent population (aged 0-14 and over 60 years), known as the '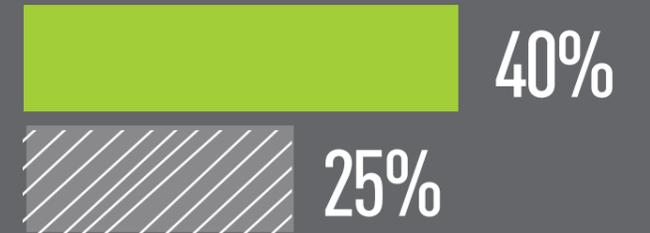demographic dividend.' India is currently in the early stages of reaping the benefits of this demographic dividend, which is expected to peak by 2035.[12]

Yet, India's ability to take advantage of this 'demographic sweet spot' is limited, because many of India's working youth are currently unemployed. Research has shown that a lack of skills among youth is a key driver of unemployment.[13] Several studies show that, "there exists a fundamental mismatch between what employers are looking for and what skills traditional academic and vocational education programs are providing, resulting in a youth population that is often unprepared to secure and maintain employment in an increasingly complex global job market."[14] Moreover, there are still entire sections of rural India that are cut off from the national economy.[15 16] Yet, what is even more striking is that the workforce participation rate for Indian women is at 29%, which is far less than that of comparable economies such as China (70%), the US (66%), or Brazil (65%).[17] Therefore, tapping this demographic dividend will require better skilled youth, and a concerted effort to bring rural youth and women into the workforce.[18]

A strong body of research argues that the same factors that prevent girls from completing their school education also increase their chances of working within the informal labor force during their adult years.[19] Early marriage and pregnancy, along with a lack of skills that make them employable, often mean that once girls are married and have children, they are forced to take up casual jobs to support their families. Examples of informal jobs include working as rag pickers, housemaids, and construction workers. In India, women make up 85% of the workers in the unorganized sector.[20] This in turn means that a vast majority of working women is prevented from enjoying the benefits of fair wages, a safe and discrimination-free work environment, or a stable source of income. Adolescent girls must therefore be allowed to complete their education and taught skills required to thrive in a 21st century workplace.

CONTRIBUTE

EARN

REINVEST

10%

of India's population comprises adolescent girls. [a]

$56bn

can be added each year to India's economy by bringing girls into the workforce. [b]

Women are most likely to invest their assets in their children and improve intergenerational development outcomes. [c]

(a) Pandey, N. (2014). Gender Sensitivity in India –Reality or Myth
(b) Oster, E. and Thornton, R. (2012). Determinants of Technology Adoption: Peer Effects in Menstrual Cup
(c) World Bank, 2011, World Development Report 2012: Gender Equality and Development (Washington).

RECLAIMING ADOLESCENCE

THE EMPLOYABILITY APPROACH

In India, engaging girls in the labor force—either through livelihood programs or through employment in the formal economy—has been associated with a greater sense of empowerment, agency, increased mobility and a decline in early marriages.[21] Evidence links increased employability among girls with improved developmental outcomes, including smaller family sizes, more decision-making responsibility and higher levels of income.[22] It is therefore crucial for girls to have the education, skills and resources needed to earn a living. Enhancing girls' employability swaps vulnerability with opportunity, strengthens their ability to exercise choice and enables improved outcomes for them, as well as their families. Employability is thus an asset—a means to an end—that marks a successful transition from adolescence to adulthood.

The employability approach enables adolescent girls to realize their economic potential and acquire skills needed to build a financially secure future. It incorporates exposure to available opportunities, development of aspirations, a work orientation, and soft skills training. Employability programs train adolescent girls to generate an income through activities such as entrepreneurship, self-employment, wage employment or home-based work.[23] The approach provides girls with technical or vocational skills training with a strong focus on life-skills training.[24] Life-skills training involves working with girls to build their self-confidence, self-esteem, decision-making abilities and a strong social network of supportive peers and mentors.[25] Organizations use the employability approach to address a broad range of issues including trafficking, exploitative work, sexual and reproductive health problems and child marriage. Ultimately, the employability approach counters the lack of agency, social isolation, restricted decision-making power and limited mobility that adolescent girls face—and builds their earning power.

RECLAIMING ADOLESCENCE

LACK OF AGENCY

Lack of control over decisions that determine the course of their lives.

SOCIAL ISOLATION

Restrictions on mobility and limited access to opportunities in the public space.

INTERRUPTED EDUCATION

Burden of unpaid care and domestic work forcing them to drop out of school.

LOW DECISION-MAKING POWER

Inability to challenge social norms resulting in early marriage and pregnancies.

VULNERABLE

Vulnerability to violence and exploitation at home as well as in the labor market.
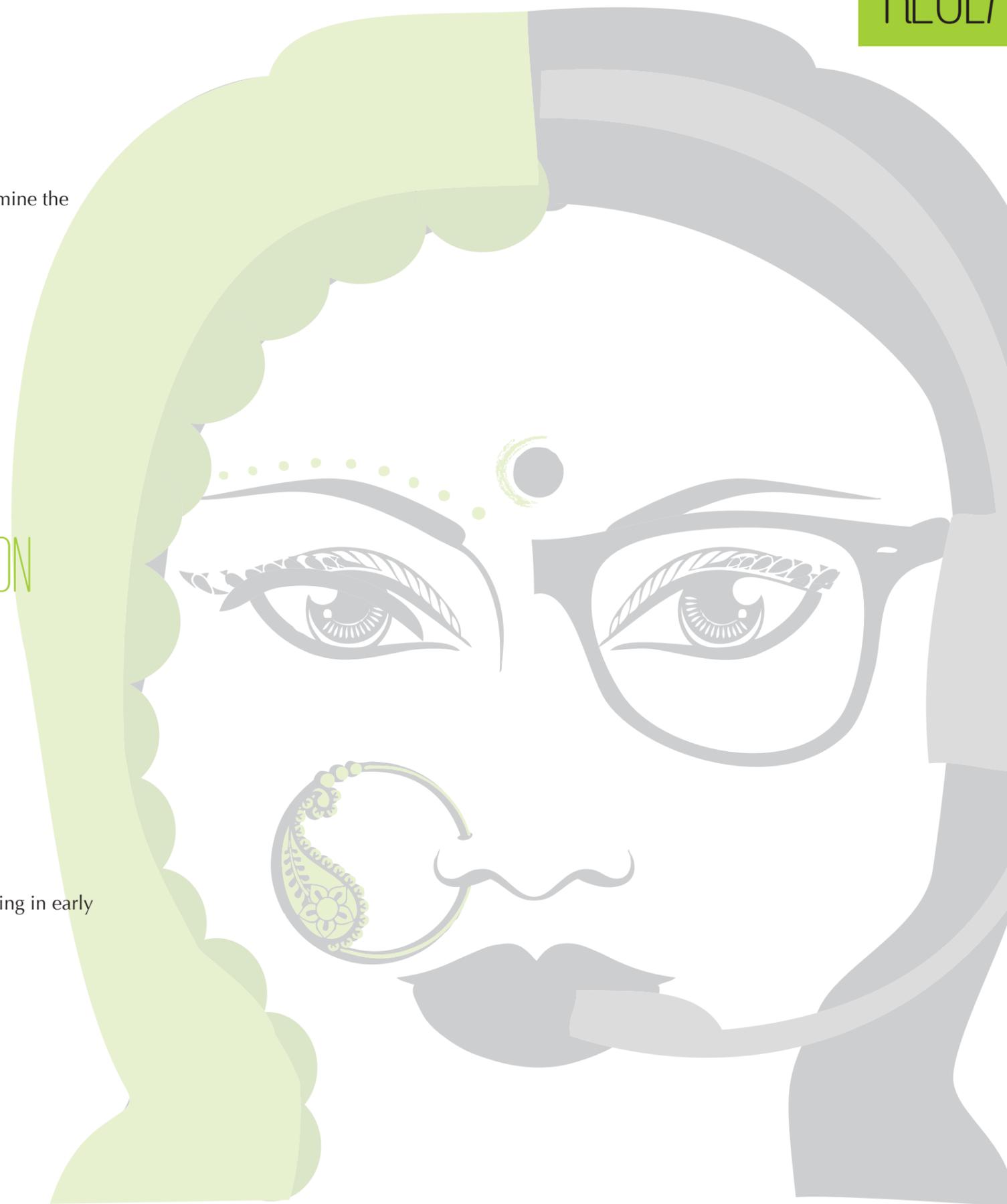
INFORMED DECISIONS

Help girls understand their needs, aspirations and ability to build a financially secure future for themselves.

WIDER MOBILITY RADIUS

Bring girls into the public space by linking them with peer and mentorship-based social support networks.

HIGHER EDUCATION

Work with girls' families to convince them of the benefits of keeping their daughters in school. Simultaneously, work with the formal school system to make classrooms more responsive to girls' needs and challenges.

AGENCY

Give girls the opportunity to build employable skills and income generating opportunities, enabling them to negotiate for delayed marriages and pregnancies.

FINANCIALLY SECURE

Help girls become financially secure, exercise agency and ensure improved outcomes for themselves and their families.

PREPARING GIRLS FOR EMPLOYMENT

"Medha students are more productive and stay with our company longer. This increased retention will reduce our costs over time. I am the Area HR Head for Eureka Forbes, a leading consumer product company specializing in water purification systems. We have been working with Medha for over a year on various aspects of their program, from industry panel discussions to full-time placements. In 2013-2014, we hosted five Medha interns from two colleges. After working with them for over a month, we offered four of them pre-placement offers. Our experience working with Medha and their students has prompted us to change our strategy regarding hiring women for entry-level positions."

- Mohammad Fahad, Area HR Head, Eureka Forbes

In the past, livelihood programs have tended to focus on older and out-of-school girls with the objective of placing these girls in jobs or providing them with the resources required to establish their own business enterprises.[26] However, experts interviewed through this study noted that economic empowerment isn't only about earning an income, and needs to be a holistic approach that builds a range of employment-related skills. **The employability approach therefore focuses on three skill sets considered essential for employment and entrepreneurship: cognitive, non-cognitive and technical skills.**[27]

Cognitive skills involve building numeracy and literacy, and examples of technical skills are computer or technological competencies. Non-cognitive skills include traits like leadership, conflict resolution, communication and capacity for teamwork. Initially, cognitive and technical skills are extremely valuable in helping girls secure jobs, however, over time, the skills that employers value most are non-cognitive skills such as teamwork and the ability to problem solve.[28] One study found that employers in both formal and informal sectors across Asia and Africa correlated skills such as openness to learning, good work habits and entrepreneurialism — to higher wages and greater career success. As the study emphasized, "Unlike more discrete skill sets, non-cognitive skills also provide a platform for youth to acquire additional skills, for example by enabling better on-the-job learning capacity."[29] To build these cognitive, non-cognitive and technical skills, employability programs must customize outreach approaches to meet adolescents' needs that can be broadly grouped into two categories by age: 10-14 years and 15-19 years.

AGE GROUP
10 - 14 years

IN - SCHOOL

Although secondary education is critical, evidence shows that gaps in India's secondary education system have made it difficult for girls to transition from education to employment. It is therefore imperative to work with existing formal education systems to make them more responsive to adolescent girls' needs and challenges. Specifically, employability programs must include a strong focus on building life skills such as problem solving, teamwork, leadership and effective communication.

"Each weekly project at school teaches us a new entrepreneurial skill. With each project, we identify solutions to problems around us. Earlier, my father used to think that sending me to school was a big waste of my time and his money. And then, I started bringing home what I was learning in school. I started telling him about the entrepreneurial skills that they were teaching us. Now, every week, he wonders which new entrepreneurial skill he will learn through me. He no longer asks me to stop going to school."

- Ekta, Going to School, Be! Schools Program [30]

AFTER - SCHOOL

Employability programs also target both dropouts and school-going children in this age bracket through after-school, skill-building workshops and activities. Programs designed for dropouts often emphasize the importance of education and encourage girls to go back to school. Besides life-skills training, these programs cover basic computer and financial literacy. In addition, after-school programs create social support platforms that allow girls to build strong networks of peers and mentors through which they can then access employment opportunities of their choice.

"My mentor has been helping me in many ways. For instance, my spoken English has begun to improve and I have become more confident and ambitious. The other day, I visited my mentor's college. I had always thought that I would do my graduation through correspondence—like all the other girls in my community. But after that visit, I realized that I want to work hard, get good grades and study at a college—like my mentor. She said that if I get good scores, she would help me with the admission process. This has been a huge motivating factor for me and now I know for sure that I don't want to stop studying."

- Mentee Shiba, Youth Connect, SEWA Bharat's Mentorship Program

time, programs work with families and communities, to garner their support for girls' education and future employment.

In its 2010 reports, 'Off to a Good Start? Jobs for Youth' and 'Learning for Jobs' the Organization for Economic Co-operation and Development (OECD) presented a concluding analysis of the link between educational practices and young people's employment outcomes. This analysis from 17 national studies found that exposure to potential workplaces and vocational skills at the school level, relates strongly with lower unemployment rates among the youth. [31]

"What we know from our baseline and end-line survey is that when girls learn skills, they begin to tell parents that they don't want to drop out of school. They negotiate with their grandparents to figure out who can share the housework. They recognize and problem-solve around delays in their commute to school. Girls tell their fathers they don't want to have an early marriage; they'd rather take a loan for their education. They tell their parents their career dreams, they say they want to be bank managers, police officers, train drivers, and even start their own enterprises. They show their parents their plans."

- Lisa Heydlauff, Founder and Director, Going to School. [32]

self-employment or entrepreneurship. This is done through workshops or training programs on building communication skills, teaching interview conduct, and exposing adolescent girls to potential careers. Programs encourage discipline among adolescents by training them to arrive at workshops on time, wear uniforms and meet project deadlines. To compensate for the lack of formal education, interventions for this age bracket also focus on equipping girls with hard or technical skills that are likely to lead to income-generating opportunities. This includes vocational-skills training programs on embroidery, garment making, driving and computers.

they would need to let go a little to give me at least one chance at building a future for myself. During the course, I attended sessions on communication skills, spoken English and computers. Immediately after finishing the course, I was sent for an interview and I joined work two days later! Today, six months down the line, when I look back, I see the difference those three months of classes brought about in my life. Now I can see myself as leading an economically stable life in the future. My current employers are proud of my skills in handling clients and dealing with the day-to-day running of the store. I earn my own income."

- Yasmeen Shaikh, 20, Bright Future's Community Initiative Program

BRINGING GIRLS INTO THE WORKFORCE : KEY CHALLENGES

There are several challenges that organizations or stakeholders in the employability sector face while bringing adolescent girls into the workforce. These include: redundant curricula, restrictive gatekeepers, stereotypical gender roles in employment opportunities, restricted mobility and limited social networks, ineffective government programs and multiple levels of vulnerability.

REDUNDANT CURRICULA

RESTRICTIVE GATEKEEPERS

STEREOTYPICAL GENDER ROLES IN EMPLOYMENT OPPORTUNITIES

RESTRICTED MOBILITY AND LIMITED SOCIAL NETWORKS

INEFFECTIVE GOVERNMENT PROGRAMS

MULTIPLE LEVELS OF VULNERABILITY

REDUNDANT CURRICULA

India's overburdened education system is often unable to adequately prepare girls for a professional career. For example, 25% of all children enrolled in grade eight have difficulty reading a simple text at the grade-two level of difficulty, and nearly 50% cannot solve a division problem.[33] At the same time, there are limited teachers in rural areas that are qualified to teach in secondary schools — 53% of teachers at the secondary level have only completed graduation or less.[34] In addition to this, school curricula in India are not designed to help marginalized girls build the skills required to access or create income-generating opportunities in the future. This means that even if girls manage to overcome all odds to complete their school education, they are unlikely to be able to join the workforce or set up enterprises of their own. Employability programs, therefore, can help plug this gap by supplementing school education with training in hard and soft skills, so as to enable girls to access formal employment opportunities or set up business enterprises.

The Wheebox Employability Skill Test assessed over 500,000 candidates across 29 states and seven union territories on various employability skills, including numerical and logical ability, communication skills and domain knowledge. The test found that students from Bachelor of Arts programs, Bachelor of Commerce programs, Industrial Training Institutes and Polytechnics were the least employable.[35]

Parents, relatives, community members and other key decision makers in a girl's life often act as gatekeepers, and limit the impact of employability programs. As girls reach puberty, parents begin to restrict them to the domestic sphere. Gatekeepers often prevent their daughters from accessing opportunities within the public sphere, in an attempt to minimize discrimination and violence outside the house, and the consequent threat to honor. Adolescent girls are also expected to take on a significantly higher proportion of household chores and simultaneously, community members begin endorsing early marriage over employment. Participation in skill-building programs and income-generating opportunities, require girls to access public spaces. Because gatekeepers restrict girls' mobility, they consequently hamper girls' access to skill-building programs. Therefore, in order to enable girls to make the most of these opportunities, programs need to go beyond creating job opportunities in the public sphere to including adolescent girls' families and key decision makers in the discourse on their daughters' potential for employment.

"Working with girls' families to build their support for their daughters' participation in programs is the first step towards helping them understand how their daughters, just like their sons, are capable of stepping out of the house to learn skills that can lead to an income. When we enroll a girl into our program, we make sure that her parents understand the commitment she will need to give to it. This is important because, if we are enabling her to acquire a job later, her parents need to start coming to terms with her spending a fixed number of hours outside the house every day. This is critical. By working with families right from the beginning, we help build the environment girls need to be able to succeed at work—without being forced to drop out. And when we're able to do this successfully with one family in the community, it makes the task of convincing others easier."

- Facilitator, SEWA Bharat Youth and Skills Program

RESTRICTIVE GATEKEEPERS
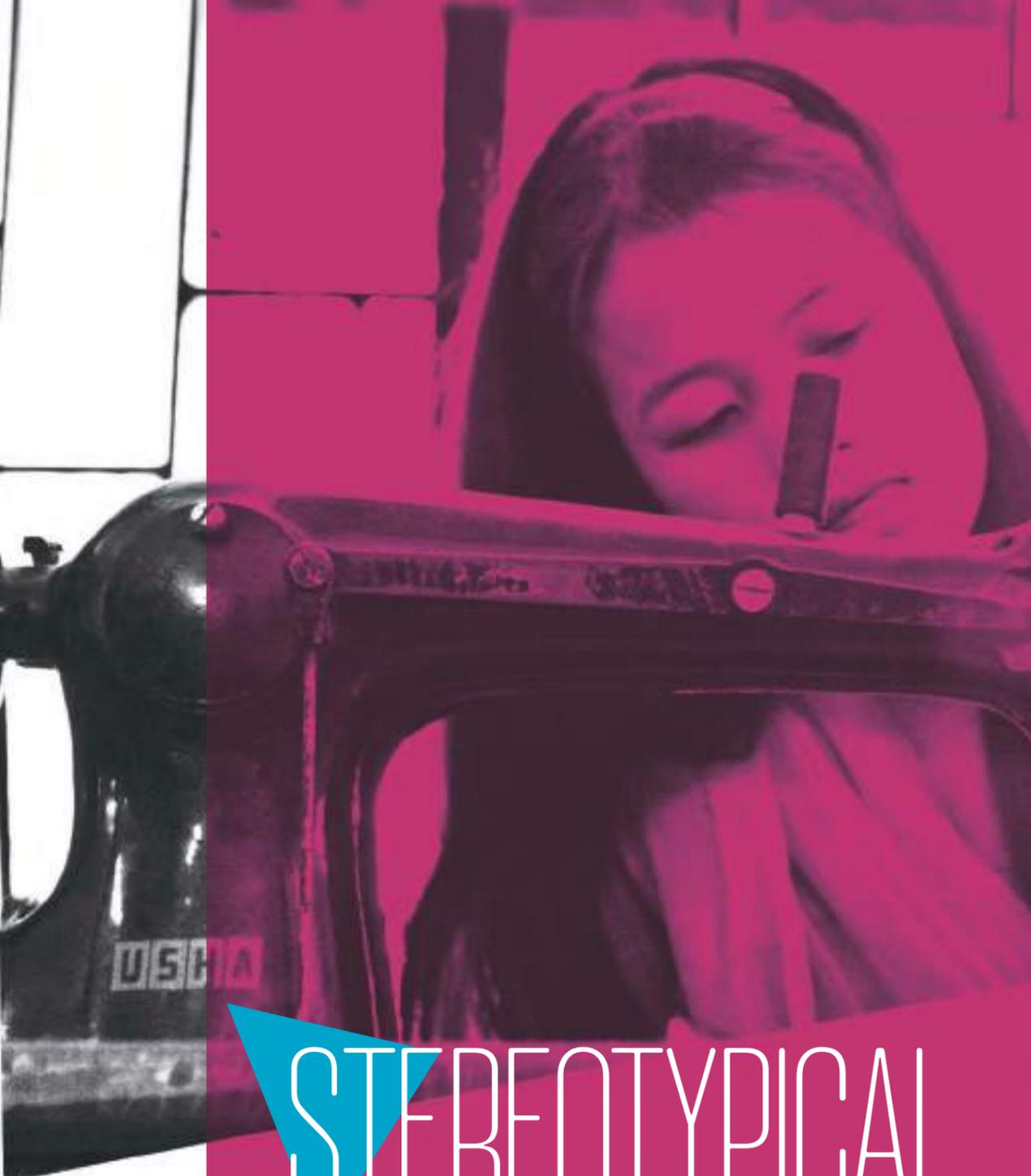
STEREOTYPICAL GENDER ROLES
IN EMPLOYMENT OPPORTUNITIES

As discussed, gatekeepers often limit the mobility radius of adolescent girls to the domestic sphere. In response to this, many vocational training programs provide girls with skills that allow them to take up income-generating opportunities including home-based work or other locally available opportunities. These programs, however, tend to reinforce stereotypes around women's work. Popular examples of such training programs include tailoring and beauty culture, among others. Considered culturally acceptable, these are often in high-demand among girls themselves. While these opportunities may serve as a critical first step in linking girls with income-generating opportunities, it is also important for programs to introduce girls to other stereotype-defying and possibly more lucrative opportunities. [36] [37]

"**As a first step, it is challenging to expose girls to convention-breaking skills and occupations, and expect them to be able to take these up easily. Moreover, programs that train girls in vocations that reinforce stereotypes around women's work and capabilities are also very often in popular demand among communities. An important reason for the same is that these are seen as culturally acceptable and so parents need less convincing when it comes to allowing their daughters to earn an income through these vocations. Programs therefore need to strike a balance between engaging girls in opportunities that defy stereotypes and ensuring that they are not shutting out options that allow girls to earn an income with less struggle.**"

-Ratna Sudarshan, National University of Educational Planning and Administration

RESTRICTED MOBILITY AND LIMITED SOCIAL NETWORKS

Confined to the domestic sphere, adolescent girls often find themselves isolated from their peers with no access to spaces where they can interact with others like them, discuss common challenges and learn from one another. This social isolation is particularly profound for adolescents who are married, reside in hard-to-reach areas and belong to economically impoverished families. Experts recommend that girls must have access to spaces that allow them to engage with peers, mentors or role models. It is within such spaces that girls are able to build the communication and networking skills that they need to access opportunities. More importantly, such spaces also allow marginalized girls to build the networks of support that they need to gain information about potential careers and help them cope with challenges in workplaces.

A study identified access to 'networks of individuals from a range of different backgrounds' as 'social capital' that young persons can mobilize to gain critical information around future employment. According to this study, such networks experienced during late adolescent years increase young people's chances of securing fulfilling employment opportunities later.[38]
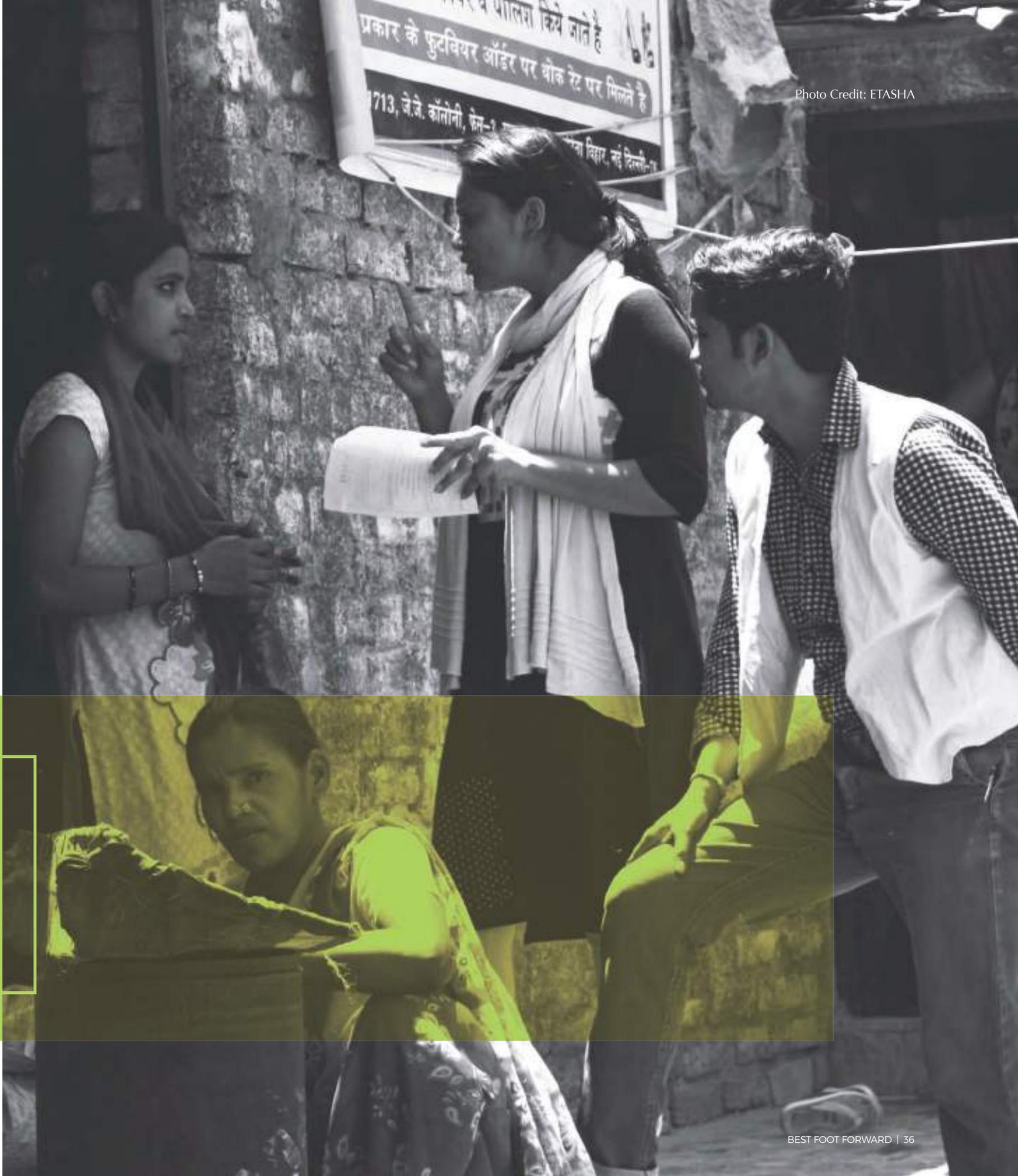
INEFFECTIVE GOVERNMENT PROGRAMS

Despite a strong national, policy-level focus on skilling youth in India, very few government-run programs reflect an understanding of the specific challenges of working with adolescent girls.[39]

For instance, programs initiated under the recent Skill India campaign and those run by the Ministry of Skill Development and Entrepreneurship focus purely on hard-skills training for youth without accounting for the challenges that young women face, such as restrictions on mobility and social pressure to get married. Support to Training and Employment Programme for Women (STEP), a Central Government scheme, provides skills to women living below the poverty line, to build their capacity to generate income either through self-employment or entrepreneurship.

While the scheme is supposed to cover girls in the age group of 16 and above, its focus has been heavily tilted towards economically marginalized, women-headed households. Most other programs designed specifically for adolescent girls focus largely on their health and education. While there is a fairly large emphasis on improving adolescent girls' sexual and reproductive health, there is very little focus on imparting life skills for empowerment. Hence, there is a clear policy-level need for investing in girls and providing them with economic alternatives that allow them to build identities apart from their roles as future wives and mothers.
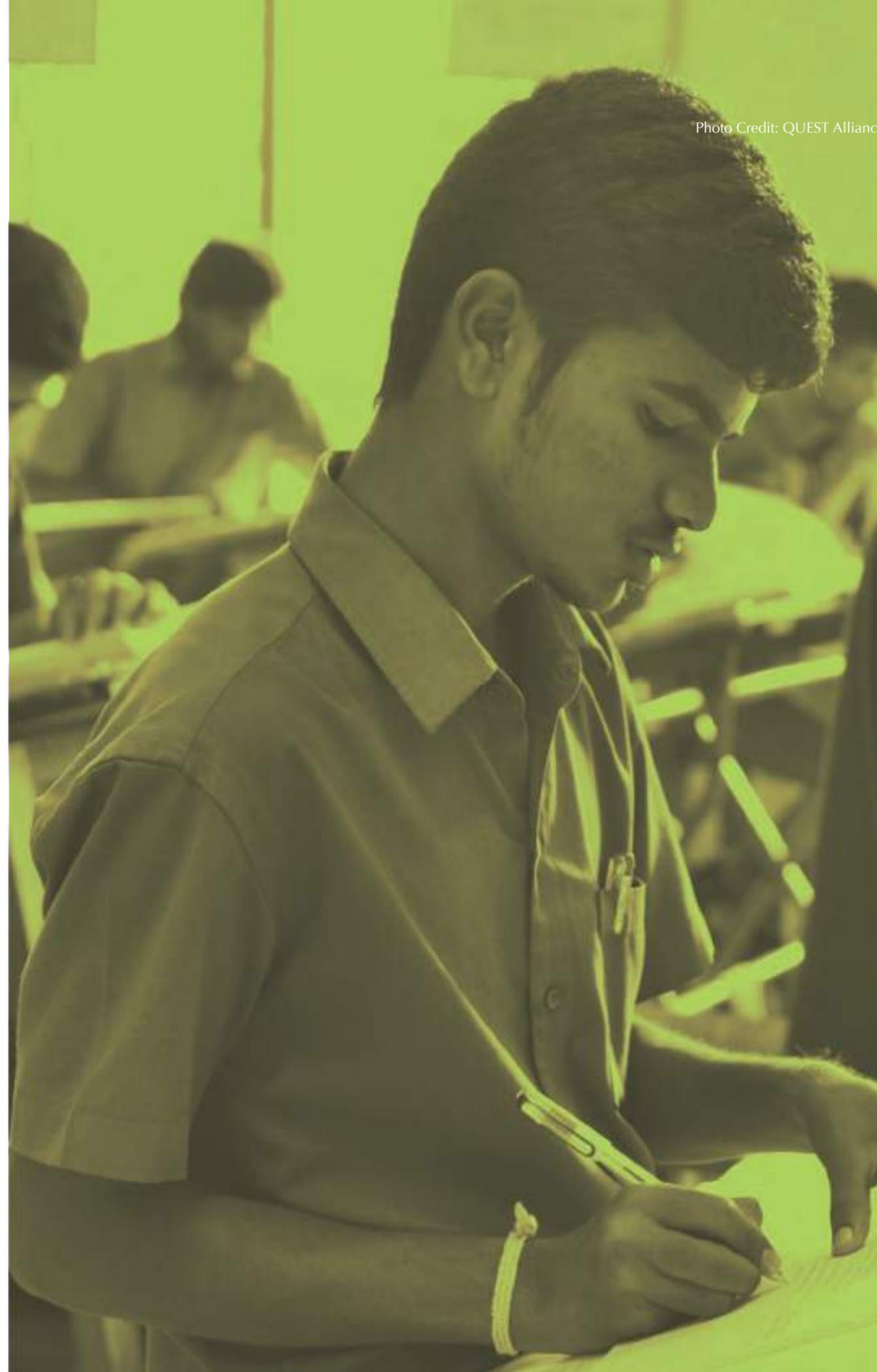
"When it comes to government programs on skilling, there is very little to show in terms of tangible outcomes and no evidence on what is working and not working. We need to stop and ask pertinent questions, such as: 'Are we connecting girls to relevant markets? Are we helping them stay in jobs?' Existing programs will lead to long-term solutions only if the government recognizes the specific challenges of working with adolescent girls and incorporates that lens into policy."

- Dipa Nag Chowdhury,
MacArthur Foundation

MULTIPLE LEVELS OF VULNERABILITY

Marginalization among adolescent girls can be a complex phenomenon, when multiple levels of disadvantage compound girls' isolation. For instance, discrimination based on caste, religion, ethnicity, age, or disability, further disadvantages girls, and reduces their chances of overcoming poverty.[40] Disability among economically marginalized girls serves as an important example of how the overlap of different kinds of disadvantage can magnify adolescent girls' vulnerability. By acting as an additional barrier, and limiting girls' access to critical resources such as education and skill-building opportunities — disability keeps girls tied to a vicious cycle of poverty and disadvantage. Moreover, only a few non-profit and government interventions focus specifically on this demographic segment. Thus, it is critical that employability programs identify these gaps to address different and overlapping levels of disadvantage among adolescent girls in India.

EMPLOYABILITY FOR VULNERABLE ADOLESCENTS

Disability is one key factor that enhances an adolescent girl's vulnerability, further limiting her horizons. Disability is defined as a long-term physical, mental, intellectual or sensory impairment, which, together with various barriers may hinder full and effective participation in society.[41]

Almost 2.1% of the Indian population (approximately 21 million people) suffers from some kind of disability.[42] Despite this sizeable number, education and employment rates among the differently abled in India continue to remain dismally low. For instance, the Population Census (2001), found a majority of disabled persons to be not literate – only 37% of disabled females and 58% of disabled males were reported to be literate.[43] Similarly, more than one-third (36%) of disabled males and more than two-thirds (68%) of disabled females aged 15-59 years were found to be economically inactive—in comparison to 19% of males and 60% of females among the general population.[44]

Furthermore, statistics highlight a vicious cycle of poverty and disability across India.[45] [46] Major barriers that further impoverish this demographic include non-inclusive physical infrastructure (inaccessible buildings and transportation systems) and a strong social prejudice against their capacity to work that leads to poor acceptance at workplaces and consequently low self-esteem among disabled persons.[47] Unless the differently-abled are brought into the economy through consistent efforts to build an inclusive social and physical environment, their experience of disability and poverty will remain unchallenged.

For economically marginalized adolescent girls, disability becomes an additional barrier that limits their access to critical resources such as education and skill-building opportunities. Disability drastically reduces their chances of overcoming socio-economic barriers that can lift them out of poverty and discrimination. This is evident through the comparative work-participation rates, across gender, for India's disabled population—25.8% of disabled men participate in the workforce as compared to only 8.7% of disabled women.[48] [49] Disabled adolescent girls are therefore a highly vulnerable demographic that employability programs need to address.

NON-PROFIT INTERVENTIONS

Most non-profits working with disabled youth run vocational training programs that are responsive to their specific type of disability and link them with accessible income-generating opportunities. Programs include computer training, mobile repairing, sewing and tailoring. At the same time, some non-profit interventions work with potential employers to address their prejudices regarding employing persons with disabilities, link them with disabled candidates and work with them to build an inclusive environment.

Non-profit interventions that work with disabled adolescent girls with a specific focus on building their potential for employment and income generation are fewer in number.

The same gap is mirrored in government interventions. For instance, there are a number of government-run vocational training centers and employment provisions for disabled youth, but there is very little recognition of the specific needs and challenges of engaging disabled girls and women. Moreover, best practices and gaps in implementing successful interventions for disabled adolescent girls aren't documented substantially.[50] In order to enable longer-term outcomes for disabled girls, it is critical that both non-profits and the government build evidence that can contribute to re-evaluating program models and scaling successful efforts.

GOVERNMENT INTERVENTIONS

The Government of India's first step towards the protection of people with disabilities was 'The Persons with Disability Act 1995' that envisages a barrier-free built environment (with special infrastructural provisions) for disabled persons in India. It currently stipulates a 3% reservation for PwDs in government jobs. These provisions were further supplemented in 2010, when the Central Government of India approved an incentive scheme for the private sector to promote employment of persons with disabilities. Incentives under this scheme include payment of employees' contribution to Employees' Provident Fund Organization and Employees' State Insurance, by the government, for the first three years of employment.[51]

The Ministry of Labour and Employment runs Vocational Rehabilitation Centers across 17 States and two Union Territories. These centers identify and enroll the differently abled with the aim of giving them skills in accordance with their disabilities and linking them with relevant income-generating opportunities.[52] Additionally, the Ministry of Social Justice and Employment supports 200 NGOs to run vocational training programs for the differently abled.[53]

KEY TAKEAWAYS

Adolescence for many girls in India means social isolation, interrupted school education and limited access to opportunities to build skills that can lead to a financially secure future. Employability-focused interventions work with girls to counteract the consequences of these restrictions. They work with girls at two key life stages (ages 10-14 and 15-19) and build their capacity to generate an income through activities like self-employment, wage employment, home-based work or domestic production.

Employability programs build three critical skill sets:
1. Cognitive skills (numeracy and literacy)
2. Technical skills (basic computer literacy)
3. Non-cognitive skills (teamwork, problem solving, leadership and effective communication)

Experts identify this third set of softer, life skills as vital to building girls' potential to navigate the workplace as well as sustain business ventures.

These skills increase girls' chances of effective and sustained participation in the workforce. They correlate strongly with improved outcomes like delayed age of marriage, first pregnancy, smaller family size, increased income and enhanced agency. Therefore, enhancing girls' economic potential is critical to improving outcomes for them, as well as their families.

PRIORITY AREAS FOR ACTION

CHAPTER 2

CORNERSTONES

As illustrated, programs that aim to enhance adolescent girls' employability, both immediate and long-term, face common challenges. These include multiple levels of vulnerability, redundant school curricula, restrictive gatekeepers, stereotypical gender roles in employment opportunities, ineffective government programs, restricted mobility and limited social networks among adolescent girls.

Through conversations with experts and visits to change-makers on the ground, Dasra has identified the following three priority areas for action that—when implemented together—counter these challenges and empower girls economically:

1. Build Community Support for Girls' Work Outside the Home

2. Teach Market-Relevant Skills that Employers Want

3. Focus on Comprehensive Personality and Skill Development (life-skills and technical skills)

1

BUILD COMMUNITY SUPPORT FOR GIRLS' WORK OUTSIDE THE HOME

Many girls in India are confined to the domestic sphere on account of stringent gender norms—as they enter adolescence. This often comes at the expense of their education and potential livelihood opportunities. Interventions, therefore, must go beyond creating job opportunities and also work with adolescent girls' families and communities to address their concerns, garner their support and increase the acceptability of girls' work outside the house. Organizations reach out to parents of young girls to explain what will be taught through classes, and outlining how these skills will be useful. Furthermore, organizations work with community members to bring about normative change that alters gender norms, and consequently makes it socially acceptable for women and girls to work outside the house.

CASE STUDY

Non-profit SEWA Bharat aims to challenge deep-rooted cultural norms, in communities where they work, that restrict girls' mobility and hamper their ability to actively participate in the workforce. While recruiting participants for SEWA's Youth Resource Centers (SYRCs), community mobilizers go door-to-door to educate decision-makers in each household on opportunities available for girls in their families. These include parents, brothers and husbands of adolescent girls, given that their support is crucial to both job placement and retention. The mobilizers attempt to address parental concerns around safety and mobility and outline the advantages of SEWA's skill-development classes. They highlight how skill-building programs for adolescent girls can supplement a school education and ultimately lead to a stable income that girls can use to support their families, even after marriage.

Similarly, SEWA works with families of girls that approach the SYRCs to enroll in the program. The team first assesses a girl's background to gauge her level of education and skill, as well as her familial background and personal ambitions. SEWA intervenes in instances when girls face resistance from their families—because they are unconvinced of the value of the program, unaware of available opportunities or require their girls to shoulder the burden of household work. SEWA reaches out to objecting family members and addresses concerns they might have. As SEWA Program Manager Divya Sooryakumar says, "There is always a wide range of people you have to deal with. Some genuinely care about cultural norms and don't want their women to work—they are harder to reach. For others the main concern is 'what will people say.' It is easier to change their minds, and they can then be held up as examples for the rest of the community." [54]

SEWA's support extends into post-program placement. It works to convince girls' families to extend their daughters' mobility radius and addresses anxieties around work-related travel. SEWA credits its high placement and retention rates to involving family members in the program.

TEACH MARKET-RELEVANT SKILLS THAT EMPLOYERS WANT

2

Photo Credit: LAHI

Organizations in this sector also struggle to develop programs that are relevant to their trainees and in-tune with market demands. Many of them run the risk of teaching skills that adolescent girls are unable to ultimately use to find and hold a job, or to be successful and profitable entrepreneurs. Evidence indicates that with India's current growth rate, by 2020, the country could have a skill gap of 75-80% across sectors. According to the Confederation of Indian Industry's (CII) Skill Report, this means, that there will be people looking for employment, but with skills that corporates do not require and jobs for which the right fit is not available.[55] This is in part due to a mismatch in the demand and supply of particular skills or trades. For instance, teaching girls basic dressmaking can be redundant if there are no local businesses looking for candidates with those skills, or if local businesses are looking for more specialized design skills. This poor planning leaves girls at the same place they started from, despite successful completion of the program. Programs are also restricted by the gender norms that govern adolescent girls' lives and make it difficult for them to travel long distances, move for work or work late shifts.

To address these challenges, it is important that employability programs for adolescent girls are thought of as a means to an end. To that effect, programs must hold themselves accountable to the end goal—economic empowerment of girls. They must ensure that the curriculum equips girls with skills that local employers are looking for and vocational training matches local market requirements. Consequently, some employability programs work with Human Resource departments to map skills that are in demand in the local environment of the program participant—to ensure job placements. Programs must also incorporate employers' feedback into the training curriculum to ensure that students have relevant skills.

For non-profit QUEST Alliance, the focus is not only on the delivery of the organization's MyQUEST program, but also on what comes after the program is over. The team at QUEST works closely with Human Resource departments to coordinate job fairs for their regional center. Consequently, the organization knows about available openings for their trainees and potential employers know when a freshly graduated batch of MyQUEST recruits is available.

In addition, the program's curriculum includes exercises to prepare students for jobs. For example, trainers send students out to potential places of employment, in local neighborhoods, to explore what job positions are available — what qualifications are needed, what the average salary for the sector looks like and how to apply for the job.

Because of these activities, QUEST Alliance has an average placement rate of 70%, with variance based on the geography. In addition to these programmatic components, the organization also regularly solicits employer feedback on the curriculum delivered, based on the performance of QUEST students once they have been hired. It invites companies to take short-term workshops with students to familiarize them with workplace-related expectations. QUEST also tracks their graduates for six months to ensure that the program has provided the skills they need to succeed.

3
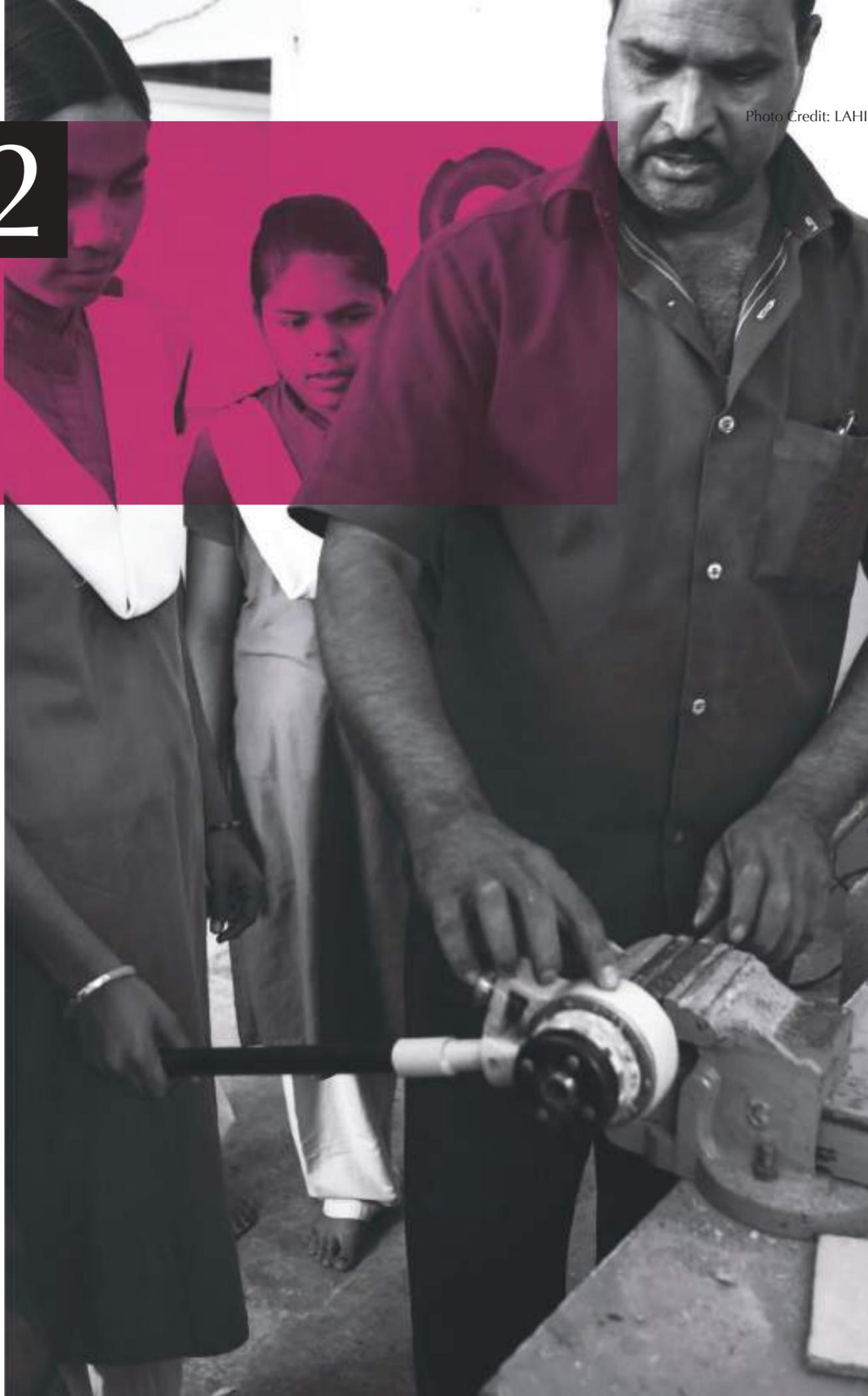
FOCUS ON COMPREHENSIVE PERSONALITY AND SKILL DEVELOPMENT

(LIFE-SKILLS / TECHNICAL SKILLS)

For employability programs to translate into jobs for girls, it is vital that they equip participants with a comprehensive set of 21st century skills. Subsequently, programs need to build workplace readiness in addition to core, marketable vocational or technical skills. They must go beyond basic literacy and practical skills, such as how to access credit and to include technology skills that are essential for employment in a modern workforce.[57] For instance, girls need to know how to send an email and how to use Microsoft Office.[58] Similarly, they should be trained in basic workplace etiquette such as work discipline and being-on-time.[59]

Moreover, it is necessary to include psychosocial competencies of life skills, which address topics like confidence building and conflict resolution, as well as social skills, which teach girls how to work and interact with others and how to build relationships. These often underestimated skills are vital to successfully negotiating any modern workplace or to establishing and sustaining a viable business enterprise.[60 61 62] Moreover, life skills are transferable and transcend multiple sectors, preparing adolescents to succeed in diverse work environments.

It is also important for programs to prepare girls to successfully navigate the workplace, by educating them on their rights and giving them the skills to access those rights. It is extremely vital that young girls entering the workforce have the agency and negotiation skills to overcome challenges and remain employed.
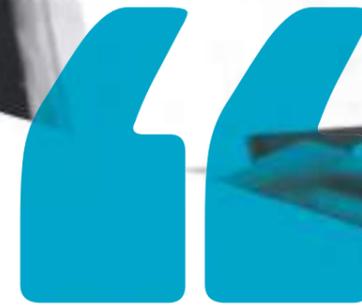
"In a dynamically changing world, young people from backgrounds rife with adversity face complex challenges that they are often ill-equipped to handle. A lack of life skills—defined as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life—prevents young people from making healthy choices and becoming productive, contributing members of society. It is critical to empower young people with these life skills to: overcome gaps in the current education model, equip them with skills essential to get and keep jobs and stem the damage from lack of nutrition and emotional support in early childhood development."

- Excerpt from Dream a Dream strategy document

75%

of youth entering the workforce every year are considered unemployable or not job-ready.

CASE STUDY

Bengaluru based non-profit Dream a Dream works with young people from disadvantaged backgrounds, with a history of adversity that often impacts their ability to make healthy life choices.[63] The organization's Career Connect program works with 15-19 year old adolescents to develop their abilities to interact with one another, overcome difficulties, solve problems, manage conflict, take initiative and understand instructions. The program also provides information on and access to employment opportunities through school-run career awareness workshops. Students recruited through these workshops participate in short-term modules on spoken English, communication skills, basic digital literacy, money management and career guidance—at Dream a Dream centers. On completing these modules, students are further supported by the organization through internships, scholarships, vocational training and job placements. In this way, the organization not only equips students with skills that make them employable in the short term, but also ensures that students learn how to independently acquire skills that they need for careers in the future. In a fast-changing world with little to no job security, this adaptability makes all the difference.

Dream a Dream's work is backed by strong research and evidence that show how cognitive- and life-skills jointly affect socio-economic outcomes, and that building character skills can be life changing for children from disadvantaged backgrounds.[64] Over 95% of young graduates from Dream a Dream—who are tracked through the organization's Last Mile Support program—are either pursuing a University degree, looking for additional job-skills training, self-employed or working.

KEY TAKEAWAYS

This report identifies three priority areas for action, to empower adolescent girls through employability programs:

1. Build Community Support for Girls' Work Outside the Home

It is critical that interventions go beyond creating job opportunities and work with adolescent girls' families and communities to address their concerns. This helps build their support for their daughters' participation in employability programs, first, and income-generating opportunities later. Some important ways in which organizations do this is by working with parents of young girls to explain to them the importance of a school education, participation in skill building programs and their relevance for their daughters' futures.

2. Teach Market-Relevant Skills that Employers Want

Interventions must ensure that girls' participation in employability programs gives them market-relevant skills that lead them to stable income-generating opportunities in the future. This requires organizations to map skills in demand in the local environment of the program, conduct training programs accordingly, and also liaison with potential employers that girls can later work with.

3. Focus on Comprehensive Personality and Skill Development (life-skills and technical skills)

Marginalized adolescent girls need a comprehensive set of skills to be able to join the workforce or set up and sustain entrepreneurial ventures. Thus, programs need to go beyond hard-skills training to make girls workplace ready. These '21st century skills' include basic technological competency, capacity for effective communication, ability to cope with stress and conflict, and basic workplace discipline like adhering to timings, meeting deadlines and wearing a uniform.

These three priority areas for action complement each other and must be implemented in parallel, to enhance the employability of adolescent girls.

CHAPTER 3
KEY INTERVENTIONS

MAPPING INTERVENTIONS

Through its interactions with and visits to non-profits, Dasra identified seven interventions that significantly enhance the employability of adolescent girls. These include:

1. Administer Employability Programs Through Centers
2. Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3. Develop Train-the-Trainer Employability Programs
4. Organize Exposure Visits
5. Facilitate On-the-Job Training and Internships
6. Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7. Enable Access to Finance

These interventions have been mapped on a grid to showcase their impact and scalability, relative to each other. The grid has been created based on Dasra's conversation with sector experts, discussions with non-profit leaders and site visits to organizations. This grid could be used as an indicative tool to analyze the potential impact and scalability of each of these interventions.

The following sub-criteria was used to map interventions on the impact-scalability grid:

Criteria for Impact
• **Proximity to adolescent girls:** Interventions that involve direct contact with adolescent girls have greater influence and consequently higher impact.
• **Duration of engagement:** Interventions that involve engagement with beneficiaries over a longer period have a greater impact on their lives than one-off awareness building sessions or other such short-term engagements.
• **Evidence for effectiveness:** Interventions that are supported by evidence and have demonstrated success on the ground.

Criteria for Scalability
• **Resource intensity:** How resource intensive the intervention is, in terms of financial and human resources, compared to other interventions.
• **Gestation period:** The time required to create an impact after a program starts.
• **Partnerships leveraged:** The use of partnerships with other organizations to expand outreach.
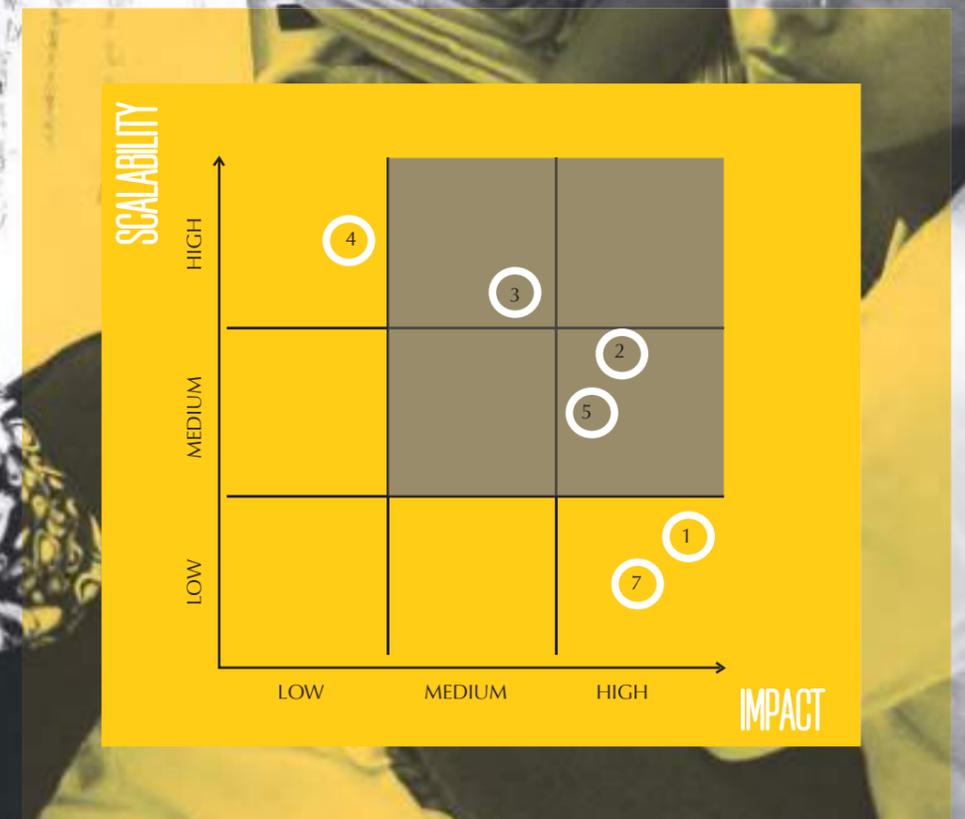
ADMINISTER EMPLOYABILITY PROGRAMS THROUGH CENTERS

Organizations administer employability programs through training centers, youth resource centers or community centers. Centers cater to both walk-in and recruited youth, with a focus on older adolescents 18 years and above—who are looking for immediate employment. Some organizations also work with younger girls and design centers to be safe spaces for girls to develop peer networks and find mentors. Many centers employ innovative methods—such as drama, arts and sport—to keep youth engaged and simultaneously deliver training programs.

Through these training programs, centers champion a set of core skills that prepare young girls for the workplace. These include a mix of technical and life skills, as well as confidence building exercises and mentorship. Examples of common sessions include:

a. Vocational skill training like plumbing, electrical work, carpentry or dressmaking.

b. Digital literacy classes that range from basic computer functions and computing software to more advanced coding and design skills.

c. Spoken English to equip girls with communication skills for the workplace.

d. Life skills education that builds confidence, agency and independence.

e. Financial literacy to enable girls to manage wages and effectively plan for a financially secure future.

Running centers for skill training is an intervention that is high on impact, but relatively low on scalability, given that establishing and maintaining centers requires significant resources and a high gestation period.

CASE STUDY

Mumbai based non-profit, Bright Future, runs vocational training centers for school dropouts and out-of-school youth, between the ages of 18 and 25. The training cycle begins with one month of community mobilization, where the staff of the center go door-to-door, identifying out-of-school youth and convincing them to enroll. This is followed by training courses run at each of the organization's seven centers, where students participate in a three-month long course that includes basic English, computers and a core skill—such as hospitality, customer management, retail management or sales. Bright Future bears operation costs and courses are delivered free of cost. In this way, since 2009, the organization has mentored 2,960 youth through its community-center model and achieved a 70% placement rate and 60% retention rate, six months post-placement.

"

"The sessions on grooming, English and computers helped me enter into today's tech-savvy world with ease. Immediately after finishing the course, I was sent for an interview and started working two days later. Today six months down the line, when I look back I can see the difference those three months of classes brought to me and my situation. Now I can think and plan for a financially stable future. My employers are proud of my client handling skills and pay me INR 6,000 per month."

- Yasmeen Shiekh, age 20, working at a boutique home décor store.

RUN EMPLOYABILITY MODULES IN SCHOOLS, COLLEGES AND INDUSTRIAL TRAINING INSTITUTES

In an effort to reach adolescents, non-profit organizations working in the employability sector run programs in schools, colleges and industrial training institutes to supplement the curriculum. These programs aim to teach girls in formal education institutions tangible skills that enable them to transition from education to employment—a leap that India's current overburdened secondary school system does not adequately prepare them for. This is often done by adding classes or modules to the school timetable or by helping schools teach life skills and technical skills through their existing curriculum. The effect of adding these modules also often has a positive impact on school retention and completion, by reducing drop-out rates and increasing student engagement in classes.

Working through schools and existing educational institutions is an intervention that is ranked high on impact and medium on scalability, as it allows non-profits to leverage existing infrastructure and resources.

Project Swadheen (meaning self-motivated) is an initiative of Lend-a-Hand India (LAHI), delivered in government-aided and private schools. It teaches students in the ninth and tenth grades life skills and vocational skills, and provides students with hands-on experience in subjects such as engineering (electrical wiring, welding), agriculture, animal husbandry, energy and health. It supplements existing mathematics and science theories taught in school through practical projects. The program is delivered over 32 weeks of the school year with one, 3-hour long class held per week. Instructors, who are local micro-entrepreneurs, hired and trained by LAHI deliver the program. The organization ensures parental and school buy-in for long-term sustainability by engaging with parent teacher associations and school boards. In 2014, the Maharashtra Government made vocational education a core subject at the higher secondary level on account of Project Swadheen and LAHI's advocacy efforts.

At the secondary level, schools in which the LAHI program is operational, consistently achieve a significantly higher attendance rate of 95%, as compared to the national average at government schools, which stands at 75%. The dropout rate has also reduced to 24%, compared to 89% at government schools across India. Additionally, an impact assessment study funded by Tata Trusts found that LAHI students are thrice as likely to be employed, self-employed or to pursue technical degrees.

CASE STUDY
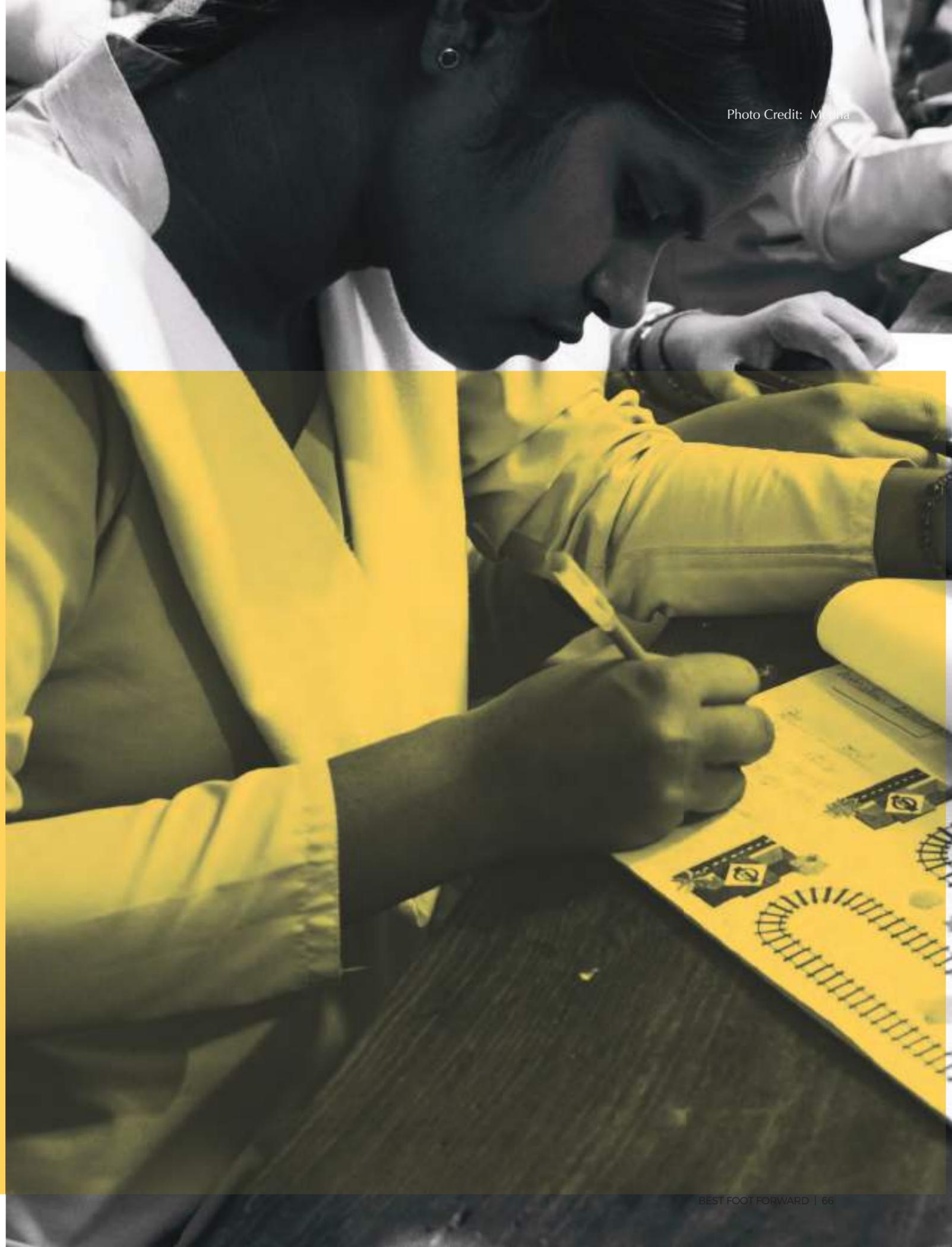
DEVELOP TRAIN-THE-TRAINER EMPLOYABILITY PROGRAMS

One pathway for organizations to scale involves leveraging the expertise of sector experts to design and create curricula for employability programs. Organizations that implement this intervention also run train-the-trainer programs to upskill and motivate trainers to deliver sessions that are interactive, effective and engaging. This ensures that minimum quality standards in vocational and life-skills training are met, even at scale.

This is a high impact and high scale intervention as trainers that go through the program reach an exponentially higher number of adolescent girls than what the organization is able to achieve on its own.

CASE STUDY

The Smile Twin e-Learning Program (STeP), run by the Smile Foundation, provides vocational education and training to marginalized youth. It targets girls and boys aged 18-25 years and strives to empower them through market-oriented skill training along with placement support. Smile's 315-hour curriculum across four months focuses on English proficiency, basic computer education, personality development and soft skills. The training is carried out by non-profit partners in eight states—identified and trained by Smile—to effectively deliver the Smile curriculum and to interact with students in an engaging manner. Smile's partners are trained, given financial support and monitored on a monthly basis. Smile has published subject handbooks to standardize program delivery across NGO partners. It currently runs 91 STeP centers via 75 partners, directly reaching 11,000 youth annually (55% of which are girls).

In the past eight years of the program's implementation, Smile has trained more than 18,000 youth and successfully placed over 12,000 youth with highly reputable brands including Barista, Fab India, Shoppers Stop and Westside. The number of STeP centers has doubled over the last three years, from 44 centers in 2012-13 to 91 centers in 2015-16.

ORGANIZE EXPOSURE VISITS

Non-profits work with industry partners to provide students with exposure visits to different industries and sectors, so as to give them access to a wide range of career options. Exposure visits broaden the horizons of those young girls who have a very set idea of what their lives will be like because they have never seen anything different. These visits also help adolescent girls understand expectations of a professional role that can be a stark change for young girls from economically underprivileged backgrounds.

This particular intervention has low measurable impact though there is anecdotal evidence to show that it prepares girls for the realities of formal employment. When appropriate partners are secured (this can be a challenge for non-profits), the intervention can be easily scaled and adapted to local contexts.

CASE STUDY

ETASHA Society conducts a variety of vocational training programs (for adolescents over 18 years of age), each of which is specifically designed to train students for an entry-level position in a chosen field. In order to prepare students to work in formal and structured environments, assignment-based field visits are built into the course curriculum. The sites for these visits are selected to match the sector that the students aim to join and include visits to corporate offices, call centers, retail outlets, restaurants and cafes. Through these visits, students gain clarity about the realities of working in different industries, which enables them to make more informed career choices. These visits also serve to eliminate any misconceptions that students have about certain industries as well as motivate them to join the workforce. ETASHA also invites representatives from various sectors to deliver talks at its centers.

Through these exposure visits, ETASHA has been able to prepare students for employment and achieve a placement rate of 70%. Students are placed at reputed companies and NGOs including Big Bazaar, Café Coffee Day, Overcart, Adidas, Project Concern International and PLAN India.

Photo Credit: ETASHA

FACILITATE ON-THE-JOB TRAINING AND INTERNSHIPS

As a precursor to entering the job market, organizations work to prepare their trainees by providing them with internships and on-the-job training opportunities, that serve as pathways to full-time employment. These internships often serve as mechanisms for trainees to understand the demands of a professional workplace, create realistic expectations of the job role and acclimatize to working office hours. Such preparation is essential for economically underprivileged adolescent girls whose day-to-day lives differ significantly.

These internships can range from three- to six-week engagements, where trainees are placed in jobs that are similar to the full-time positions they would eventually seek or placed in roles working alongside professionals who are skilled in the work they would like to learn. This intervention has moderate scalability, but is high on impact as it often equips young girls with the skills they need to access full-time job placements.

CASE STUDY

Non-profit organization Medha has a seven-member, employer-relations team that works to match students with internships. Based on the students' interests, the employer-relations team conducts industry talks on campus, where representatives from different corporates talk to students (aged 16 - 18 years) about their industry and career paths. Medha specifically partners with government-aided educational institutes in tier-II and tier-III cities. Based on these conversations and on the interest generated through the exposure visits, Medha requires all its students to do a four- to six-week internship (100 hours or more) with its industry partners. This goes a long way to preparing students for real world employment. Medha's Social Impact Report showed that 80% of its graduates feel more prepared to get a job, 95% reported greater self-confidence and self-efficacy and 100% learned skills that will be useful in their lives and professions.
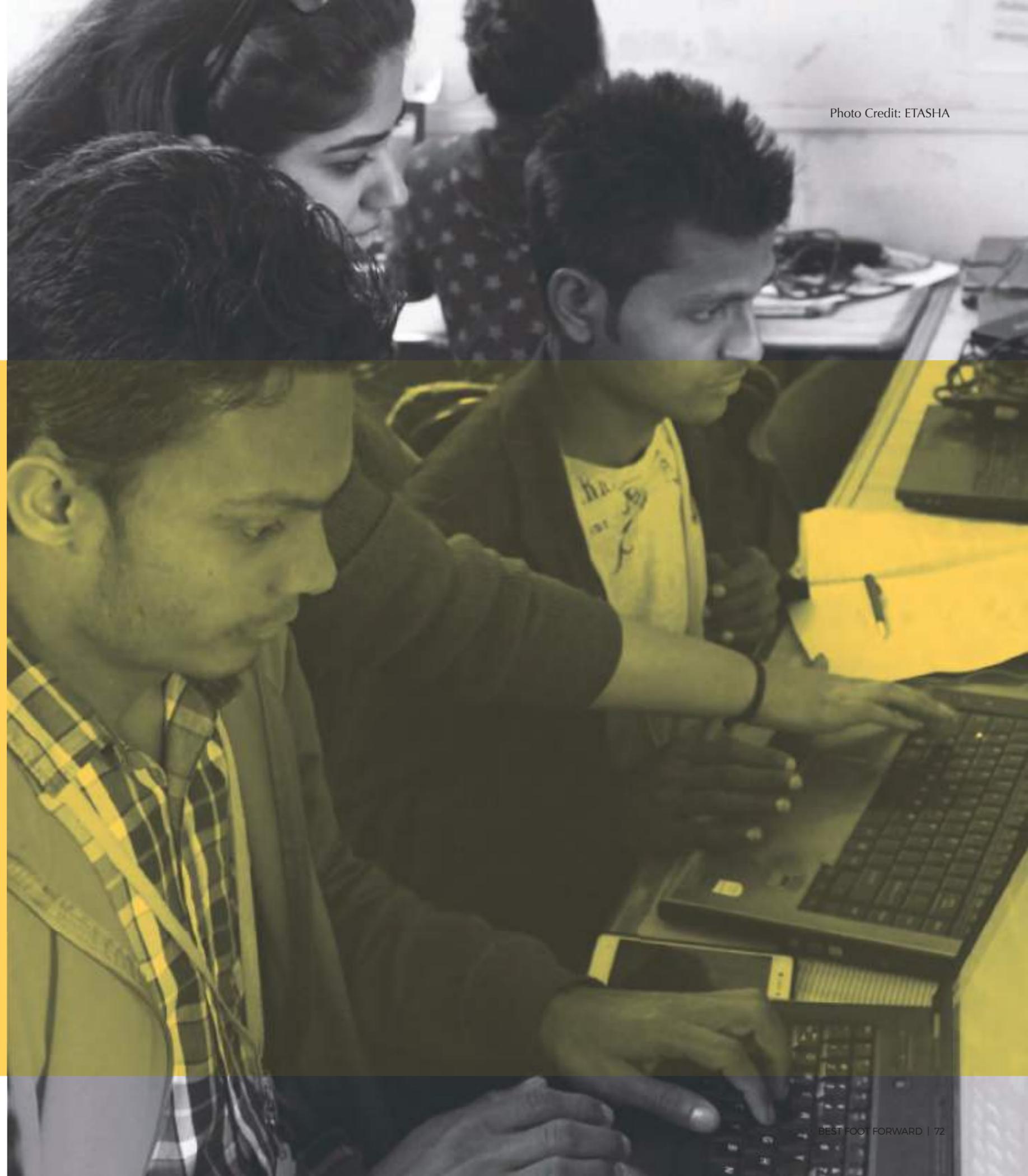
PROVIDE JOB PLACEMENT SUPPORT AND MARKET LINKAGES FOR MICRO-ENTREPRENEURS

Once students have successfully completed employability training programs, many non-profits work to ensure that they are successfully placed in full-time jobs. Organizations have dedicated placement officers or placement teams that work with the national and regional human resource offices of corporate employers to match graduating students with job openings. At the same time, trainers and mentors also prepare students for the job selection process—for example, by training them to write effective resumes and give successful interviews. Post-placement, officers also track the progress that students make at their jobs for six months and some even provide support to students wanting to transition into different jobs.

Organizations also work to link those students who do not plan to enter the formal workplace to resources that they need to build their own organizations. For instance, wholesale suppliers will be given a list of locations where they can sell their goods and services.

Providing job placement support is an intervention that is high on impact but only moderately scalable due to the difficulties of establishing successful partnerships with employers.

CASE STUDY

Maharashtra based non-profit, Swayam Shikshan Prayog (SSP) has built long-term partnerships with employers in sectors such as retail and hospitality, to provide job placements for trainees that go through its employability and skills training program. SSP works with adolescents over 18 years of age, who hail from drought-prone regions. Placement support is built into its curriculum in the form of on-the-job training at job sites for one month, with the potential for this to convert into full-time jobs. The team prepares trainees for the placement process through resume writing sessions and mock interviews. SSP also provides relocation support to its trainees as many of them have to migrate to access jobs in the organized sector.

"I come from a rural village in a remote area in Latur. I grew up in a poor family as an average girl with a lot of dreams. But training with SSP changed me and my life and now I am responsible for fulfilling my own dreams. After the training program, I was placed at Shoppers Stop where I received a salary higher than I expected. I am able to support my family and also pay for the education of my brother. Today, I am capable of fulfilling not only my dreams but also those of my family."

- Tabbasum Shaikh, Latur, Maharashtra

ENABLE ACCESS TO FINANCE

A lack of access to capital is one of the largest inhibitors for girls and young women that successfully pass through employability programs and are seeking to establish businesses or micro-enterprises. Organizations work to extend access to capital for adolescent girls through partnerships with financial institutions and microfinance collectives. Providing access to finance is extremely high on impact, but low on scale due to the resource intensive nature of the work needed to create and maintain partnerships with finance institutions or raise required capital.

CASE STUDY

From its experience of working with adolescent girls and young women, Network of Entrepreneurship and Economic Development (NEED) believes that a lack of access to capital limits adolescent girls and women from accessing markets vital to their success. NEED therefore partners with financial institutions such as SIDBI, NABARD and SBI to provide loans to communities for the establishment of microenterprises. Along with access to capital, NEED also provides support through training and market linkages. It believes that without this additional support, these ventures are more likely to fail. Since 1999, it has worked with over 50,000 adolescent girls in under-served communities across Uttar Pradesh and Bihar and facilitated over 97,500 loans. Consequently, NEED has been able to provide job placement and entrepreneurship support to over 25,000 adolescent girls through 31 centers, in both rural and urban areas.

CHAPTER 5

RECOMMENDATIONS

Given the challenges in implementing employability-related programs, stakeholders need to rely on several strategies to bring adolescent girls into the workforce. Through site visits and secondary research, Dasra recommends the following eight strategies that are pivotal to securing long-term outcomes in the sector.

Understand and Address Different Levels of Vulnerability

Far from being a homogenous group, adolescent girls face different and overlapping levels of discrimination that compound their marginalization. Some of the most marginalized adolescents include those living in areas of conflict, those belonging to Scheduled Castes and Scheduled Tribes, as well as those with disabilities. However, Dasra's research highlights that only a few non-profit and government interventions are currently working with economically marginalized, disabled adolescent girls in India. It is therefore critical that employability programs identify the most socially isolated adolescent girls and a make concerted effort to reach them.

Influence Cultural Perceptions Around Women's Economic Potential

As illustrated, gatekeepers—parents, community members and relatives—are a significant barrier to enhancing girls' economic potential. Employability programs must therefore work to influence a cultural change in perceptions around women's roles. This requires a consolidated long-term focus on overturning gender norms that negate young women's earning potential and ability to participate as decision makers, in private as well as public spaces. Programs must build community support for employability-focused interventions, and simultaneously engage relevant government bodies and the private sector to ensure lasting structural change.

Photo Credit: Educate Girls

Build Agency of Adolescent Girls

Agency refers to an individual's capacity to act independently and make his or her own choices.[65] Enhancing adolescent girls' agency enables them to transcend cultural barriers, fight for their right to stay in school and access employment opportunities of their choice. Employability programs must therefore enable adolescent girls to understand their needs, articulate these needs effectively with gatekeepers and successfully negotiate for their rights. Without agency, adolescent girls are unable to overcome challenges to accessing employability programs, retaining jobs and building their financial security.

Supplement School Education

The opportunity to stay in school gives girls the skills, knowledge and agency required to postpone marriage, access skill-building opportunities and make their own decisions.[66] With a proven relationship between school education and positive economic outcomes for girls, interventions must prevent girls from dropping out of the formal school system. Therefore, employability programs need to work with government schools—that girls from disadvantaged backgrounds heavily rely on—to make the curriculum more relevant. In doing so, programs are able to establish clear links between a school education and higher economic returns for adolescent girls and their families. This increases family support for girls' education and consequently reduces the number of school dropouts. Employability programs thus designed increase girls' chances of entering the formal workforce on completing their school education.[67][68]

Provide Girls with Safe Spaces

Cultural barriers that severely reduce the mobility radius of girls as they enter adolescence invariably restrict peer-level interactions. Therefore, employability programs must create spaces for adolescent girls to interact with their peers and learn from each other. Consequently, girls who are otherwise isolated in their individual struggles will be able to draw strength from these social networks. Employability programs that create such safe spaces, enable adolescent girls to negotiate restrictions on their mobility, and openly articulate their needs and aspirations. In doing so, such programs give girls the confidence they need to overcome cultural barriers and access employment-related opportunities.

Connect Girls with Mentors

Reduced social mobility at adolescence restricts girls' access to mentors. Mentorship-based relationships are empowering for adolescent girls who lack guidance and support from their families and community members. Employability programs therefore need to connect girls, struggling to articulate their concerns, with mentors they can confide in and learn from. Adolescents can openly ask questions ranging from career choices to more sensitive issues such as changes in their bodies or experiences of abuse. As girls begin to address their concerns they are better able to negotiate for their needs.

Challenge Stereotypes Around Women's Work

A critical first step to empowering girls economically is expanding their mobility radius, because the broader the radius, the wider the range of accessible income-generating opportunities. In trying to address this challenge of limited mobility, a large number of programs link girls with locally available opportunities that are often home-based, considered culturally acceptable and therefore easier to take up. Some popular examples include beauty culture, garment making and stitching. While these serve as an important first step to bringing girls out of their homes, it is important that programs use this opportunity to expose girls to careers that further expand their horizons. Therefore, employability programs must also build aspirations that defy stereotypes around women's work. For instance, computer training, bookkeeping, accounting and driving are skills that challenge traditional gender roles, and need to be included in employability programs.

Make Workplaces More Gender Sensitive

Employability programs that provide skill training to adolescent girls can ensure lasting outcomes if they simultaneously work with potential employers and encourage them to adopt measures that make work environments more supportive of young female employees' needs.[69] For instance, effective implementation of policies on sexual harassment, maternity benefits and crèche facilities for young mothers, promote gender equality at workplaces.[70] Such policies enable a protective and supportive work environment, and encourage young women's participation in the workforce.

Include a Strong Focus on Entrepreneurship Training in Employability Programs for Girls

A strong body of research identifies entrepreneurial skill training programs as playing an important role in addressing multiple levels of disadvantage that prevent adolescent girls from realizing their economic potential.[71] Including, focused modules on entrepreneurial skills training, within the curricula of employability programs can build girls' capacity for problem solving, management of finances and people, as well as resource mobilization. These skills enable girls to navigate constraints within their local contexts, set up entrepreneurial ventures that allow them to generate an income and act as important role models for their communities.

Build Evidence for More Comprehensive and Gender-Responsive Approaches

Photo Credit: Quest Alliance

A large number of government and non-profit efforts focus on providing young girls and boys with skill-building opportunities. There is a strong need to assess the extent to which existing program models have been able to address specific challenges that adolescent girls face. Evaluating non-profit interventions and government programs—with the aim of identifying gaps and best practices—can help advocate for more comprehensive and gender-responsive approaches to improve economic outcomes for adolescent girls. Such evidence is critical to campaign for a policy-level shift in addressing adolescent girls not simply as future mothers and wives, but as potential participants of the formal workforce.

CHANGE MAKERS

During the course of this research, Dasra mapped 417 organizations in the employability and livelihoods sector in India. Following a comprehensive diligence process that evaluates the program, leadership and organizational strengths of these entities, ten non-profits have been shortlisted and profiled in this report.

MAPPING INTERVENTIONS TO ORGANIZATIONS

Intervention	Bright Future	ETASHA Society	Going to School	Kherwadi Social Welfare Association	Medha	NEED	QUEST Alliance	Save the Children India	SEWA Bharat	SSP
Administer Employability Programs Through Centers	●	●		●	●	●	●	●	●	●
Run Employability Modules in Schools, Colleges and Industrial Training Institutes	●	●	●		●	●				
Develop Train-the-Trainer Employability Programs		●					●			
Organize Exposure Visits	●	●	●	●	●		●	●	●	●
Facilitate On-the-Job Training and Internships			●	●			●	●		●
Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs	●	●	●	●	●	●	●	●	●	●
Enable Access to Finance			●			●				

(This chart maps these organizations to the interventions discussed in the preceding section)

BRIGHT FUTURE

www.brightfutureindia.org

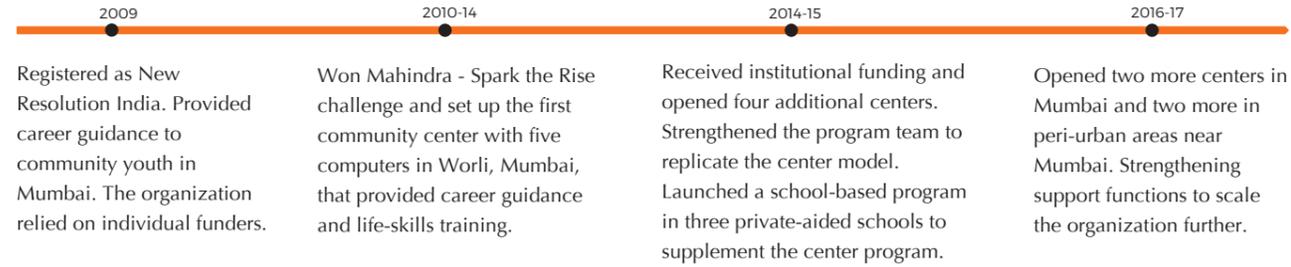**Bright Future**
Connecting Education to Employment

ORGANIZATION OVERVIEW

✓ NON PROFIT ✓ 12 A ✓ 80 G ✓ FCRA

Founded: 2009 | **Head Office:** Mumbai, Maharashtra | **Coverage:** Maharashtra | **Full-Time Staff:** 50 | **Budget (2015 -16):** INR 94 Lakh (USD 140,000)

Bright Future, registered as New Resolution India, envisions a world with equal employment opportunities for all. To achieve this, the organization provides career guidance, life skills development, mentorship, and placement opportunities to youth, particularly school drop-outs, from marginalized communities. Most of these youth are first-generation learners for whom stable employment in the formal sector is the first step out of poverty.

HOW DID IT EVOLVE?

2009	2010-14	2014-15	2016-17
Registered as New Resolution India. Provided career guidance to community youth in Mumbai. The organization relied on individual funders.	Won Mahindra - Spark the Rise challenge and set up the first community center with five computers in Worli, Mumbai, that provided career guidance and life-skills training.	Received institutional funding and opened four additional centers. Strengthened the program team to replicate the center model. Launched a school-based program in three private-aided schools to supplement the center program.	Opened two more centers in Mumbai and two more in peri-urban areas near Mumbai. Strengthening support functions to scale the organization further.

PROGRAM OVERVIEW

Coverage: Maharashtra | **Full-Time Program Staff:** 50 | **Budget (2015-16):** INR 94 Lakh (USD 140,000)

▶ THE PROBLEM

The education system in India does not equip youth with adequate skills to gain employment in the formal sector, or provide relevant information about careers. Without role models or mentors, marginalized youth either join the informal sector or remain unemployed, perpetuating a cycle of poverty.

▶ BRIGHT FUTURE'S RESPONSE

Bright Future offers market-relevant, skill-building courses to marginalized youth in communities as well as in low-cost private schools, helping them identify meaningful and sustainable employment. A job in the formal sector enables them to continue their education or improve their standard of living.

WHAT DOES IT DO?

Bright Future engages with youth aged 13-18 and 18-25 years, of which 50% are girls. The latter are engaged through the community centers while the former are engaged through low-cost private schools and the Drama for Development program. The organization runs counseling sessions for parents as well.

- Bright Future runs nine **community centers** in Mumbai, with each center running two shifts. These centers run three-month courses, engaging 18-25 year old adolescents, who are not in school — to build various skills such as English language, computer basics, counter sales and servicing, as well as soft skills such as time mangement, team work, and communication. Additionally, site vists are undertaken to malls, banks, and Urban Local Bodies to increase exposure to professional environments. Post-completion of the course, youth are supported through the interview process, placed and monitored for six months into their job.
- Bright Future engages with children in grades eight and nine, through a **School Program**, in low-cost private schools to provide career counseling and guidance, and soft skills training. The organization also runs a mentorship program in grade 10.
- Understanding the need to develop life skills earlier in life, Bright Future runs the **Drama for Development Program** to teach 13-16 year old adolescents critical skills such as planning, team work, discipline, writing, and leadership by using drama as a creative platform to engage these students.

KEY INTERVENTIONS

1	Administer Employability Programs Through Centers
2	Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3	Develop Train-the-Trainer Employability Programs
4	Organize Exposure Visits
5	Facilitate On-the-Job Training and Internships
6	Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7	Enable Access to Finance

🟩 Interventions undertaken 🟧 Interventions not undertaken

WHAT HAS IT ACHIEVED?

In the past six years, Bright Future has:

- Mentored 2,960 youth through its community center model and mentored 1,300 students through its school intervention model since 2009, with a total outreach of 4,310 till date.
- The organization reached 1,700 youth in 2015-16, out of which 850 were adolescent girls.
- Achieved a 70% placement rate and 60% retention rate six months post-placement.
- Placed youth in organizations such as Eureka Forbes, Cafe Coffee Day, Burger King, Tech Mahindra, Factom and Bata.

WHAT NEXT?

Next steps for Bright Future include:

- Expanding community centers in peri-urban areas around Mumbai.
- Developing a mobile based MIS system, funded by Social Venture Partners, that will enable real time data collection and monitoring of student and teacher attendance, progress in training, as well as placement and retention rates. As the number of centers increase, this will enable the organization to detect and address issues across various centers simultaneously, faster.
- Strengthening its support functions such as Accounts, Impact Assessment, Communications and Human Resources.

Facilitators often use games to keep the sessions interactive and engaging.

QUALITY INDICATORS

Leadership
Kishor Palve, Founder and CEO
- MSW and MBA (Human Resources)
- Worked with Aangan Trust, Yuwa Parivartan, Plan India

Partners and Funders
- **Capacity building partners:** ATMA, Social Venture Partners
- **Curriculum and mentor partners:** Tech Mahindra, iVolunteer
- **Funders:** Tech Mahindra, EdelgGive Foundation, Aker Solutions, Macquarie, UPS, EMpower, HDFC Life, Bunge India, Australian Counsulate

Awards & Endorsements
- Centers are accredited and certified by Maharashtra State Skill Development Society (MSSDS)
- Winner, Mahindra Spark the Rise Award (2010)

VOICES FROM THE GROUND

"The sessions on grooming, English and computers helped me enter into today's tech savvy world with ease. Immediately after finishing the course, I was sent for an interview and started working two days later. Today six months down the line, when I look back, I see the difference that those three months of classes made. Now I can plan a future of economic stability. My employers are proud of my client handling skills and pay me INR 6,000 per month."

– Yasmeen Shiekh, age 20, working at a boutique home decor store.

VOICES FROM THE TEAM

"I come from a small village in Maharashtra. I studied in a government school and did not have any role models in my community. A little bit of guidance and mentorship from my friends and professors has made me what I am today. I understand how important it is to improve one's standard of living—every child deserves to have this opportunity."

- Kishore Palve, Founder and CEO

ETASHA Society

www.etashasociety.org

ORGANIZATION OVERVIEW

✓ NON PROFIT ✓ 12 A ✓ 80 G ✓ FCRA

Founded: 2006 | **Head Office:** New Delhi | **Coverage:** Northern Capital Region (NCR), Rajasthan, Haryana |
Full-Time Staff: 33 | **Budget (2015 -16):** INR 1.28 Crore (USD 197,000)

ETASHA envisions a future where every young Indian is employable, has a sense of self-worth and leads a dignified and productive life. To this end, it works with underprivileged youth, helping them develop skills for employability, providing access to relevant vocational training and connecting them with employers. It enables them to take control of their own careers and help their families break out of the cycle of poverty.

HOW DID IT EVOLVE?

2006 ——————— **2009** ——————— **2009** ——————— **2015**

ETASHA's first center was established in a low-income community in New Delhi. In the initial years it focused on program delivery only at its own centers.

Partnered with NGOs to expand its footprint in hard-to-reach communities in New Delhi. This partnership model allows ETASHA to leverage the community base of its partner NGOs.

Delivered employability skills training at government-owned Industrial Training Institutes (ITIs) in NCR to address the gaps in the preparation of ITI students for work.

Expanded its operations to Jaipur, Rajasthan where it began working at eight ITIs;
With government approval, initiated a pilot to deliver employability skills training to ITI trainers.

PROGRAM OVERVIEW

Coverage: : NCR, Rajasthan, Haryana | **Full-Time Program Staff:** 29 | **Budget (2015-16):** INR 1.28 Crore (USD 197,000)

▶ THE PROBLEM

It is estimated that over 75% of the new jobs to be created in India will be skill-based. However, only 20% of the Indian workforce possesses marketable skills. This problem is particularly acute for the large and growing population of underprivileged youth.

▶ ETASHA'S RESPONSE

ETASHA offers a combination of market-oriented skills training and systematic mentoring and guidance to youth from low-income families, to help them overcome the barriers that stand in their way and become skilled contributors to the Indian economy.

WHAT DOES IT DO?

ETASHA delivers the following programs to underprivileged youth aged 18 years and above:

Vocational Training Programs: to equip trainees with specific skills that are aligned with market needs in the organized sector. The following programs are delivered using modularised curriculum at ETASHA's Career Development Centres and through partner NGOs:

- Accounts, Taxation and Tally
- Customer Service and Work Culture
- Computerised Office and Data Entry

Employability Skills Development for ITI students to improve their employment prospects in relevant industries.

All of the above programs include training in spoken English, development of interpersonal skills such as time, conflict and anger management, and understanding the realities of working in the organized sector. ETASHA prepares trainees for placement by conducting industry exposure visits, career counseling and mock interviews.

ETASHA also delivers:

- Career guidance workshops for high school students
- Employability skills training for ITI Trainers

KEY INTERVENTIONS

1	Administer Employability Programs Through Centers
2	Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3	Develop Train-the-Trainer Employability Programs
4	Organize Exposure Visits
5	Facilitate On-the-Job Training and Internships
6	Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7	Enable Access to Finance

■ Interventions undertaken   ■ Interventions not undertaken

WHAT HAS IT ACHIEVED?

- Since it was founded in 2006, ETASHA has reached over 10,000 youth. In 2015-16, it worked with 2,677 youth, 63% of whom were adolescent girls and young women.

- ETASHA has experienced close to 100% growth in the last few years, with its outreach growing from 1,350 trainees (2013-14) to 2,677 trainees (2015-16).

- A placement rate of 70%, with placements at reputed companies and NGOs including Big Bazaar, Café Coffee Day, Overcart, Adidas, Project Concern International and PLAN India.

WHAT NEXT?

- Following a successful pilot project to deliver employability skills training to ITI trainers in 2015, ETASHA has signed MoUs with the Governments of New Delhi and Rajasthan to take this training program to more ITIs. It is therefore, offering a systemic and sustainable solution to the lack of quality training in the skill development sector.

- ETASHA's strategy to scale involves the use of technology to increase its outreach. Therefore, it has begun digitizing its curriculum and developing a blended learning program that can be delivered using technology.

ETASHA trainees undergoing a training session at a centre in New Delhi

QUALITY INDICATORS

Leadership

Dr. Meenakshi Nayar, Founder and President
- Doctorate in Organization Behaviour, IIM Ahmedabad
- Founder Director, EduServe Consultants

Partners and Funders

- **Technical partners:** EduServe Consultants, Accenture
- **Program partners:** Government-run ITIs, SEWA Bharat, Project Concern International and Antakshari
- **Funders:** Accenture, Pitney Bowes Software India, Asha For Education, Amdocs, HDFC Bank

Awards & Endorsements

- Winner, Best Use of ICTs by an NGO in South Asia, Digital Empowerment Foundation's eNGO Challenge (2012)

VOICES FROM THE GROUND

"I'm the only educated girl in my family. My father wanted me to get married, but I wanted to work, so I joined ETASHA. I learnt about different sectors, responsibilities and growth opportunities in different job profiles. Today, I work as a cashier at Big Bazaar and even my parents are happy. My father felt proud when I took him for a ride on my Scooty, which I bought with my salary."

- Nisha Khan, ETASHA trainee, New Delhi

VOICES FROM THE TEAM

"We started ETASHA because there were no quality training opportunities for underprivileged youth. Our training however, goes beyond employment training, focusing on the development of individuals. In addition to job-linked sessions, there are sessions on recognizing one's strengths and weaknesses, giving and receiving feedback and anger management. It is wonderful to see our trainees become more confident and behave more professionally and immensely satisfying each time a trainee finds a good placement."

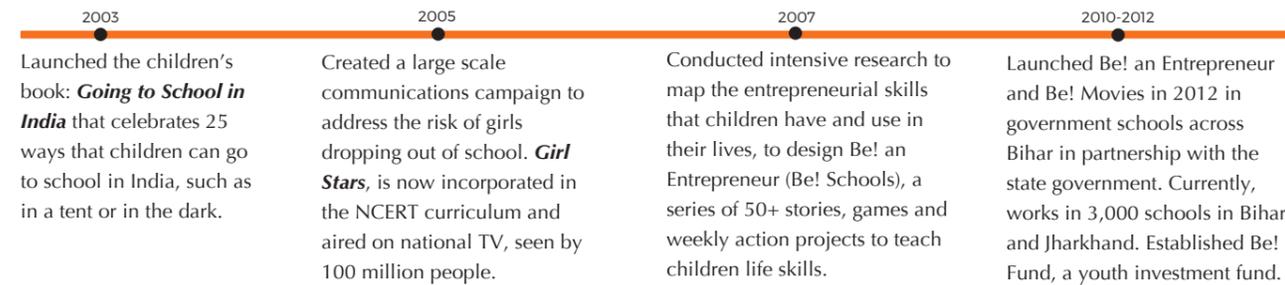- Dr. Meenakshi Nayar, Founder and President

Going to School (GTS)
www.goingtoschool.com

ORGANIZATION OVERVIEW
✔ NON PROFIT ✔ 12 A ✔ 80 G ✔ FCRA

Founded: 2003| **Head Office:** New Delhi | **Coverage:** Bihar, Uttar Pradesh, Karnataka, Maharashtra, Chhattisgarh |
Full-Time Staff: 300 | **Budget (2015 -16):** INR 12.0 Crore (USD 1.8 million)

Going to School creates design-driven stories to teach the poorest kids 21st Century entrepreneurial skills at school and via national TV. Going to School's stories are graphic novels, games, apps, radio and TV shows.

HOW DID IT EVOLVE?

2003
Launched the children's book: *Going to School in India* that celebrates 25 ways that children can go to school in India, such as in a tent or in the dark.

2005
Created a large scale communications campaign to address the risk of girls dropping out of school. *Girl Stars*, is now incorporated in the NCERT curriculum and aired on national TV, seen by 100 million people.

2007
Conducted intensive research to map the entrepreneurial skills that children have and use in their lives, to design Be! an Entrepreneur (Be! Schools), a series of 50+ stories, games and weekly action projects to teach children life skills.

2010-2012
Launched Be! an Entrepreneur and Be! Movies in 2012 in government schools across Bihar in partnership with the state government. Currently, works in 3,000 schools in Bihar and Jharkhand. Established Be! Fund, a youth investment fund.

PROGRAM OVERVIEW

Coverage: : Bihar and Jharkhand | **Full-Time Program Staff:** 95 | **Budget (2015-16):** INR 10.0 Crore (USD 1.4 million)

▶ THE PROBLEM

In India, 50% of children drop out of school by grade 10. Further, school children do not learn the practical skills they need to get or retain a job. This is due to the gap between education and employability, and a lack of skills training that is crucial for young people to negotiate the competitive job market, or to create opportunities for themselves.

▶ GTS'S RESPONSE

Be! Entrepreneur (Be! Schools) teaches 21st century entrepreneurial skills through stories, games and weekly action projects to secondary school students. They train teachers through creative mediums that they can then employ with children to teach them entrepreneurial skills. Going to School also runs radio shows for parents and the Children's Scrappy News Service—a makeshift news service run by kids, for kids.

WHAT DOES IT DO?

Going to School's design-driven approach to create content teaches children imperative entrepreneurial skills:

- **Be! an Entrepreneur (Be! Schools)** is Going to School's flagship project that teaches students in secondary school (grades seven to nine) entrepreneurial skills through a series of powerfully designed stories, games and weekly skills action projects, currently running in Bihar and Jharkhand, India.
- **The Children's Scrappy News Service** is the first makeshift news service run by kids, for kids—taking on India's biggest problems and solving them with design-thinking and scrappy skills. It allows children to be innovative and practice skills as children become reporters to tell their stories that identify problems and entrepreneurial solutions in their community.
- **The Climate Change Fund** is a youth-driven, risk-capital fund that supports young people to start sustainable enterprises. Inspired by these entrepreneurs, Going to School designs stories and enables kids to meet these entrepreneurs through school visits, The Children's Scrappy News Service and even parents' radio shows.

The three projects are implemented in the same community making it a 360 degree model to ensure kids learn skills, meet entrepreneurs and understand their potential to change the world and make it a better place for everyone.

KEY INTERVENTIONS

1 Administer Employability Programs Through Centers

2 Run Employability Modules in Schools, Colleges and Industrial Training Institutes

3 Develop Train-the-Trainer Employability Programs

4 Organize Exposure Visits

5 Facilitate On-the-Job Training and Internships

6 Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs

7 Enable Access to Finance

■ Interventions undertaken   ■ Interventions not undertaken

WHAT HAS IT ACHIEVED?

- The outreach of Be! Schools has increased from 84,000 students in 841 schools (2012) to 300,000 students in 3,000 schools (2016) across Bihar and Jharkhand. Further, to date, Going to School has supported 100+ Entrepreneurial Heroes to become role models for kids, while their multiple media channels, radio shows, and news service has had an outreach to over 1,000,000 children and their families.
- Going to School has cultivated strong relationships with the government, enabling effective program implementation and greater scale. So far, Going to School has signed two MOUs with the Government of Bihar, and three MOUs with the Government of Jharkhand.

WHAT NEXT?

- Expand and scale the program to 5,000 schools impacting 500,000 children in the next 2-3 years in all 38 districts of Bihar as well as Maharashtra, Jharkhand and Karnataka.
- Work towards having Going to School's stories, games and approach included in the national and state curriculum for secondary schools.
- Strengthen monitoring and evaluation processes to assess the impact of its programs by deploying multiple evaluation methodologies such as quasi-experimental, randomized control trials, and qualitative assessments.

Student from a KGBV secondary school in Bihar

QUALITY INDICATORS

Leadership
Lisa Heydlauff, CEO and Founder
- Ashoka fellow (2003)
- TED fellow (2009)
- Young Global Leader, World Economic Forum (2010)

Partners and Funders
- **Funders:** The IKEA Foundation, MacArthur Foundation, Google, Deutsche Bank, USAID, Fossil Foundation, Dasra, Aditya Birla Group, COMO Foundation
- **Partners:** Governments of Bihar and Jharkhand

Awards & Endorsements
- HCL Foundation selected Going to School as a finalist of First HCL Citizens Grant (2016)
- Wall Street Journal Award for Financial Literacy Radio in the education category (2015)

VOICES FROM THE GROUND

"We saw enhancement in the core academic performance of girls after they started reading Going to School stories and doing the activities described for each story. They scored almost 10-15% more (on an average) in their second term exams. The only change that had occurred in between was the introduction of these stories."

- Rajiv Ranjan Singh, Government teacher, Gopalganj, Biha.

VOICES FROM THE TEAM

"We believe in the power of design to enable children to believe in possibility and learn skills. When you ensure that color, texture and light reaches the poorest kids at school, you'll see how it makes them know they can make something out of nothing, they can start sustainable enterprises, create jobs, they can be heroes, change everything. Stories have an amazing way of making millions of children (and their families) know they can change their lives."
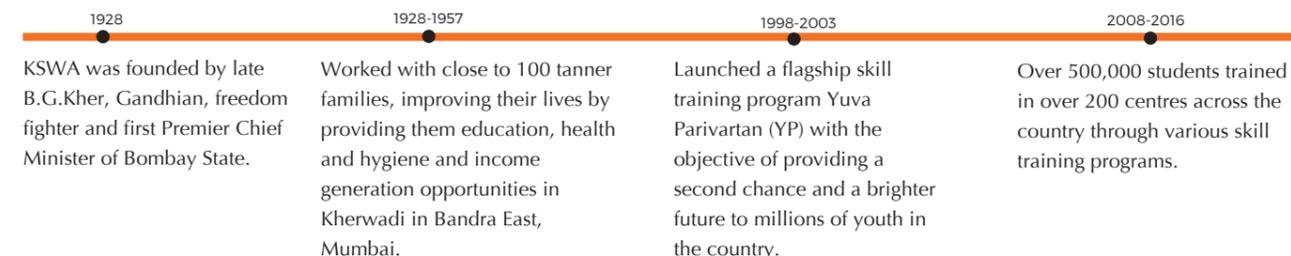
- Lisa Heydlauff, CEO and Founder

Kherwadi Social Welfare Association (KSWA)

www.yuvaparivartan.org

ORGANIZATION OVERVIEW

✓ NON PROFIT ✓ 12 A ✓ 80 G ✓ FCRA

Founded: 1928 | **Head Office:** Mumbai, Maharashtra | **Coverage:** Andhra Pra[...] Delhi |
Full-Time Staff: 369 | **Budget (2015 -16):** INR 26.13 Crore (USD 4 million)

KSWA was founded in 1928 to enable underprivileged communities to access education, health and equal opportunity. Over the last few decades, the organization has provided youth with the training and skills required to access employment opportunities. Its work is implemented both in rural and urban slum communities.

HOW DID IT EVOLVE?

1928	1928-1957	1998-2003	2008-2016

KSWA was founded by late B.G.Kher, Gandhian, freedom fighter and first Premier Chief Minister of Bombay State.

Worked with close to 100 tanner families, improving their lives by providing them education, health and hygiene and income generation opportunities in Kherwadi in Bandra East, Mumbai.

Launched a flagship skill training program Yuva Parivartan (YP) with the objective of providing a second chance and a brighter future to millions of youth in the country.

Over 500,000 students trained in over 200 centres across the country through various skill training programs.

PROGRAM OVERVIEW

Coverage: Andhra Pradesh and Bihar | **Full-Time Program Staff:** 369 | **Budget (2015-16):** INR 26.13 Crore (USD 2.9 million)

▶ THE PROBLEM

Half of India's population is currently under 25. Many of these youth drop out of school and less than 5% of them receive vocational training, leaving them unprepared for any kind of work, and perpetuating the problem of youth unemployment in the country.

▶ KSWA'S RESPONSE

KSWA's flagship program, Yuva Parivartan enables youth to learn and build employment-related skills through vocational training programs. Furthermore, it helps youth to access existing employment opportunities and build their careers and livelihoods.

WHAT DOES IT DO?

KSWA provides vocational training, career counseling and access to employment opportunities, to underprivileged youth primarily through the following interventions:

- **Livelihood Development Centers (LDCs):** Provide training in urban slums. The centers offer three- to four-month long courses on subjects such as tailoring, nursing, cosmetology, computer education and spoken English. The content is designed to be 70% practical and 30% theoretical. All courses include modules on attitudinal change and essential life skills including a positive attitude, conflict management, goal setting, time management, financial literacy, values and perceptions, health and hygiene, and workplace readiness.
- **Mobile Livelihood Development Centers (MLDCs):** In spite of the need for the relevant vocational skills, most interior rural locations do not have the infrastructure or access to train communities seeking livelihood. In such locations, KSWA conducts training programs by setting up intensive month-long camps, near communities called the Mobile Livelihood Development Centers (MLDCs). MLDCs are set up with the support of the local panchayat, after a needs assessment of the area to identify the most relevant courses followed by community mobilization to register participants for the course. The courses aim to teach youth skills and boost their confidence to avail entrepreneurial and self-employment opportunities.

KEY INTERVENTIONS

1. Administer Employability Programs Through Centers
2. Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3. Develop Train-the-Trainer Employability Programs
4. Organize Exposure Visits
5. Facilitate On-the-Job Training and Internships
6. Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7. Enable Access to Finance

■ Interventions undertaken   ■ Interventions not undertaken

WHAT HAS IT ACHIEVED?

- KSWA started with one vocational training center in Mumbai in 1998. Since then, the organization has provided skill training to over 500,000 youth through more than 60 Livelihood Development Centers, over 150 partnership centers and 5,500 Mobile Livelihood Development Centers across 18 states.
- All courses taught through the Yuva Parivartan program are certified by the National Skill Development Corporation (NSDC).
- KSWA's programs are ISO 9001:2008 Certified, which is a quality management certificate for consistency in meeting customer's needs and statutory and regulatory requirements.

WHAT NEXT?

In the next three to four years, Yuva Parivartan aims to impact one million youth annually, a majority of whom will be reached through MLDC and partnership models. Other key areas of development include:

- An online e-learning platform to provide skill training access to trainers and students alike.
- Creating a YP Academy that will be a place to train trainers and implementing partners on livelihood skills teaching methods. It will also deliver virtual and distance learning courses.
- A newly launched livelihoods exchange (or placement cell) to help create linkages for youth to employment and entrepreneurship opportunities, on program completion.

Tailoring and Beautician course class in Lakhalgaon Camp MLDC at Niphad Tahsil, Nashik

QUALITY INDICATORS

Leadership

Kishor Kher, Co-Founder, President & Trustee
- Former Managing Director of Ingredion Incorporated, India (formerly known as Corn Products)
- MBA, IIM Ahmedabad

Mrinalini Kher, Co-Founder, Honorary Secretary and Trustee
- A passionate social worker with 20+ years of experience

Partners and Funders
- **Technical partners:** NSDC, courses certified by Credibility Alliance & Quality Council of India (QCI)
- **Funders:** Axis Bank, Bank of America, JP Morgan, Nomura and British Gas

Awards & Endorsements
- Finalist, Social Entrepreneur of the Year India, Schwab Foundation and Jubilant Bhartia Foundation (2013)
- Winner, Urban Livelihoods category, ICICI Foundation and CNBC TV18's Inclusive India Awards (2014)

VOICES FROM THE GROUND

"Reshma was employed as a housemaid in Kalyan. After her husband left her, she struggled to take care of her two children, financially. She completed the Assistant Nursing course at the Livelihood Development Center in Kalyan. She now has a trainee job in a hospital and has tripled her income."

- Reshma, LDC center in Kalyan, Mumbai

VOICES FROM THE TEAM

"The YP program is unique in addressing the three most important paradoxes in the livelihoods sector today; 80% of youth who do not complete school receive 20% attention; 90% jobs exist in the unorganized sectors, but 10% of the resources are directed to it; 70% of the population live in villages, but receive only 30% attention."

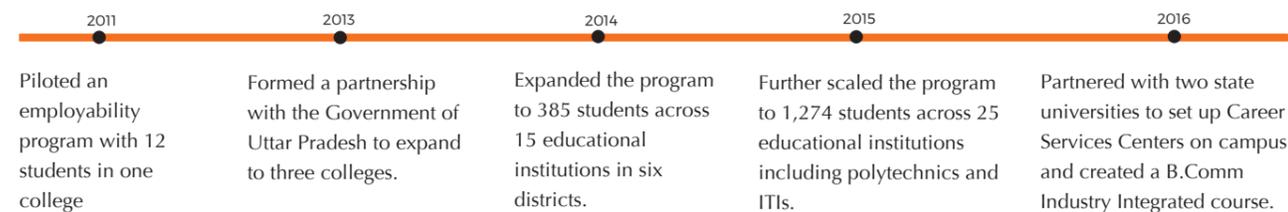- Mr. R. A. Mashelkar, Active Board Member and Advisor

Medha

www.medha.org.in

ORGANIZATION OVERVIEW

✔ NON PROFIT ✔ 12 A ✔ 80 G ✔ FCRA

Founded: 2011 | **Head Office:** Lucknow, Uttar Pradesh | **Coverage:** Uttar Pradesh | **Full-Time Staff:** 35 |
Budget (2015 -16): INR 1.7 Crore (USD 256,696)

Medha improves employment outcomes for youth by providing skills training, industry exposure, and placement, and alumni support to students at their existing educational institution. Since 2011, Medha has trained and placed over 3,000 students across 35 educational institutions, placed them in internships and full-time jobs with 200 leading employers, and built a public-private partnership with the government.

HOW DID IT EVOLVE?

2011	2013	2014	2015	2016
Piloted an employability program with 12 students in one college	Formed a partnership with the Government of Uttar Pradesh to expand to three colleges.	Expanded the program to 385 students across 15 educational institutions in six districts.	Further scaled the program to 1,274 students across 25 educational institutions including polytechnics and ITIs.	Partnered with two state universities to set up Career Services Centers on campus and created a B.Comm Industry Integrated course.

PROGRAM OVERVIEW

Coverage: Uttarpradesh | **Full-Time Program Staff:** 35 | **Budget (2015-16):** INR 1.7 Crore (USD 262,000)

▶ THE PROBLEM

India is currently facing an 'employability crisis' – 12 million youth enter the workforce each year but only 20% have the knowledge, skills, and attitude to succeed in today's economy. This leads to unemployment and underemployment, inequality, and constrained economic growth.

▶ MEDHA'S RESPONSE

Medha improves employment outcomes by providing skills training, career counseling, and on-the-job work experience to students at their existing colleges. By better preparing youth for life after school, Medha bridges the gap between education and employment, increasing family income, self-esteem, and self-efficacy.

WHAT DOES IT DO?

Medha conducts a continuum of activities over an academic year:

Employer Engagement: Medha provides workforce planning, recruitment and retention, and on-the-job training services to leading employers. The organization also partners with employers to continually improve its program based on industry needs.

Student Employability Programs and Job Placement Assistance: Medha partners with government and government-aided educational institutions to run programs on their campuses. They run three programs, for which they charge students INR 500-1,000. All payments are inclusive of lifetime mentorship, career counseling, job placement assistance and alumni events.

1. Career Advancement Bootcamp is a 30-hour program that focuses on industry awareness, communication skills, and job preparation.

2. Technology Bootcamp is a 60-hour program that focuses on basic computer skills and MS Office proficiency.

3. Life Skills Advancement Bootcamp is a 30-hour program that focuses on self-awareness, future planning, team work, and goal setting.

Additionally, Medha conducts individual counseling with all its students, secures internships and full-time job opportunities, and provides ongoing alumni support and mentorship.

KEY INTERVENTIONS

1. Administer Employability Programs Through Centers
2. Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3. Develop Train-the-Trainer Employability Programs
4. Organize Exposure Visits
5. Facilitate On-the-Job Training and Internships
6. Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7. Enable Access to Finance

■ Interventions undertaken   ■ Interventions not undertaken

WHAT HAS IT ACHIEVED?

· Medha has expanded significantly over the past three years, working with 3,000 students since 2012. Of the students it has trained, 70% are adolescent girls and young women.

· Over 60% of Medha's students have been placed in internships, and 65% in full-time jobs.

· In 2016, Medha launched a Social Impact report to analyze self-perceived change in the lives of its beneficiaries. Results indicated that 80% of graduates feel more prepared to get a job, 95% felt enhanced levels of self-confidence and self-efficacy, and 100% learned skills that would be useful in their lives and professions.

WHAT NEXT?

· Medha aims to reach 20,000 students in the next three years across four of the most underserved states in the country – Uttar Pradesh, Bihar, West Bengal, and Meghalaya.

· In addition to its direct implementation, Medha is looking to have a deeper influence on the overall education-to-employment ecosystem, working with state governments to implement its curriculum and pedagogy, getting its add-on courses accredited by UGC, and replicating its Career Services Center model across 10 state universities.

· Medha will continue its focus on quality and impact, improving employment outcomes for 80% of its students over the next three years.

Medha Area Manager with Medha CAB students at Medha's Career Services Centre, Gorakhpur University, Uttar Pradesh

QUALITY INDICATORS

Leadership

Byomkesh Mishra, Co-founder
Former Head of Financial Inclusion, Royal Bank of Scotland, India

Christopher Turillo, Co-founder
Former Director of Business Development, SKS Microfinance

Partners and Funders

· **Key Funders:** Michael and Susan Dell Foundation, EdelGive Foundation, and Dalyan Foundation
· **Key Partners:** Tata Group, Aditya Birla Group, Government of Uttar Pradesh

Awards & Endorsements

· Winner, Dasra Girl Power Awards (2015)
· Winner, Sitaram Rao Livelihoods Asia Awards (2015)
· Echoing Green Global Fellowship (2012)

VOICES FROM THE GROUND

"My parents work as government employees. I was born and raised in Lucknow. I like to travel, try different adventure sports and read novels. My aspiration is to become a web developer. The reason I joined Medha was to improve my communication skills. I was very shy and introverted earlier, but Medha has helped me open up a lot. I did my first presentation in these classes. Given the pace at which the world is moving, it is vital to have good communication skills for growth prospects."

– Ankita Bisht, Medha Student in Lucknow

VOICES FROM THE TEAM

"Medha takes a novel approach to employability education, incorporating career services, skills training, and on-the-job exposure into the existing public sector education system. We improve employment outcomes for young women by bridging the gap between education and employment."

– Christopher Turillo, Co-founder

Network of Entrepreneurship & Economic Development (NEED)

www.needindia.org.in

ORGANIZATION OVERVIEW
✔ NON PROFIT ✔ 12 A ✔ FCRA

Founded: 1995 | **Head Office:** Lucknow, Uttar Pradesh (UP) | **Coverage:** UP, Bihar and Uttarakhand | **Full-Time Staff:** 117 | **Budget (2015 -16):** INR 26.67 Crore (USD 4 Million)

NEED works with communities to build their capacity on issues such as health, education and employability. It is primarily focused on skill training and entrepreneurship development for women and adolescents. It works closely with government agencies, financial institutions and communities to enhance employment for this demographic.

HOW DID IT EVOLVE?

1995	1995-2000	2005-2010	2005-2010	2016
Anil K Singh and Pushpa Singh founded NEED in Lucknow to empower deprived communities.	Organized women and adolescent girls' peer groups to tackle community issues.	Provide access to Micro-Finance to underprivileged communities through partnerships with financial institutions.	Consolidated learnings and experiences to develop a Market-Based Skill Training and Entrepreneurship Development (MBSED) model.	Need's community engagement model is recognized by UNIFEM (Asia) and promoted in other countries.

PROGRAM OVERVIEW

Coverage: UP, Bihar, Uttarpradesh | **Full-Time Program Staff:** 47 | **Budget (2015-16):** INR 4.75 Crore (USD 731,000)

▶ THE PROBLEM

Absence of a supply chain at the grassroots prevents adolescent girls and women from accessing markets. Moreover, adolescent girls also face social restrictions which further hampers their employability. Communities are also unable to access capital through financial institutions.

▶ NEED'S RESPONSE

NEED works with adolescent girls from deprived communities along with community participation. It follows an integrated approach around health, education, communication, mobility and employability. NEED provides market linkages, placement support and entrepreneurship development as part of its programs.

WHAT DOES IT DO?

NEED works with adolescent girls and young women in deprived communities through its Market-Based Skill Training and Entrepreneurship Development (MBSED) model:

- **Community Engagement:** NEED identifies the problems of the community using an integrated approach in issues such as health, education and employability. Through community engagement, it is able to encourage women and adolescent girls to join their training programs.
- **Skill Training and Entrepreneurship Development:** NEED runs 31 centers through which it provides skills training on tailoring, stitching and computer education. The training is provided for 120 hours over a span of six weeks, and 25% of this time is focused on life skills. The centers also promote entrepreneurship and market linkages.
- **Access to Capital:** It provides deprived communities access to capital through partnerships with various financial institutions. It works with beneficiaries to help launch entrepreneurial activities so as to repay the loans.

Policy advocacy and research: Through newsletters, books, lectures and case studies, NEED draws the attention of policy makers to the challenges of employability for deprived communities.

KEY INTERVENTIONS

1. Administer Employability Programs Through Centers
2. Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3. Develop Train-the-Trainer Employability Programs
4. Organize Exposure Visits
5. Facilitate On-the-Job Training and Internships
6. Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7. Enable Access to Finance

🟩 Interventions undertaken   🟧 Interventions not undertaken

WHAT HAS IT ACHIEVED?

- Developed an effective community-level engagement model for employment generation by linking unorganized groups to organized market forces. Till date, NEED has provided access to capital to over 97,000 women and adolescent girls.
- Since 1999, it has worked with over 50,000 adolescent girls and young women in under-served communities across Uttar Pradesh and Bihar. Till date, it has been able to provide job placement and entrepreneurship support to over 25,000 adolescent girls and young women in rural and urban areas. In 2015-16, NEED trained over 9,000 adolescent girls and young women.

WHAT NEXT?

Key plans for NEED over the next three years include:

- Work with communities in existing program intervention areas to increase the quality of its training with a focus on computer-related training programs.
- Expand to other states including Haryana and Rajasthan to increase its reach through 19 additional training centers.
- To grow using an integrated model of linking market-based skill training, entrepreneurship and providing access to micro-finance along with local business driven employment generation.

Anil K. Singh at one of the Village Skill Centres where young girls are trained.

QUALITY INDICATORS

Leadership
Anil K. Singh Founder and Chief Executive
- Ashoka Fellow (1988)
- Prior to NEED, served in IDBI, Entrepreneurship Development Institute
- Active member of various national and international committees such as ISDS (Government of India), SADHAN, Micro Credit Secretariat, Micro Credit Summit Campaign

Partners and Funders
- **Funders:** Ford Foundation, DFID, Empower Foundation, GFC, SIMAVI, USAID, UNCTAD, UNIFEM, Ministry of Textiles
- **Partners:** SIDBI, NABARD, SBI and other financial institutions

Awards & Endorsements
- National Financial Inclusion Award, ICICI Bank (2007)
- National Financial Inclusion Award, Prime Minister Secretariat (2011)

VOICES FROM THE GROUND

"I belong to a very poor family. My father, a milkman, was diagnosed with asthma due to which he couldn't continue working. I was constantly motivated and encouraged by NEED to learn various skills. Today I am proud that I stitch my own dresses and with my savings. I also help my brother with his education. I am able to earn INR 7,000 per month through my work."

- Latha, Gohramau village, Lucknow store.

VOICES FROM THE TEAM

"If youth, especially girls are in a deprived and dispossessed condition, we must stand together to skill them and provide access to finance for employment generation. The market forces cannot reach every girl at the grassroots and therefore NEED works with adolescent girls for progressive employment generation."

- Anil K. Singh, CEO & Founder

QUEST Alliance

www.questalliance.net

QUEST ALLIANCE (logo)

ORGANIZATION OVERVIEW

✓ NON PROFIT ✓ 12 A ✓ 80 G ✓ FCRA

Founded: 2005 | **Head Office:** Bengaluru, Karnataka | **Coverage:** Karnataka, Bihar, Delhi, Maharashtra, Tamil Nadu & Gujarat
Full-Time Staff: 61 | **Budget (2015 -16):** INR 15.01 Crore (USD 2.3 Million)

QUEST Alliance works with youth from low income groups to enhance their education, employability and entrepreneurship skills. It creates research-led innovations that effectively use Information and Communication Technology (ICT) to deliver self-learning, interactive content for students and for teachers. It engages with educators, civil society, government and corporates to create scalable and replicable programs.

HOW DID IT EVOLVE?

2005
Established in India as a program of the International Youth Foundation (IYF) to encourage the use of technology to improve education.

2008
Separated from the International Youth Foundation (IYF) and registered in India as a non-profit charitable trust. Designed the Digital Life Skills Toolkit, a blended learning toolkit for vocational trainers.

2008-2009
QUEST developed and piloted the classroom curriculum of the Retail Skills to Succeed program and signed a partnership with Accenture to build a blended learning ecosystem for vocational training.

2015
Consolidated QUEST's work under three programs: Anandshala, MyQUEST and MasterCoach.

PROGRAM OVERVIEW

Coverage: Jharkhand, Madhya Pradesh and Kerala | **Full-Time Program Staff:** 18 | **Budget (2015-16):** INR 10.98 Crore (USD 1.6 Million)

▶ THE PROBLEM

In India, 80% of youth are not workplace ready. This means that they lack the formal training required to be employable. Though growing employment sectors such as retail have many vacancies, available workers often lack the skills necessary to apply for such jobs and succeed at them.

▶ QUEST ALLIANCE'S RESPONSE

Through its MyQUEST program, QUEST Alliance creates and provides a technology-enabled, blended learning program for trainers, and for the youth they teach, to equip young girls and boys with the skills they need to succeed in the workplace.

WHAT DOES IT DO?

MyQUEST is a training program that uses blended learning to enable students between the ages of 18 to 30 years to build tangible market-oriented skills and equip trainers with new facilitation skills.

1. ToolKits for Trainers: This blended learning toolkit along with a virtual community of trainers, assists and supports trainers' development through:

a. Digital Life Skills Toolkit (DLST), which equips and supports trainers in the preparation and delivery of critical life skills.

b. The Mastercoach program, a trainer certification program, which uses digital and face-to-face experiential learning methods to help facilitators engage with the curriculum, formulate creative methods of content delivery, address students' needs and assist in their career development.

2. ToolKits for Students: This digital curriculum aims to teach students critical life skills and skills for workplace readiness. The curriculum consists of separate modules that focus on communicative English, understanding the retail industry, job readiness and entrepreneurship development.

QUEST's programs are implemented through partner non-profits, and through colleges and Industrial Training Institutes (ITIs) in the formal education system. The costs (nominal, if any) and duration of the modules are determined by partners.

KEY INTERVENTIONS

1. Administer Employability Programs Through Centers
2. Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3. Develop Train-the-Trainer Employability Programs
4. Organize Exposure Visits
5. Facilitate On-the-Job Training and Internships
6. Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7. Enable Access to Finance

🟩 Interventions undertaken 🟧 Interventions not undertaken

WHAT HAS IT ACHIEVED?

- QUEST currently operates in 25 states through 220 training partners.
- Since 2009, QUEST has delivered the MyQUEST program to over 100,000 youth and 2,000 trainers. In 2015-16, it reached 10,000 youth, including 3,000 adolescent girls, through direct engagement. The organization maintains a 50:50 gender ratio.
- QUEST has developed nine digital toolkits for students and three digital toolkits for trainers.
- The organization has achieved a placement rate of 70% though consistent engagement with employers.

WHAT NEXT?

QUEST envisions itself as a content creator, and seeks to build the capacity of its partners to deliver content independently. The organization seeks to expand in the following areas:

- **Post-Placement Engagement:** Build a mobile web platform to engage with its alumni to provide customized career support and advocate for further upskilling. This will also act as a data collection tool to ensure that the impact of its work can be measured after the placement stage.
- **Program Development:** Further develop its digital literacy curriculum for students, by including a module for coding, and further develop and expand the outreach of its Mastercoach platform for trainers, which has reached 120 trainers till date.

Students working with a facilitator at a MyQUEST learning module.

QUALITY INDICATORS

Leadership
Aakash Sethi, Executive Director
- Asia 21 Fellow
- Graduate, Common Purpose
- Board Member – Science Meets Dharma (a Tibetan not-for-profit trust)

Partners and Funders
- **Implementation partners:** A national network of Industrial Training Institutes (ITIs), DB Tech, Aga Khan Rural Support Program and Ambuja Cement Foundation
- **Funders:** Accenture, AMD, Barclays and Microsoft

Awards & Endorsements
- Emerging NGO in Urban Livelihoods Space, ICICI Foundation and CNBC TV Inclusive India Awards (2012)
- Ministry of Rural Development selected the Anandshala Project to reform 900 upper primary government schools in (2015)

VOICES FROM THE GROUND

"When I joined the Skills to Succeed course, I knew I wanted to do something different with my life and the course made my dream come true. I learned English, life skills and computer skills. After working in a BPO in Ahmedabad for a while, I came back to my village. I now teach English to children in playschools."

- Dodhiya Bhumika, Skills to Succeed course alumnus, Gujarat

VOICES FROM THE TEAM

"Over the past year, QUEST Alliance helped the Aga Khan Rural Support Program, India train about a thousand rural youth and more than 70% of them were able to obtain good jobs as a result. QUEST's focus on participatory training ensures that youth stay motivated. The training content is constantly contextualized to be relevant for rural areas."

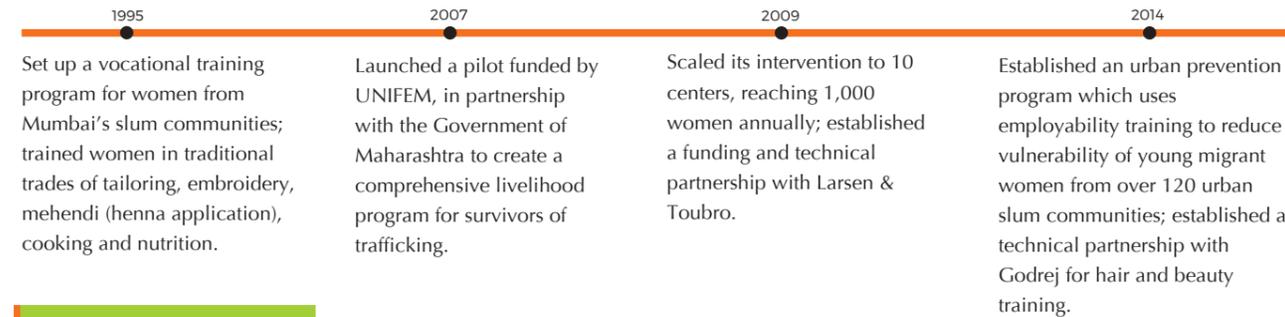- Apoorva Oza, CEO, Aga Khan Rural Support Program, India

Save the Children India (STCI)

www.savethechildrenindia.org

ORGANIZATION OVERVIEW

✔ NON PROFIT ✔ 12 A ✔ 80 G ✔ FCRA

Founded: 1988 | **Head Office:** Mumbai, Maharashtra | **Coverage:** Maharashtra and Delhi | **Full-Time Staff:** 224 |
Budget (2015 -16): INR 20 Crore (USD 3 Million)

Save the Children India (STCI) works to empower women and children from vulnerable backgrounds through programs in the areas of education, health, vocational training and anti-human trafficking. STCI has also supported the government in the areas of advocacy, prevention and repatriation of trafficked women and children.

HOW DID IT EVOLVE?

1995	2007	2009	2014
Set up a vocational training program for women from Mumbai's slum communities; trained women in traditional trades of tailoring, embroidery, mehendi (henna application), cooking and nutrition.	Launched a pilot funded by UNIFEM, in partnership with the Government of Maharashtra to create a comprehensive livelihood program for survivors of trafficking.	Scaled its intervention to 10 centers, reaching 1,000 women annually; established a funding and technical partnership with Larsen & Toubro.	Established an urban prevention program which uses employability training to reduce vulnerability of young migrant women from over 120 urban slum communities; established a technical partnership with Godrej for hair and beauty training.

PROGRAM OVERVIEW

Coverage: Maharashtra | **Full-Time Program Staff:** 45 | **Budget (2015-16):** INR 1.15 Crore (USD 177,000)

▶ THE PROBLEM

Young girls and women, especially girls from migrant communities are vulnerable to violence including trafficking due to a lack of employment options. For those that are rescued from trafficking, the re-trafficking rate in Maharashtra is high, on account of limited alternate livelihoods.

▶ STCI'S RESPONSE

STCI offers vocational and life skills training, along with job placement assistance, to young migrant women from urban slum communities to reduce their vulnerability to violence and crime, and employment-focused reintegration programs to survivors of trafficking to ensure they are not re-trafficked.

WHAT DOES IT DO?

STCI works with young migrant women from urban slum communities through its prevention of human trafficking model, and with survivors of trafficking through its reintegration model.

Prevention: The urban prevention model is targeted at 18-25 year old girls.

- The girls are given vocational training, either in STCI's community centers (beauty and hair treatment, or garment manufacturing) or through a partner (in trades such as bedside patient assistance, and nursing). The training varies in length (one to four months), depending on the skill.
- In-house vocational training is accompanied by 16 life skills modules that focus on self-esteem, goal setting, gender-based violence and negotiation skills.
- Students are charged anywhere between INR 600 and INR 2,500 for the course.

STCI also provides job placement assistance after completion of the program.

Reintegration: Sahas Kendra is STCI's livelihood program for survivors of trafficking.

- The one-year, need-based program is personalized based on the requirements of each girl/woman. In addition to vocational training, it can include education in languages and math, trauma counseling, medical and legal assistance.

KEY INTERVENTIONS

1. Administer Employability Programs Through Centers
2. Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3. Develop Train-the-Trainer Employability Programs
4. Organize Exposure Visits
5. Facilitate On-the-Job Training and Internships
6. Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7. Enable Access to Finance

■ Interventions undertaken ■ Interventions not undertaken

WHAT HAS IT ACHIEVED?

- STCI runs its program at 16 centers in Mumbai (13 community centers and three shelter homes), and two centers in Delhi.
- Since piloting its urban prevention and employability program in 2014, STCI has trained over 2,000 young migrant women from slum communities and over 100 survivors of trafficking.
- Over 62% of candidates were successfully placed in jobs with a minimum starting salary of INR 7,000. Employers included high-end Mumbai salons such as Enrich and Dermalogica.

WHAT NEXT?

STCI plans to expand in the following areas:

- **Geography:** In the coming three years, STCI plans to set up six more centers in Mumbai and expand to Pune.
- **Outreach:** In 2016-2017, STCI plans to train and impact 1,200 young women and an additional 150 survivors of trafficking.
- **Placement:** In 2016-2017, STCI plans to increase its placement rate to 75%.
- **Livelihoods:** In the coming years, STCI hopes to add non-traditional trades to its training program, such as driving and electric work.
- **Systems:** In 2016-2017, STCI will be developing an MIS to streamline its data collection and management.

Volunteers from the company UPS interacting with project beneficiaries at Save the Children India's training center.

QUALITY INDICATORS

Leadership

Dr. Subhadra Anand, CEO
- Spent 36 years in the field of education, first as a lecturer in History and then as the Vice Principal and Principal of National College, Mumbai.
- Presented research papers at conferences at Harvard, Oxford and IIM Ahmedabad.

Partners and Funders

- **Technical partners:** Godrej, Jet Airways, Indian Fashion Academy, Enrich, Dermalogica
- **Funders:** Larsen & Toubro, UPS, Western Union Foundation, Zeeman Textiel Supers

Awards & Endorsements

- Winner, NGO Leadership & Excellence Award by Global CSR Excellence & Leadership (2014)
- Winner, Best NGO in India by the Institute of Public Enterprise (2012)

VOICES FROM THE GROUND

"Save The Children India provided me with a life changing opportunity. I now earn and am able to take care of my child and family. This is the same family that did not support me in times of struggle but now waits for me to come home and have dinner with them. It means a lot. "

– Savita, Beneficiary from Airoli community, Mumbai.

VOICES FROM THE TEAM

"Unfortunately, unless you earn money, you are a nobody. Employability is linked to self-respect and self-esteem. We want as many girls as possible to be confident and self-reliant."
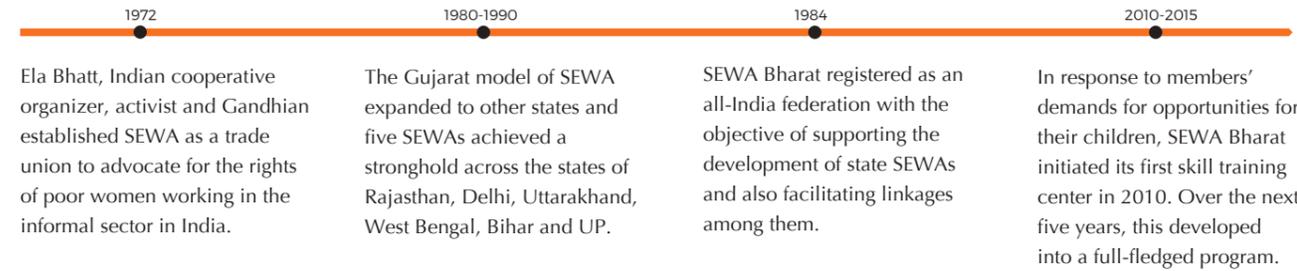
– Dr. Subhadra Anand, CEO

SEWA Bharat
www.sewabharat.org

ORGANIZATION OVERVIEW

✓ NON PROFIT ✓ 12 A ✓ 80 G ✓ FCRA

Founded: 1984 | **Head Office:** New Delhi | **Coverage:** Gujarat, Madhya Pradesh, West Bengal, Bihar, Rajasthan | **Full-Time Staff:** 350 | B**udget (2015 -16):** INR 12.9 Crore (USD 1.9 Million)

SEWA Bharat is an all-India federation of women working in the informal economy. It comprises of a family of state-wise SEWA organizations established to further women workers' rights, livelihoods, financial independence, education, health and social security. The organization's vision is to achieve full employment and self-reliance for poor women workers.

HOW DID IT EVOLVE?

1972	1980-1990	1984	2010-2015

Ela Bhatt, Indian cooperative organizer, activist and Gandhian established SEWA as a trade union to advocate for the rights of poor women working in the informal sector in India.

The Gujarat model of SEWA expanded to other states and five SEWAs achieved a stronghold across the states of Rajasthan, Delhi, Uttarakhand, West Bengal, Bihar and UP.

SEWA Bharat registered as an all-India federation with the objective of supporting the development of state SEWAs and also facilitating linkages among them.

In response to members' demands for opportunities for their children, SEWA Bharat initiated its first skill training center in 2010. Over the next five years, this developed into a full-fledged program.

PROGRAM OVERVIEW

Coverage: West Bengal, Delhi/NCR, Rajasthan, Bihar, Uttarakhand | **Full-Time Program Staff:** 60 | **Budget (2015-16):** INR 1.1 Crore (USD 169,000)

▶ THE PROBLEM

On reaching puberty, girls face restrictions on their mobility, social isolation and the possibility of dropping out of schools to help with the household. This leaves them without the skills, knowledge and support networks they need to be able to sustain income-generating opportunities.

▶ SEWA BHARAT'S RESPONSE

SEWA Bharat's 'Youth and Skills Program' provides girls with a comprehensive set of services that improves their chances of building a financially secure future. This is done by supplementing hard-skills training with training in life skills that build girls' agency and also gives them access to a support network of peers and mentors.

WHAT DOES IT DO?

The employability program runs through Youth Resource Centers where school-going and out-of-school girls between the ages of 12 and 25 pay a registration fee of INR 30 to access the following services:

- **Career Counseling Sessions** serve as an entry point for accessing other services at the center. Girls meet with a career counselor who guides them based on an assessment of their needs, capacities and socio-economic background.

- **Youth Clubs** bring a group of 15-20 girls together to participate in life skills training sessions that serve as peer and mentorship-based support platforms for building agency, voice and aspirations.

- **Job Preparedness Course** includes needs-based training sessions that prepare girls for job interviews and work environment pressures; provide guest lectures and exposure visits and demand-based, short-term vocational skill training programs on beauty culture, garment making and computer teacher training.

- **Youth Connect** is a mentorship program that links girls from low-income backgrounds with college-going girls from middle class backgrounds. Interactions are structured to help build mentees' English speaking skills, confidence, and aspirations.

KEY INTERVENTIONS

1	Administer Employability Programs Through Centers
2	Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3	Develop Train-the-Trainer Employability Programs
4	Organize Exposure Visits
5	Facilitate On-the-Job Training and Internships
6	Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7	Enable Access to Finance

■ Interventions undertaken ■ Interventions not undertaken

WHAT HAS IT ACHIEVED?

- SEWA Bharat's advocacy efforts have led to crucial advancements in policy around women workers' access to social welfare and labor benefits.

- The organization now has over 1.9 million poor women workers as members of its union. Its livelihoods program has empowered over 1976 women workers as shareholders in their own cooperatives, and generated wages worth USD 22,000. The youth and skills program has trained more than 10,000 adolescent girls across twelve centers in five states.

WHAT NEXT?

- Over the next five years, SEWA Bharat aims to scale its program to reach 1,00,000 girls across the country, with priority states being Jharkhand and Orissa, including expanding work in the existing states that it works in.

- Using its model, SEWA Bharat hopes to push the current policy focus on skill building for youth to incorporate approaches that are more responsive to the challenges that adolescent girls from disadvantaged backgrounds face.

- Taking these efforts forward, the organization also wants to campaign for support structures (such as flexi hours, maternity benefits, crèches etc.) to make workplaces more supportive for young women.

Adolescent girls attending a 'Youth Club' session at SEWA Bharat's Youth Resource Center in West Bengal

QUALITY INDICATORS

Leadership
Ela Bhatt, Founder, SEWA
- Ramon Magsaysay Award (1977)
- Padma Bhushan (1986)
- Member, The Elders

Renana Jhabvala, President
- Awarded Padmashri by Government of India (1990)
- Chancellor of Gandhigram Rural Institute, a Deemed University in Tamil Nadu, India.

Partners and Funders
- **Technical Partners:** ETASHA Society, Quest Alliance
- **Funders:** United Nations Development Fund (UNDP), Tech Mahindra, Mahindra Holiday, UNFPA, ITC, Oxfam

Awards & Endorsements
- Times of India–Social Impact Award (2013)
- Millennium Alliance Award (2014)

VOICES FROM THE GROUND

"This program taught me how to travel alone and speak to strangers without any hesitation. I wanted to apply for jobs so my mentor took interview sessions with me where she taught me to introduce myself in English and then answer questions politely. I did so well in the first round of the interview that I was instantly selected for the job without any further trials. I am more confident and fluent in English today than ever before. SEWA Youth Connect played a crucial part in my growth."

– Mentee Shiba, New Delhi

VOICES FROM THE TEAM

"Our program is a responsive one that caters to the needs of the girls, as we work with them more and more of them; we make sure we are listening and that girls are at the center of our programs. This is what helps to make our programs effective."

– Divya Sooryakumar, Program Manager, Youth and Skills

Swayam Shikshan Prayog (SSP)

www.sspindia.org

ORGANIZATION OVERVIEW

✔ NON PROFIT ✔ 12 A ✔ 80 G ✔ FCRA

Founded: 1993 | **Head Office:** Pune, Maharashtra | **Coverage:** Maharashtra, Tamil Nadu, Gujarat, Bihar | **Full-Time Staff:** 55
Budget (2015 -16): INR 6.55 Crore (USD 978,000)

SSP works with women, adolescent girls and families in disaster and climate threatened areas across Maharashtra, Tamil Nadu, Bihar and Gujarat. SSP's mission is to empower poor rural women as leaders and entrepreneurs, by providing them with access to capital and markets, enhancing their skills and increasing their economic resilience through sustainable agriculture and health-enhancing opportunities.

HOW DID IT EVOLVE?

1993	2006	2009	2013-2016
Began working in disaster prone areas to help women develop livelihood options and increase access to finance and markets.	Established entities to build the skills development ecosystem and enhance vocational and entrepreneurial skill sets among marginalized women and youth.	Partnered with Don Bosco Training Institute and the Ministry of Rural Development to deliver vocational skills training to 326 rural youth.	Partnered with UNICEF, HSBC and Alstom to provide skills training, enterprise and financial literacy skills to 1000 adolescent girls and young women.

PROGRAM OVERVIEW

Coverage: Maharashtra, Gujarat | **Full-Time Program Staff:** 15 | **Budget (2015-16):** INR 60 Lakh (USD 90,000)

▶ THE PROBLEM

Young people in the drought-prone Marathwada region are unemployed, underemployed or engaged in low-paying wage labor. Further, they lack the know-how, skills and social capital to access jobs. For adolescent girls, this grim situation is compounded by socio-cultural restraints on their mobility.

▶ SSP'S RESPONSE

SSP sets rural youth on a pathway to economic independence by creating access to skill development, life skills training, financial and digital literacy and financial management services. It eases the transition from rural to urban living by providing counselling services and relocation support.

WHAT DOES IT DO?

SSP's holistic approach seeks to empower youth and women as future change leaders and entrepreneurs, through skill building and seeding the idea of entrepreneurship. It works in low-income households in rural and peri-urban areas. Its approach includes:

Mobilization and Identification: Community mobilizers conduct door-to-door visits to identify candidates. They interact with youth and their families to inform them about the available opportunities, allay their concerns and secure buy-in to ensure that there is continued support if youth are required to migrate to find a job.

Orientation and Training: SSP delivers a modularized course, using curriculum that is developed in-house and is in line with National Skills Development Corporation (NSDC) standards. Trainees undergo a 240-hour program across three months including:

- Two weeks orientation covering job skills readiness training, personal grooming and life skills such as communication.
- Six weeks of theoretical and practical training that is domain specific (trainees choose from retail, IT/ITES, hospitality, beauty) and also covers spoken English, financial and computer literacy.
- Four weeks of on-the-job training with employers.

Placement and Post-Placement Support: As most youth are seeking jobs in the organized sector for the first time, SSP builds a strong component of placement and relocation support into its program. The overarching objective of SSP's work is to instill confidence, agency and an entrepreneurial mindset amongst the youth it trains.

KEY INTERVENTIONS

1. Administer Employability Programs Through Centers
2. Run Employability Modules in Schools, Colleges and Industrial Training Institutes
3. Develop Train-the-Trainer Employability Programs
4. Organize Exposure Visits
5. Facilitate On-the-Job Training and Internships
6. Provide Job Placement Support and Market Linkages for Micro-Entrepreneurs
7. Enable Access to Finance

🟩 Interventions undertaken 🟧 Interventions not undertaken

WHAT HAS IT ACHIEVED?

- Trained over 2,700 youth in vocational skills and over 7,000 rural women in entrepreneurship skills since 2009. Overall, SSP has achieved a placement rate of 60-70% for its trainees and 10-15% youth undertake entrepreneurial ventures post training.
- Registered as a training partner under the Pradhan Mantri Kaushal Vikas Yojna, a flagship government scheme that aims to provide relevant skill-based training to 10 million youth by 2020.
- Identified as a key implementing agency for the Start-up Village Entrepreneurship Program in collaboration with the National Rural Livelihood Mission, to identify and scale community-level enterprises.

WHAT NEXT?

SSP aims to:

- Leverage its experience of working with rural women entrepreneurs to develop entrepreneurship training for adolescent girls and young women.
- Institute a revolving fund to provide entrepreneurship support and development to adolescent girls and young women.
- Use technology enabled platforms to provide continued training and support to youth in financial literacy, digital literacy and communication.

A training session in progress at an SSP center.

QUALITY INDICATORS

Leadership
Prema Gopalan, Founder and Director
- Founding member of SPARC
- Synergos Senior Fellow (2014), Ashoka Fellow (2003)
- Changemakers Award (2008)

Partners and Funders
- **Funders:** USAID, MISEREOR, Huairou Commission
- **Program partners:** Godrej, Big Bazaar, Eureka Forbes, First Energy, IL&FS, Alstom India, Tata AIG Insurance
- Founding member of National Alliance on Disaster Risk Reduction, a network of 170 NGOs

Awards & Endorsements
- Winner, UNFCCC Momentum for Change Lighthouse Activity Award (2016)
- Finalist, India Social Entrepreneur of the Year (2015)
- Awarded by Maharashtra and Bihar Rural Livelihoods Innovations Forums (2014)
- Winner, Vodafone Mobiles for Good Award (2014)

VOICES FROM THE GROUND

"I come from a rural village in a remote area in Latur. I grew up in a poor family as a normal girl with a lot of dreams. But training with SSP changed me and my life, and now I am responsible for fulfilling my own dreams. After the training program, I was placed at Shoppers Stop where I received a salary higher than my expectations. I not only support my family but also pay for the education of my brother. Today I am capable of fulfilling not only my dreams but that of my family also."

– Tabbasum Shaikh, SSP trainee, Latur

VOICES FROM THE TEAM

"Adolescent girls from rural areas represent a huge untapped opportunity. At SSP, in the future, we aim to go beyond vocational skills to train and support adolescent girls using SSP's empowerment and entrepreneurship model to successfully build and scale enterprises in rural areas."

– Prema Gopalan, Founder and Director

ORGANIZATIONS WORKING WITH VULNERABLE GROUPS

EnAble India: Empowering People with Disability

Founded: 1999 | **Head Office:** Bengaluru, Karnataka | **Coverage:** Pan-India | **Budget (2015-16):** INR 5 Crore (USD 769,000)

EnAble India works with differently abled youth across 11 different disabilities, including the visually and hearing impaired and the physically disabled, to train them for the 21st Century workplace. These training programs are supported by technology, and include programs for both skilled and unskilled labor. At the same time, EnAble India also works with employers to incorporate assistive technology and process innovation, so as to make workplaces more inclusive for the differently abled. The organization partners with institutions across India to collaborate and run training programs for the differently abled.

While most of the organization's work is centered on training and placements, the organization also works to create an ecosystem around disabled youth. Some of their initiatives include:

1. Enable Academy: A collaboration platform for all stakeholders working for the disabled (government, other NGOs etc.) that allows them to coordinate better and to pool their resources.

2. Namah Vani: A social network for the visually impaired. Users pick up their phone, call a helpline number and immediately disconnect.

Once they get a call back, they are free to ask for advice or assistance. Their query is recorded for the entire community, and members are free to respond to the caller through the system. This enables the creation of a social network for the differently abled.

Samarthanam Trust for the Disabled

Founded: 1997 | **Head Office:** Bengaluru, Karnataka | **Coverage:** Pan-India | **Budget (2015-16):** INR 14.8 Crore (USD 2.2 million)

Samarthanam provides a comprehensive range of services including education, vocational training, placement and rehabilitation support to people with disabilities. It runs ten Livelihood Resource Centres (LRCs) across Karnataka, Andhra Pradesh and Jharkhand where underserved youth with disabilities are provided with technical and sector-specific skill training to equip them to work in a range of sectors including hospitality, retail, IT & ITES, business process outsourcing (BPO) and entrepreneurship. In addition to sector-specific skills, students are also trained in basic computer usage, spoken English and 21st century skills. A dedicated team provides students with placement support and Samarthanam achieves placement rates of 60-70%.

In 2011, Samarthanam established its own BPO center, known as 'Kirana', in Southern Karnataka, to provide employment opportunities to rural youth. The center employs 100 employees, 70% of whom are people with disabilities. It is equipped with accessible infrastructure and assistive technologies.

Jai Vakeel Foundation

Founded: 1974 | **Head Office:** Mumbai, Maharashtra | **Coverage:** Maharashtra | **Budget (2015-16):** INR 8.5 Crore (USD 1.3 million)

Jai Vakeel Foundation is a 72-year old NGO working with the intellectually disabled, providing a holistic approach to the management of individuals with Intellectual Disability. It caters to over 3,000 individuals annually, across age groups and varying levels of intellectual and other associated disabilities such as autism, epilepsy, cerebral palsy and visual or hearing impairment. The services provided are under four broad categories: health, education, skills and support.

Jai Vakeel's primary impact has been in attempting to mainstream this segment to be a part of the larger society by imparting 'independence' training skills, 'cognitive' education, 'vocational' training and at the far end of the journey a meaningful external employment. They not only enable and empower the students to be self sufficient; but also allow society to embrace and accept them as contributing members.

APPENDICES

Appendix I

Dasra's expertise lies in recognizing and working with non-profits that have the potential to create impact at scale. Dasra strongly believes that the strength of an organization comes from its people, and has ingrained this philosophy in its due diligence process. Consequently, an organization is assessed not just on the basis of its program but also on the potential of its leadership and management team. In order to identify such organizations Dasra follows a comprehensive, three-stage due diligence process.

Phase I - Sector Mapping

• The process involves undertaking an exhaustive mapping of the sector and compiling a list of relevant non-profit organizations.
• Based on quantitative and qualitative secondary research, references from previous experience, and inputs from sector experts, the work carried out by the organizations is categorized under specific interventions.
• Organizations having programs with the most scalable and impactful interventions are screened from this universe against criteria such as – program focus, outreach, team, budget, scale, impact and growth plan.

Through sector mapping for this report, Dasra mapped 417 non-profits across India.

Phase II - Detailed Assessment of Organizations

(based on phone calls and site visits)
• Dasra conducts a detailed assessment on the screened organizations by making a site visit to understand the work being done on the ground and spend time with the leadership and management team of the organization.
• An organization profile is prepared to capture the current work and achievements of each organization and provide a sense of the future growth of the organization as a whole.
• Organizations are evaluated using the Dasra Capacity Assessment Framework (DCAF), a tool that Dasra has developed to assess organizations against three key areas – leadership potential, organization strength and program effectiveness.

Dasra conducted phone calls with 102 non-profits that work to enhance the employability of adolescent girls and identified 17 organizations on whom detailed diligence was conducted – either through site visits to these organizations or by building on Dasra's existing knowledge about these organizations.

Phase III - Final Shortlisting

• Dasra Capacity Assessment Framework (DCAF) and organizational profiles are used to evaluate the program strength, organization potential, and areas where Dasra can add value through its capacity building support
• Members from Dasra's advisory research and diligence team and senior management participate in the shortlisting process alongside the Bank of America team to identify 8-10 high impact and scalable non-profits to be profiled in the report.

Ten non-profits were shortlisted to be profiled in this report, based on the strength of their programs to improve employability outcomes for adolescent girls, the potential of their organization and vision of their leadership.

Dasra re-engages with the final shortlisted organizations to create robust growth plans, and works with the organizations to explore funding opportunities. Dasra also offers peer learning and capacity building opportunities to these organizations through Dasra's residential workshops.

Appendix II

Dasra would like to extend its sincere thanks to all sector experts that have made invaluable contributions to its research and this report. In particular, Dasra would like to acknowledge:

Expert	Organization
Dipa Nag Chowdhury	MacArthur Foundation
Divya Sooryakumar	SEWA Bharat
Gayatri Buragohain	Feminist Approach to Technology (FAT)
Kameshwari Jandhyala	Mahila Samakhya
Kavita Ramdas	Ford Foundation
Madhubala Nath	Engender Health
Priya Nanda	International Center for Research on Women
Raj Gilda	Lend a Hand India
Ratna Sudarshan	National University of Educational Planning and Administration
Vimla Ramachandran	ERU Consulting

* Conversion rate for this report was taken at INR65 to 1USD

Endnotes

1 Aspiring Minds, (2016). National Employability Report: Engineers. Aspiring Minds. Available at: http://www.aspiringminds.com/sites/default/files/National%20Employability%20Report%20-%20Engineers%20Annual%20Report%202016.pdf

2 ASER Centre, (2014). Annual Status of Education Report 2014.

3 Prime Minister Narendra Modi launched the Skill India campaign on 15 July 2015 with the aim of training over 40 crore (400 million) people in India in different skills by 2022. The national level campaign includes various initiatives like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme"

4 Nanda, P. et al. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.

5 Cheney, G. (2005). India Education Report.

6 Pandey, N. (2014). Gender Sensitivity in India –Reality or Myth

7 Oster, E. and Thornton, R. (2012). Determinants of Technology Adoption: Peer Effects in Menstrual Cup

8 Nanda, P. et al. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.

9 Quisumbing, A. and Maluccio, J. (1999). Intrahousehold Allocation and Gender Relations: New Empirical Evidence. Policy Research Report On Gender And Development.

10 Uma, S. (2012). Rights of adolescent girls in India: a critical look at laws and policies

11 Tradingeconomics.com. (2016). India GDP Growth Rate | 1996-2016 | Data | Chart | Calendar | Forecast.

12 Raj, A. (2011). India's Demographic Dividend.

13 Results for Development, (2013). Pathways to Employability: Lessons and Case Studies for Closing the Youth Skills Gap.

14 Results for Development, (2013). Pathways to Employability: Lessons and Case Studies for Closing the Youth Skills Gap.

15 Fox, J. (2016). India Will Struggle to Cash In on Its Demographics.

16 Gupta, V. (2016). The Flipside Of India's Demographic Dividend.

17 Data.worldbank.org. (2016). Labor force participation rate, female (% of female population ages 15-64) (modeled ILO estimate) | Data.

18 Gupta, V. (2016). The Flipside Of India's Demographic Dividend.

19 Nanda, P. et al. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.

20 International Labour Office, (2013). Women and Men in the Informal Economy: A Statistical Picture.

21 Nanda, P. et al. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.

22 Nanda, P., Das, P., Singh, A. and Negi, R. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.

23 Nanda, P. et al. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.

24 Mensch, B et al. (2016). The effect of a livelihoods intervention in an urban slum in India: Do vocational counseling and training alter the attitudes and behavior of adolescent girls?".

25 Nanda, P. et al. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.

26 Nanda, P. et al. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods.

27 Results for Development, (2013). Pathways to Employability: Lessons and Case Studies for Closing the Youth Skills Gap.

28 Results for Development, (2013). Pathways to Employability: Lessons and Case Studies for Closing the Youth Skills Gap.

29 Results for Development, (2013). Pathways to Employability: Lessons and Case Studies for Closing the Youth Skills Gap.

30 Adapted from: Through the viewfinder. (2015). [Going To School Blog]

31 OECD (2010). Off to a Good Start? Jobs for Youth.

32 Going To School, (2014). Children's Skill Report. New Delhi.

33 ASER Centre, (2014). Annual Status of Education Report 2014.

34 ASER Centre, (2014). Annual Status of Education Report 2014.

35 Wheebox, (2016). India Skills Report.

36 Bruce, J. and Mensch, B. (1999). Taking back young lives: policy issues for adolescent girls in the developing world.

37 Sooryakumar, D. (2016) Employability for Adolescent Girls.

38 Granovetter, M (1974), Getting A Job: A Study of Contacts and Careers. Cambridge, Mass: Harvard University; Granovetter, M. (1983). "The Strength of Weak Ties: A Network Theory Revisited".

39 Prime Minister Narendra Modi launched the Skill India campaign on 15 July 2015 with the aim of training over 40 crore (400 million) people in India in different skills by 2022. The national level campaign includes various initiatives like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme"

40 India Exclusion Report. (2013). [online]

41 UN.org. (2016). Convention on the Rights of Persons with Disabilities

42 Ministry of Statistics and Programme Implementation. (2011). Disability in India - A Statistical Profile

43 Ministry of Home Affairs, (2001). Census 2001.

44 Ministry of Statistics and Programme Implementation. (2011). Disability in India - A Statistical Profile

45 Ministry of Statistics and Programme Implementation. (2011). Disability in India - A Statistical Profile

46 United National Development Programme, (2012). Livelihood Opportunities for Persons with Disability

47 United National Development Programme, (2012). Livelihood Opportunities for Persons with Disability

48 Ministry of Home Affairs, (2001). Census 2001.

49 United National Development Programme, (2012). Livelihood Opportunities for Persons with Disability Employees' State Insurance Corporation. (2008). Scheme for Providing Employment to Persons with Disabilities in the Private Sector.

50 Employees' State Insurance Corporation. (2008). Scheme for Providing Employment to Persons with Disabilities in the Private Sector.

51 Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment. (2007).

52 Promoting Ability Beyond Disability; Scheme of Providing Incentives to Employers in the Private Sector for Providing Employment to Persons with Disabilities

53 Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment. (2007). Promoting Ability Beyond Disability; Scheme of Providing Incentives to Employers in the Private Sector for Providing Employment to Persons with Disabilities

54 Sooryakumar, D. (2016). Employability for Adolescent Girls

55 Wheebox. (2014). India Skills Report.

56 Wheebox. (2015). India Skills Report

57 The Population Council, Inc. and the International Center for Research on Women, (2000).Adolescent Girls' Livelihoods.

58 Buragohain, G. (2016) Employability for Adolescent Girls.

59 Buragohain, G. (2016) Employability for Adolescent Girls.

60 Nanda, P. (2016) Employability for Adolescent Girls.

61 Chowdhury, D. (2016) Employability for Adolescent Girls.

62 Sooryakumar, D. (2016) Employability for Adolescent Girls.

63 Dream A Dream, (2015). Annual Report.

64 Cunha, F., Heckman, J. and Susanne, S. (2010). Estimating the Technology of Cognitive and Non-cognitive Skill Formation; Krishnan, P. and Krutikova, S. (2013). Non-cognitive skill formation in poor neighbourhoods of urban India.

65 Zimmerman, B. and Cleary, T. (2006). Adolescents' Development of Personal Agency; The Role of Self-Efficacy Beliefs and Self-Regulatory Skill..

66 Lloyd, C. and Young, J. (2009). New Lessons: The Power of Educating Adolescent Girls.

67 Sooryakumar, D. (2016) Employability for Adolescent Girls.

68 Kavita Ramdas, K. (2016) Employability for Adolescent Girls.

69 Sooryakumar, D. (2016) Employability for Adolescent Girls.

70 World Bank. (2014). Gender at Work; A Companion to the World Development Report on Jobs.

71 O'Neill Berry, M., Kuriansky, J., Lytle, M., Vistman, B., Mosisili, M., Hlothoane, L., Matlanyane, M., Mokobori, T., Mosuhli, S. and Pebane, J. (2013). Entrepreneurial training for girls empowerment in Lesotho: A process evaluation of a model programme.

|Bibliography

1 ASER Centre, (2014). Annual Status of Education Report 2014. New Delhi: ASER.

2 Aspiring Minds Assessment Pvt. Ltd., (2016). National Employability Report; Engineers. Gurgaon: Aspiring Minds Assessment Pvt. Ltd. Available at: http://www.aspiringminds.com/sites/default/files/National%20Employability%20Report%20-%20Engineers%20Annual%20Report%202016.pdf.

3 Bruce, J. and Mensch, B. (1999). Taking back young lives: policy issues for adolescent girls in the developing world. JAMWA, 54(3)

4 Buragohain, G. (2016) Employability for Adolescent Girls. (Expert Interview)

5 Cheney, G. (2005). India Education Report. National Center on Education and the Economy. Available at: http://www.ncee.org/wp-content/uploads/2013/10/Indian-Education-Report.pdf.

6 Chowdhury, D. (2016) Employability for Adolescent Girls. (Expert Interview)

7 Cunha, F., Heckman, J. and Susanne, S. (2010). Estimating the Technology of Cognitive and Non-cognitive Skill Formation. Econometrica, 78(3).

8 Data.worldbank.org. (2016). Labor force participation rate, female (% of female population ages 15-64) (modeled ILO estimate) | Data.
Available at: http://data.worldbank.org/indicator/SL.TLF.ACTI.FE.ZS

9 Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment. (2007). Promoting Ability Beyond Disability; Scheme of Providing Incentives to Employers in the Private Sector for Providing Employment to Persons with Disabilities. Mumbai: Government of India.

10 Dream a Dream, (2015). Annual Report. Bangalore: Dream a Dream

11 Employees' State Insurance Corporation. (2008). Scheme for Providing Employment to Persons with Disabilities in the Private Sector. New Delhi: ESIC.

12 Fox, J. (2016). India Will Struggle to Cash In on Its Demographics. Bloomberg. Available at: https://www.bloomberg.com/view/articles/2016-04-13/india-will-struggle-to-cash-in-on-its-demographics.

13 Granovetter, M (1974), Getting A Job: A Study of Contacts and Careers. Cambridge, Mass: Harvard University; Granovetter, M. (1983). "The Strength of Weak Ties: A Network Theory Revisited". Sociological Theory 1: 201–233

14   Going To School, (2014). Children's Skill Report. New Delhi.

15   Gupta, V. (2016). The Flipside Of India's Demographic Dividend. The Huffington Post. Available at: http://www.huffingtonpost.in/varun-gupta/the-flipside-of-indias-demographic-dividend/

16   India Exclusion Report. (2013). Books for Change. Available at: http://www.indianet.nl/pdf/IndiaExclusionReport2013-2014.pdf

17   International Labour Office, (2013). Women and Men in the Informal Economy: A Statistical Picture. Geneva: ILO. Available at: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_234413.pdf

18   Kalyanwala, S., Sharma, V. and Sarna, A. (2013). Adolescents in India: A desk review of existing evidence and behaviours, programmes and policies. New Delhi: Population Council & UNICEF. Available at: http://in.one.un.org/img/uploads/Adolescents_in_India.pdf%20

19   Krishnan, P. and Krutikova, S. (2013). Non-cognitive skill formation in poor neighbourhoods of urban India. ScienceDirect, 24, pp.68-85.

20   Lloyd, C. and Young, J. (2009). New Lessons: The Power of Educating Adolescent Girls. New York: Population Council. Available at: http://www.popcouncil.org/uploads/pdfs/2009PGY_NewLessons.pdf

21   Mathura Krishna Foundation for Economic & Social Opportunity and Human Resource Development, (2006). Socio-economic Condition of Adolescent Girls; A Case Study of Backward District of Poverty Dominated States. Kalyani: Planning Commision, Government of India. Available at: http://planningcommission.nic.in/reports/sereport/ser/stdy_adolgirl.pdf

22   Mensch, B et al. (2016). The effect of a livelihoods intervention in an urban slum in India: Do vocational counseling and training alter the attitudes and behavior of adolescent girls?. [online] New York: Population Council. Available at: http://datatopics.worldbank.org/hnp/files/edstats/INDwp04a.pdf

23   Ministry of Home Affairs, (2001). Census 2001. New Delhi: Government of India. Available at: http://www.censusindia.gov.in/2011-common/census_data_2001.html

24   Ministry of Statistics and Programme Implementation (2011). Chapter 6: Socio-economic Profile of Disabled Persons in India. New Delhi: MOSPI Available at: http://mospi.nic.in/mospi_new/upload/disablity_india_statistical_data_11mar2011/Chapter%206-%20Socio_economic-profile.pdf

25   Ministry of Statistics and Programme Implementation. (2011). Disability in India - A Statistical Profile. New Delhi: MOSPI. Available at: http://mospi.nic.in/mospi_new/upload/disablity_india_statistical_profile_17mar11.htm

26   Nanda, P. (2016) Employability for Adolescent Girls. (Expert Interview)

27   Nanda, P., Das, P., Singh, A. and Negi, R. (2013). Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods. New Delhi: International Centre for Research on Women. Available at:http://www.icrw.org/files/publications/Adolescent%20Girls_22ndMar13.pdf

28   OECD, (2010). Off to a Good Start? Jobs for Youth, 31-33 Available at: https://www.oecd.org/els/emp/46717876.pdf

29   O'Neill Berry, M., Kuriansky, J., Lytle, M., Vistman, B., Mosisili, M., Hlothoane, L., Matlanyane, M., Mokobori, T., Mosuhli, S. and Pebane, J. (2013). Entrepreneurial training for girls empowerment in Lesotho: A process evaluation of a model programme. South African Journal of Psychology, 43(4), pp.445-458.

30   Oster, E. and Thornton, R. (2011). Determinants of Technology Adoption: Peer Effects in Menstrual Cup Take-Up. University of Chicago and NBER, University of Michigan. Available at: http://faculty.chicagobooth.edu/emily.oster/papers/takeup.pdf

31   Pandey, N. (2014). Gender Sensitivity in India –Reality or Myth. Indian Journal of Applied Research, 4(4). Available at: http://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/file.php?val=April_2014_1397471256_7b339_26.pdf

32   Quisumbing, A. and Maluccio, J. (1999). Intrahousehold Allocation and Gender Relations: New Empirical Evidence. Policy Research Report On Gender And Development, Working Paper Series, No. 2. The World Bank Development Research Group/ Poverty Reduction and Economic Management Network.

33   Raj, A. (2011). India's Demographic Dividend. Available at: http://www.strategicforesight.com/inner-articles.php?id=125#.V7apBFt97IV

34   Ramdas, K. (2016) Employability for Adolescent Girls.

35   Sooryakumar, D. (2016) Employability for Adolescent Girls. (Expert Interview)

36   Sudarshan, R. (2016) Employability for Adolescent Girls. (Expert Interview)

37   The Population Council, Inc. and the International Center for Research on Women, (2000).Adolescent Girls' Livelihoods. [online] Available at: http://www.icrw.org/sites/default/files/publications/Adolescent-Girls-Livelihoods-Essential-Questions-Essential-Tools-A-Report-on-a-Workshop.pdf

38   Through the viewfinder. (2015). [Blog] Available at:
     http://blog.goingtoschool.com/wordpress/wp-content/uploads/2015/02/ekta-kumari-4.jpg

39   Tradingeconomics.com. (2016). India GDP Growth Rate | 1996-2016 | Data | Chart | Calendar | Forecast.
     Available at: http://www.tradingeconomics.com/india/gdp-growth

40   Uma, S. (2012). Rights of adolescent girls in India: a critical look at laws and policies. Mumbai: Vacha Trust.

41   United National Development Programme, (2012). Livelihood Opportunities for Persons with Disability. New
     Delhi: UNDPIndia. Available at:
     http://www.undp.org/content/dam/india/docs/pub-povertyreduction/livelihood-opportunities-for-persons-with-dis
     abilities.pdf

42   UN.org. (2016). Convention on the Rights of Persons with Disabilities. Available at:
     http://www.un.org/disabilities/convention/conventionfull.shtml

43   Visaria, P. (1998). Unemployment among youth in India: Level, nature and policy implications. Employment and
     Training Papers. Geneva: International Labour Office.

44   World Bank. (2014). Gender at Work; A Companion to the World Development Report on Jobs. Washington D.C.
     Available at: http://www.worldbank.org/content/dam/Worldbank/document/Gender/GenderAtWork_web.pdf

45   World Economic Forum, (2009). India's next generation of growth, India Economic Summit. New Delhi.
     Available at: http://www3.weforum.org/docs/WEF_IN09_Report.pdf

46   Wheebox. (2014). India Skills Report. Gurgaon. Available at: https://wheebox.com/logo/ISR-2016-small.pdf