



# LEVERAGING THE DIVIDEND



Enhancing Employability in India



In Sanskrit, Dasra means “Enlightened Giving”

Dasra is India’s leading strategic philanthropy foundation. Dasra works with philanthropists and successful social entrepreneurs to bring together knowledge, funding and people as a catalyst for social change.

We ensure that strategic funding and capacity building skills reach non profit organizations and social businesses to have the greatest impact on the lives of people living in poverty.

[www.dasra.org](http://www.dasra.org)

#### India

M.R. Co-op Housing Society, Bldg no. J/18, 1st floor,  
Opposite Raheja College of Arts and Commerce,  
Relief Road, Off Juhu Tara Road,  
Santa Cruz (West), Mumbai 400 054

E [info@dasra.org](mailto:info@dasra.org)

T +91 22 3240 3453

#### UK

E [alison@dasra.org](mailto:alison@dasra.org)

T +44 7949645370

#### USA

F (1) 847-589-2401

The Godrej Group has been at the forefront of philanthropic activities for several decades. Business at Godrej is not just about profit as 25% shares of the Godrej Group’s holding company are held in a trust that invests back in environment, healthcare and education.

The Godrej Group has developed a long-term vision named ‘Godrej Good & Green’ which will play an active part in creating a more inclusive and green India. As part of Good & Green, the Group aspires by 2020, to create a more employable Indian workforce, a greener India and innovate good and green products. Specifically, the goals as part of this vision are:

- Training 1 million rural and urban youth in skilled employment
- Achieving zero waste to landfill, carbon neutrality, positive water balance, energy reduction and using renewable energy sources
- Having a third of revenues comprising of products that are environmentally superior or address a critical social issue for consumers at the bottom of the income pyramid

[www.godrej.com](http://www.godrej.com)

# Table of Contents

<b>Executive Summary</b> . . . . .	<b>2</b>
<b>I. The Skills Mismatch and Low Employability in India.</b> . . . . .	<b>5</b>
Overview of Technical and Vocational Education and Training (TVET) for Youth	
<b>II. Stakeholders and a Cohesive Ecosystem</b> . . . . .	<b>10</b>
Role of Government, Non Profits, Social Businesses and Corporates within TVET	
<b>III. Three Cornerstones of Skills Development:</b> . . . . .	<b>16</b>
Build Capacity, Improve Quality, Enhance Utilization	
<b>IV. Non Profits: Innovative Approaches provide     a model for enhancing TVET.</b> . . . . .	<b>22</b>
<b>V. Mapping Non Profits with High Impact Interventions</b> . . . . .	<b>32</b>
<b>Concluding Thoughts</b> . . . . .	<b>44</b>
<b>Appendices</b> . . . . .	<b>46</b>
A. Mapping Leading Social Businesses . . . . .	<b>46</b>
B. Corporate Employability Initiatives . . . . .	<b>54</b>
C. Methodology and Selection Criteria . . . . .	<b>61</b>
D. Glossary . . . . .	<b>64</b>
E. Bibliography . . . . .	<b>65</b>
F. Acknowledgements and Organization Database. . . . .	<b>67</b>
G. Endnotes. . . . .	<b>68</b>



## Executive Summary

AS THE SECOND FASTEST growing economy in the world today, India has already entered the league of trillion dollar economies. Its GDP is expected to continue growing at about 8% a year till 2022, by which time its population will reach 1.4 billion; 83% of the population increase will be in the 15-59 working age group making India home to 25% of the world's workforce.<sup>1</sup> Known as India's demographic dividend, this development will give India an unrivalled edge in the globalized economy.

In the next decade, economic growth is likely to create over 500 million jobs, 75% of which will be skill-based. This will make effective vocational training of critical importance.<sup>2</sup> Since the current system provides Technical and Vocational Education and Training (TVET) to only 25% of new entrants to the workforce, increasing capacity, improving utilization and enhancing the quality of TVET is essential to enhancing employability.<sup>3</sup>

Dasra's report *Leveraging the Dividend* shows that:

- **A mismatch between the skills acquired by youth and the skills required by industry is a major cause of low employability among Indian youth.** Over 90% of India's labour force still works in the informal sector, at low levels of productivity due to inadequate skills.<sup>4</sup> Despite a significant shift towards services, India's past as a predominantly agrarian economy has resulted in populations that are poorly skilled and that engage in trades more aligned to the unorganized sector. This makes them largely unemployable in industry, where the job potential exists. Major hindrances to building skills include poverty, the poor quality of mainstream education, limited access to and capacity of current TVET, a lack of focus on skills required in the current job market, and a poor enabling environment with deep systemic challenges. If these factors are not addressed, India's youth will continue to





SAATH, Charlotte Anderson

suffer from a skills deficit, hindering not only their ability to gain employment and move out of poverty but further constraining national growth.

- **To enhance employability for youth, action is required on three cornerstones of TVET:** building capacity, improving quality and enhancing utilization. In doing so, incorporating best practices such as introducing TVET-related career paths in mainstream education would have a high impact on enhancing employability.

- **Different stakeholders—the government, corporates, social businesses and non profit groups—need to operate in a cohesive ecosystem to overcome the challenges of capacity, quality and utilization across TVET.** Enhancing employability by improving TVET is a complex issue involving demographic trends, economic and labor market reform, education systems, industry participation and upward mobility for backward social groups. The stakeholders involved thus have complementary roles in removing the different barriers to success such as a significant amount of duplication, poor quality and inefficiencies in TVET delivery, and, above all, a lack of clarity in the role that each plays. Based on the current roles and a review of best practices, *Leveraging the Dividend* highlights the most effective role for each stakeholder and highlights best practices by showcasing examples of high performing corporates, social businesses and non profits.

- **Non profits have a crucial role to in strengthening TVET, using innovative approaches some have already demonstrated as a model for enhanced skill development.** Skills development needs to be addressed in a market-focused way to achieve the required



scale. While this will necessarily involve expanding TVET in many parts of the country, this report suggests that non profits have a critical role to play in enabling skill building efforts rather than building skills themselves. Dasra evaluated 100 non profits working towards enhancing youth employability. Based on scaling potential and impact, *Leveraging the Dividend* highlights the contributions of ten non-profit organisations: i) CAP Foundation, Center for Civil Society, ii) Don Bosco Tech, iii) Dr. Reddy's Foundation, iv) Lend-A-Hand India, v) Kherwadi Social Welfare Association, vi) PanIIT Alumni Reach for India, vii) QUEST Alliance, viii) Saath, ix) Smile Foundation and x) Unnati. With the support of philanthropic investment, these organisations have developed innovative skills development models with placement rates of up to a 100%.<sup>5</sup>

**In my experience in the field of enhancing youth employability, I have seen enough evidence that channelizing youth energies positively by linking them to quality jobs, takes entire families out of poverty in a sustained manner.**

**The stigma of caste disappears.**

MEERA SHENOY

Strategic philanthropy must support non profits that enhance access to TVET, establish employment exchanges or improve provision of TVET in public institutions since these are the top three scalable high-impact interventions. *Leveraging the Dividend* recommends a partnership approach between government, corporates, social businesses, non profits and civil society. The impact of working together to create a more employable workforce will not only drive national growth but also help break the cycle of poverty.

Promoting TVET will have a manifold impact

- **Higher productivity and Income:** Creating a more employable workforce could reduce poverty in India by 70%<sup>6</sup> in 2025 as with greater skills individuals would be more productive and earn more.<sup>7</sup> Estimates for India suggest that measures to enhance skills will raise productivity, which will in turn increase per capita income from \$ 1,212 currently, to \$4,100 by 2025.<sup>8</sup>
- **Poverty Reduction:** Making TVET inclusive and accessible to poor people can dramatically increase wage-earning potential and improve household income. With modularized shorter curricula and lower entrance levels, school dropouts will have a second chance instead of remaining unskilled and unemployed.
- **Economic Growth:** Building a skilled workforce is an important part of improving the climate for investment, acquiring a competitive edge, and maintaining the engine of growth for a prosperous economy. Such an effort could add 2 percentage points annually to India's per capita GDP over the next two decades.<sup>9</sup>
- **Global Competitiveness:** A skilled workforce attracts foreign direct investment. Ageing populations in major economies across the world will create a shortage of skilled manpower of approximately 57 million by 2020.<sup>10</sup> By that time, India's working-age population would have increased by about 47 million working people, making it a global hub of human resources who will in turn enjoy the resulting opportunities—if they have the right skills.<sup>11</sup>



# The State of Employability in India

Overview of Technical and Vocational  
Education and Training (TVET) for Youth

# The Skills Mismatch and Low Employability in India

**E**MPLOYABILITY HINGES ON knowledge and technical skills. An employable person is able to gain initial employment, maintain that employment and improve prospects by rising in the organization or getting a new job. All this requires functional literacy, technical and vocational skills, and soft skills such as communication. Several studies have shown that a large proportion of India's youth lacks these skills today; of the 145 million labor force, 83 million youth are seen as unemployable.<sup>12</sup> Workers with vocational education make up only 2-4% of the trained workforce in India, compared to a 96% in Korea and 22% in Botswana.<sup>13</sup> The factors behind this low employability include poverty, low capacity and acceptance of vocational education, and the lack of an enabling environment, as described in this chapter.

## Key Challenges to Skills Development

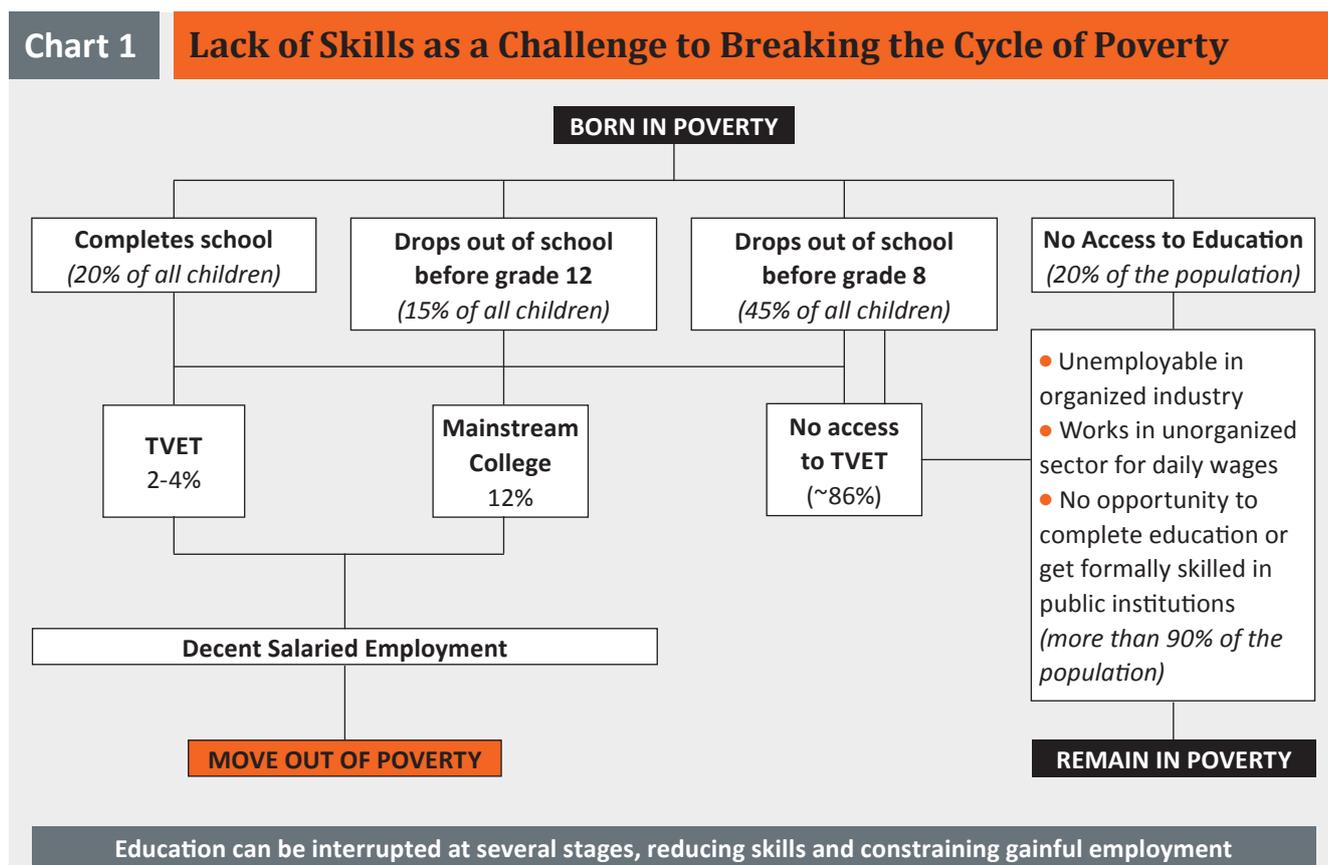
**Poverty:** Currently 42% of Indians live below the international poverty line defined as USD\$ 1.25 per day.<sup>14</sup> Poverty deters families from investing in mainstream or vocational education, forcing youth to join the informal sector as daily wage workers, often when still children. Better incentives are needed to balance the short-term economic trade-offs of pursuing skill development programs with the long-term economic gains of greater skills.

**Low acceptance of vocational training:** There is often a perceived stigma attached to vocational education and training due to the 'manual' nature of the jobs available and the perception that they are low paying. Many are unaware of the actual wage-earning potential of TVET. For example, many Indian parents want their children to pursue a desk job or be an office assistant, not realizing that a crane operator can earn up to five times the wages of these jobs. The high-growth industries in India include textiles, construction and auto components, which tend to have labor-intensive jobs. A greater effort is needed to increase the acceptance of such jobs to ensure that youth can benefit from the available employment opportunities.

**Poor quality education and high dropout rates:** The current mainstream public education system is characterized by low learning outcomes in terms of functional literacy or basic language skills and the ability to perform simple mathematical operations. Functional literacy forms the basis for learning higher order technical and vocational skills. A report shows that of all children studying in Grade 5 in the schools covered, 21% could not perform simple mathematical operations such as subtraction and division and almost 50% could not read a simple paragraph.<sup>15</sup> A large majority of these children will never have a chance

to improve these skills either because they will drop out of school or will not have access to quality secondary schools.

As much as 57% of school-goers in India drop out of school before Grade 8 and 80% do not complete higher education.<sup>16</sup> Additionally, a comparison shows that a student from the scheduled or backward castes is 40% less likely to complete graduation than other students.<sup>17</sup> Truncated education leads to the accumulation of job seekers with few or no skills and who are hence unemployable (Chart 1).



**Low access to vocational education and lack of TVET capacity:** A majority of the school-going population is not able to build additional skills since the current framework requires a minimum entrance qualification varying from Grade 5 to 8.<sup>18</sup> This ultimately leads to a low-skilled labor force. Less than 1% of students who entered Grade 1 in the last decade have participated in vocational education.<sup>19</sup>

Furthermore, with a total of 10,000 vocational training institutes, the TVET system in India has the capacity to train only 25% of the estimated 12.8 million new entrants expected to join the workforce every year from 2010 onwards.<sup>20</sup> Training courses are of a two- to three-year duration, making it difficult for poor youth to participate. Moreover, courses cover only around 100 skills. In contrast, China offers 4,000 short-duration courses, which provides youth the opportunity to build skills within a shorter time, reducing the opportunity cost of forgoing immediate employment for TVET.<sup>21</sup> Finally, research indicates

that in public institutions offering TVET, 49% of seats remain vacant due to low quality, high cost and limited access.<sup>22</sup>

The capacity shortfall is exacerbated by a demand and supply mismatch, with states due to have the largest additions of working age populations having fewer TVET resources. Population bulges are expected between 2010 and 2020 in Uttar Pradesh, Bihar and Madhya Pradesh, which will account for 40% of the increase in the working age population in the country. In contrast, these states provide 1 TVET place for every 5,525 people; that is, public infrastructure can train less than 1% of the state's working age population. During the same period, Maharashtra, Gujarat, Tamil Nadu and Andhra Pradesh will have less than 20% of the additional workforce compared to a greater public TVET capacity of 1 place for about every 678 people.<sup>23</sup>

**Mismatch between skill development and current job market:** A divergence between the skills that the population possesses and those required by industry is a major cause of low employability among Indian youth. For decades, India has predominantly been an agrarian economy. Much of the economy and population are still rooted in traditional activities, especially in the states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. Although there has been a significant movement away from agriculture, over 90% of the labor force still works in the informal sector, at low levels of productivity and skills.<sup>24</sup> Indian data also show a large proportion of non-agricultural workers, nearly 63%, as self-employed.<sup>25</sup> With low skills and experience limited to the unorganized sector, these workers remain unemployable in industry.

As stated above, mainstream TVET is not conducive to the development of the skills required by industry. Compounding the problem, the current public TVET system also offers only a few training courses and covers only 100 skills. Out of these, several such as stenography have become obsolete due to the advent of technology. The remaining skills relevant to industry today have outdated curricula and trainers; 61% of trainers have less than 12 years of schooling.<sup>26</sup> For instance, sectors such as Construction which will drive employment in the next decade currently rely on a workforce which consists of 83% unskilled workers. While this segment requires minimum formal education, it is characterized by significant skills gaps in areas such as safety, basic technical skills to execute instructions and workplace skills. Developing these skills will be critical to the success of the construction industry.<sup>27</sup> Similarly, in the Automobile and Auto Components sector, 55-80% of the workforce requirement is in manufacturing. Meanwhile, current TVET graduates are reported to have inadequate knowledge of the manufacturing process, safety measures and quality concepts.<sup>28</sup> **Chart 2** depicts the human resource requirements of different sectors of industry by 2022, and hence the urgent need for action.

**Poor enabling environment:** The emphasis placed by the government and corporate sector on improving TVET is a recent phenomenon, driven by the skills gap that many

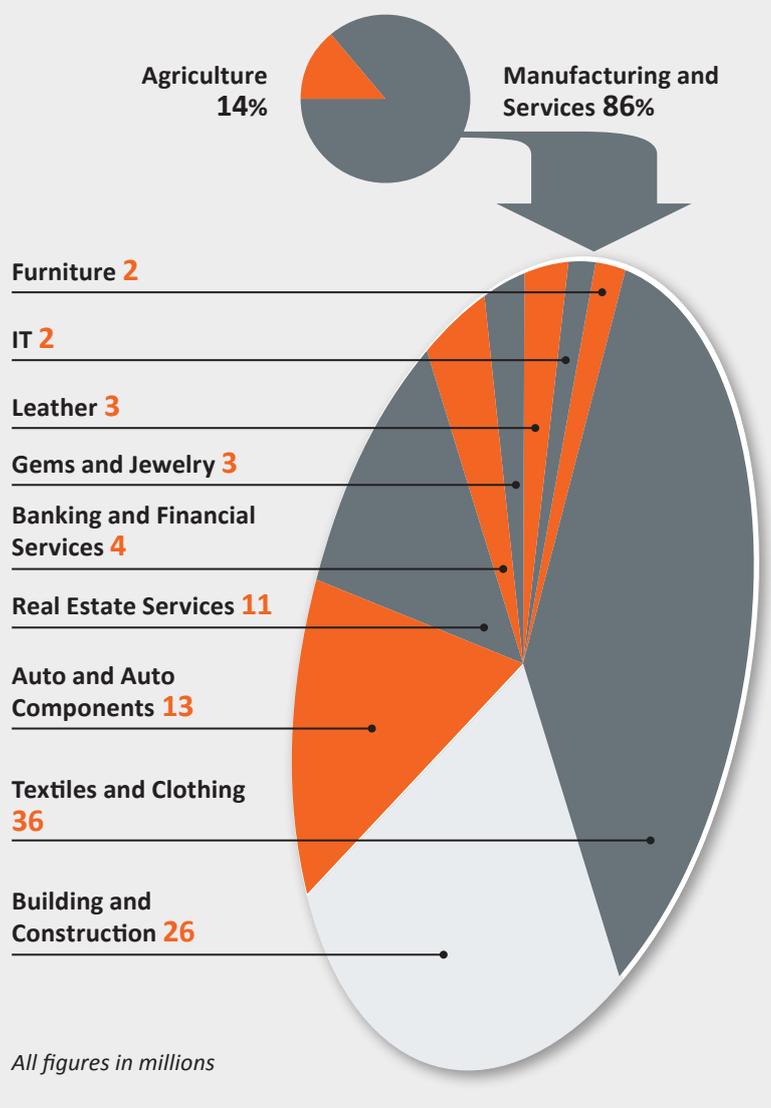
high-growth industries are experiencing. However, the complex issue of who should bear the financial and other responsibility for skills development - government, corporates, social businesses, non profits or the youth themselves - is unresolved. This further hinders the effectiveness of TVET in India.

Countries that have excelled in building skills among youth have created robust frameworks that clearly define the drivers and mechanisms of TVET. While training initiatives in the UK, Korea and Singapore are mainly government-driven with strong programs within and beyond the formal education system, TVET in other countries such as Germany and Australia begins in formal education, after which it is mainly driven by industry through apprenticeship programs.<sup>29</sup>

Although there is growing involvement of the government through various initiatives in skills development in India, it is largely fragmented since different ministries manage their employability initiatives independently, and there is a wide range of TVET providers such as social businesses, non profits and corporates. Coordination between all these players is essential in creating an enabling environment that enhances the capacity, quality and utilization of TVET.

In fact, the differing but interlocking challenges in developing TVET require that the different stakeholders (government, private players, non profits) operate in a well-structured, cohesive ecosystem in complementary roles. Only this can overcome challenges related to capacity, quality and utilization across TVET. The next chapter, *Leveraging the Dividend* highlights the role played by each stakeholder in the TVET ecosystem.

**Chart 2** Incremental Human Resource requirement in Sectors driving Employment by 2022



# II

## Stakeholders and a Cohesive Ecosystem

IN 2009, THE GOVERNMENT of India formulated the National Skills Policy, the first comprehensive policy initiative for creating a skills development ecosystem. In this new framework, the government is responsible for creating an enabling environment and supporting innovative financing structures, the private sector carries the bulk of responsibility for designing and delivering skills development programs, and non profits are seen as generating demand for or enhancing TVET efforts. While this has set a direction for a cohesive TVET ecosystem, currently TVET is available through a number of providers including central and state governments, social businesses and more recently corporates. This leads to duplication, lack of scale and reduced impact on employability of young people.

**Chart 3** shows the evolution of policy and programs to increase employability in India.

### Government’s role: Creating an enabling environment and supporting financing structures

Approximately 17 ministries of the Central Government currently implement skills development initiatives in their respective focus areas, with the Directorate General of Employment and Training (DGET) under the Ministry of Labor and Employment responsible for the largest of these initiatives.<sup>30</sup>

At present over 1 million young people a year build skills through DGET initiatives.<sup>31</sup> While there has been a considerable focus on improving the provision of TVET through the DGET, there needs to be a much larger investment in increasing the number of institutes,

**Chart 3**

### National Skills Development Mission 2009

#### Prime Minister’s Council on Skills Development

- Policy level council composed of various ministries
- Creates regulatory and policy environment and strategies to skill 150 m people by 2022

#### National Skills Development Corporation (NSDC)

- First of its kind public private partnership
- Promotes large TVET institutions
- Creates low cost, high quality business models for TVET
- Funds TVET through grant, debt and equity with a INR 1500 CR Gov of India outlay
- Currently invested INR 87 CR in 32 small businesses skilling 40 million youth

#### Sector Skills Councils

- Partnership organizations bringing together labor, industry and academia to identify skills gaps
- Establishes sector specific Labor Market Information systems
- Determines competency standards and develops frameworks

Chart 4		Key Milestones in Enhancing Employability	
		POLICY LEVEL	NON PROFIT INTERVENTIONS
1960–1970	<ul style="list-style-type: none"> <li>Industrial Training Institutes Act (1961)</li> <li>Apprentices Act (1961)</li> <li>Kothari Commission (1966)</li> </ul>	<p><b>EARLY NON PROFIT INTERVENTIONS</b> to enhance incomes in rural areas; rights-based and entitlements.</p> <ul style="list-style-type: none"> <li>Skills made part of education agenda</li> </ul>	
1960–1970	<ul style="list-style-type: none"> <li>All India Council for Technical Education Act (1987)</li> </ul> <p><b>9th 5 year-plan:</b> community colleges</p>	<p><b>INTERMEDIATE ERA</b></p> <ul style="list-style-type: none"> <li>Non profit livelihood enhancement programs through co-operatives, vocational training for home based and/or producer owned economic activity, self-help groups and microfinance.</li> <li>Education non profits focused on basic K-12 education to improve better job opportunities</li> </ul>	
1960–1970	<p><b>10th 5 year plan:</b> INR 350 crore for vocationalization of secondary education</p> <p><b>11th 5 year plan:</b> Launch of National Skills Development Mission with an outlay of INR 31,000 crore</p> <p><b>12th 5 year plan:</b> Development of the National Vocational Education Qualification Framework to enable uniform certification; promoting industry participation and PPP models</p> <ul style="list-style-type: none"> <li>National Institutes of Technology Act (2007)</li> <li>National Skills Policy (2007)</li> <li>National Skills Development Corporation (2007)</li> </ul>	<ul style="list-style-type: none"> <li>Wage-earning focused non profit interventions in context of open economy subject to global competition. Approach shifted to building industry links for placements.</li> <li>Latter half of era characterized by recognition of tremendous market opportunity in skills development and mushrooming of social businesses to fill skills demand and supply gap</li> </ul>	

providing financial instruments as well as improving quality and infrastructure within these institutes.

To this effect, a recent milestone has been the setting up of a National Skills Development Mission in 2009 as an apex institution responsible for achieving India's skilling needs and harnessing the demographic potential in a meaningful way to fuel economic growth. Under the National Skills Mission the Prime Minister's Council on Skills Development, the National Skills Development Corporation and the Sector Skills Councils have been instrumental in developing appropriate strategies, frameworks and providing support to skills development

initiatives, as shown in **chart 4**. While this is a positive step towards a cohesive national skilling ecosystem, it is still in too nascent a stage to evaluate impact.

## Private Sector Support: Designing and Delivering Skills Development Programs

Broadly the private sector—both large corporates and social businesses—contributes to TVET by providing on-the-job training, running skill development institutes and financially supporting non profits and social businesses as providers of TVET.

### Role of large corporates

Over the past five years large corporations have become increasingly cognizant of the necessity of active participation in skills development since they are ultimately also beneficiaries of high quality TVET. As shown in chart 5, some corporates have made considerable first steps in providing TVET that not only enhance the quality of their own workforce but also that of the industries in which they operate. Nevertheless a much greater involvement of corporates is required for TVET to have a meaningful impact on youth employability.

#### Chart 5

### Corporate Employability Activities

#### On the job training

- Training post employment to match employee skills with job functions
- Professional development

EXAMPLE: **Wipro**

#### Running skills institutes

- Investing in and running skills training for potential employees
- Enhancing human resource pool available to industry

EXAMPLE: **Larsen & Toubro**

#### Supporting non profits and social businesses

- Investment and financing of students, centers, scale ups
- Creating knowledge and curriculum
- Training trainers
- Guest lectures and employee engagement

EXAMPLE: **Godrej Vocational Training Schools**

Examples of corporates playing a key role in skills development (please see p. 55) are as follows:

- **L&T** runs its own construction skills training institutes across six metros with a combined training capacity of 600 students per month. These institutes provide 1-month to 3-months training in trades such as carpentry, masonry, bar bending and plumbing. Trainees are provided accommodation, stipends and placement at L&T's sites.
- **Ambuja Cement Limited** has developed a mobile mason training program run by its Foundation that uses a cluster approach to delivering 1-month to 2-months training to migrant and tribal populations. So far, this program has reached 1,200 masons per year in

Gujarat.

- **Tata Motors** is implementing a fee-based driver training course to address the growing demand for skilled drivers. This 45-day training course aims to train 3.4 million drivers in 10 years.

To further enhance industry participation in skills development, apex institutions such as the Confederation of Indian Industry (CII) and Federation of Indian Chambers of Commerce and Industry (FICCI) actively participate in TVET.

- **CII** works closely with the government on developing a skill development policy, creates knowledge-sharing platforms and provides hands-on assistance to companies in designing and implementing TVET programs.
- **FICCI** also helps develop policy and disseminates information on skills development.
- Similarly **NASSCOMM**, the IT industry body, implements IT skills training in partnership with non profits through its foundation.

### Role of social businesses

Recognizing the demand for skill development, currently a \$1.5 billion opportunity projected to grow at 25% over the next three years, social businesses have emerged offering fee-based courses to young people across the country.<sup>32</sup> These organizations provide soft loans and charge companies placement fees for graduates placed and/or retained. Skill development for backward populations has typically been offered free of cost.

A number of organizations set up across the country since 2005 provide low-cost, high-quality skills training in partnership with industry. A number of these social businesses have established proof of concepts and received funding from the National Skills Development Corporation to roll out their TVET programs across the country. Typically, they partner closely with industry for course content and trainee placements, and non profits for community and youth mobilization.

Examples of social businesses are:

- **B-ABLE (BASIX Academy for Building Lifelong Employability)** sets up centers in Tier 2 and Tier 3 cities, leveraging its parent company BASIX's field networks to mobilize students. In partnership with corporates such as Godrej, Tata Motors and L&T, B-ABLE provides a fee-based TVET model that has a placement rate of 70% and aims to reach 10,00,000 youth by 2020 in trades such as automobiles, construction etc.
- **Gram Tarang** implements a hub-and-spoke model where 10 spoke centers are set up per district with Centurion University centers acting as a hub. Gram Tarang uses a cross-subsidized financial model based on student's ability to pay, where some students are charged fees, others are sponsored by industry or government and the rest are provided with low-interest loans. Graduates are given post-training support to ensure Gram Tarang's 80% placement rate.
- **Empower Pragati** has identified service sector areas in demand for entry and mid-level

labor in both the formal and informal sectors and functions as a training and placement agency. It also operates a temp agency, which serves as an exchange to link trained drivers, domestic help and home managers with potential employers such as corporates and urban households. Placement rates are close to 100% and the organization aims to reach 2 million people over the next 10 years.

The sustainable financial models implemented by these organizations contribute to achieving scale. With increased financial support and incentives from the government as well as corporations, these social businesses have the potential to play a much greater role in creating a more employable workforce.

## The Role of Non Profits: Enhancing Employability and Skills Development

The non profit vocational training sector enrolls over 400,000 students nationally per year. According to estimates, India has 152 non profit TVET providers, of which 40% are accredited by the government.<sup>33</sup>

### The evolution of non profit initiatives in TVET

Non profit initiatives in TVET have evolved from broader education and livelihood interventions into more-focused skill-building programs. In the 1960s and 1970s early non profits focused on income generation in rural areas for marginalized farm communities, following a rights-based approach that sought greater entitlements for these communities. A simultaneous focus was mainstream education, particularly enrolling children in the public school system or providing education in communities isolated from the public system.

Subsequently, in the 1980s non profit interventions focused on farm and non-farm livelihoods through capacity building and fostering the cooperative movement. TVET initiatives were mainly aimed at women and young people with the aim of providing home-based earning capacities. These linkages between TVET and livelihood enhancement were further reinforced in the late 1990s with the growth of microfinance and self-help groups that further supported home-based and producer-owned livelihoods. Education initiatives at the time were aimed at positioning basic primary and secondary education as a prerequisite for better job opportunities. Towards the late 1990s, the effects of an open economy, along with the growth of the services sector and global competitiveness, translated into non profit programs that focused on wage-earning employment opportunities to respond to the demand for manpower, primarily in sectors such as IT and BPO, retail and hospitality. In the past few years, non profits have shifted their focus to the growing workforce needs of higher growth sectors such as automobiles and construction.

The non profit TVET sector represents an estimated 14% of all institutions and enrolls nearly 10% of all students nationally every year. Typically non profit courses are much shorter

(3 months on average) than those of public institutions, with an average job placement rate of 75%.<sup>34</sup> By virtue of their social objectives, non profits focus on skills development in base-of-the-pyramid populations that are excluded from mainstream education and public vocational training systems, and who often join the informal workforce due to economic pressures.

Non profits approach employability in a holistic way, with programs encompassing life skills education, work readiness, time management, money management, leadership development, entrepreneurship, career guidance and job placements. Programs are often designed to address the specific needs of these communities. For example, non profits intervening in rural areas offer these programs to smoothen the transition from farm-based livelihoods to formal sector employment. Even though a few have started to charge course fees, the majority of non profits rely on philanthropic donations and industry participation to offer vocational training; 20% depend on governments for funding. To this end, it is vital for non profits to incorporate a partnership strategy in enhancing employability for young people rather than functioning as independent training providers.

Non profits need to move towards playing a crucial role in enabling skill building rather than providing it themselves. Over the past few years, this imperative has coalesced around the following activities:

- **Creating a community presence** to continuously engage youth and communities and provide information on TVET possibilities.
- **Building partnerships with private players** to ensure relevant curricula, well-trained teachers and placements for TVET graduates.
- **Developing strong linkages with government bodies** for certification of TVET courses, subsidies for below-poverty-line students and to provide a pipeline to the mainstream TVET system.

Dasra's research has revealed a set of three cornerstones that include best practices for TVET. These initiatives will build the capacity of the TVET system, improve its quality and enhance its utilization. Our field research indicated that non-profit organizations are delivering these cornerstones through 10 interventions. The following chapters describe these cornerstones and provide an overview of high impact scalable non-profit interventions.

**Private sector organizations, both for-profit and non profits, involved in skilling the youth are transforming the top-down, out dated models to market linked vocational trainings which match demand and supply.**

MEERA SHENOY



# III

## Three Cornerstones of Skill Development

Build Capacity • Improve Quality • Enhance Utilization

**B**ASED ON DASRA's research and interviews with experts in TVET, *Leveraging the Dividend* suggests key actions with the potential to transform youth employability in India. These encompass building the capacity of the TVET system, improving its quality and enhancing its utilization (Chart 6).

## Building the Capacity of the TVET ecosystem

Different groups among India's youth require help with skill building including students currently in the educational system, those who have completed their education but are unable to get a job, and those already in low-paying jobs in the informal sector. The benefits of helping them build skills are enormous. According to a TeamLease study, investing 10% of current GDP on increasing skills training for youth will mean extra income for such workers amounting to 61% of current GDP or a six-fold return on investment with significant social and economic impact.<sup>35</sup>

Building the capacity of TVET to meet the needs of youth and industry would require the following actions:

### • Diversifying TVET delivery

Different groups face varying challenges in access to TVT including geographical demand-supply mismatches. This could be overcome to a great extent by providing TVET through other institutions than training institutes such as community colleges, mobile camps, and small-scale centers based on industry needs in a particular geography. Given the scale of the skill-building task in India, higher government provision and industry support in diversifying TVET delivery is also critical since non profits do not have the resources to effectively reach the required scale.

### • Providing practical skills in existing mainstream school curricula

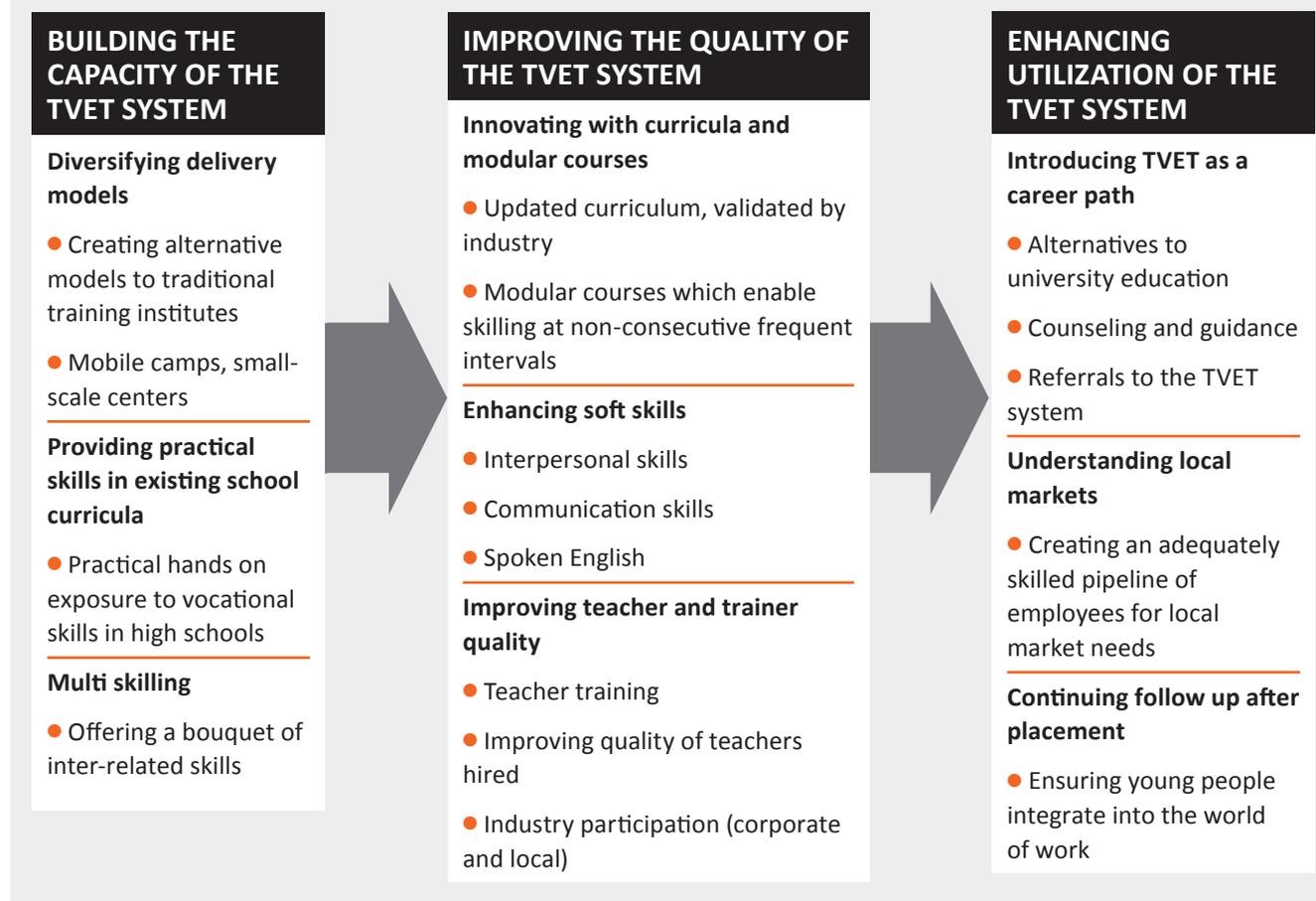
Introducing a range of vocational skills and a curriculum better oriented towards skills development in mainstream schools would go a long way to filling the skills gap. The existing schools could provide hands-on experience through courses such as carpentry and electricals as a part of the curriculum, perhaps on a weekly basis. This would give students a better understanding of TVET opportunities. Research has shown that offering this type of course in high schools has the potential to retain youth in secondary school since it provides practical skills to those with a low interest in academics.<sup>36</sup> School-based interventions could foster exposure to skills development at an opportunistic age.

### • Introducing Multi-skilling in TVET

Offering a bouquet of inter-related skills is an effective way to build the abilities of TVET graduates to take on multi-disciplinary job roles as well as have move between job roles. This will diversify each TVET graduate's wage-earning opportunities and provide

Chart 6

## The Cornerstones of Skill Development



flexibility in responding to the constantly evolving demands of a competitive economy. For example, bundling two or more construction-related skills such as bar-bending, masonry and plumbing into one course can increase the productivity and mobility of an individual entering or already engaged in the construction sector.

### Improving the Quality of TVET

Along with increasing the number of workers with vocational training, it is equally important to ensure that the quality of that training provides a strong resource pool that meets the needs of industry. The following practices can build on the core competencies of industry and non profits to fill current quality gaps:

- **Updating curricula and introducing modular courses**

As industry needs are constantly evolving, TVET curricula must be dynamic enough to meet the different knowledge and skills requirements emerging. Practical experience is an indispensable element; German and Australian experiences demonstrate that building practical experience such as apprenticeships into the curriculum enhances skill development.

An experience-based curriculum is an effective tool to engage all stakeholders in skills development particularly industry, whose involvement is vital to ensuring that relevant and up-to-date skills are taught. This must be backed by government to ensure standardization and non profit involvement to contextualize curricula to different populations.

In addition, modular courses are essential for poorer populations since they are of shorter duration and hence reduce expense and opportunity cost. Courses should be designed so that each corresponds to a skill level and can be taught at frequent non-consecutive intervals, enabling constant upgrading of skills for TVET graduates. Taking advantage of the shorter time-frames of these courses, youth can join the workforce and proceed to the next skill level when they have the time and opportunity to do so. A shorter, modularized curriculum would also give dropouts a second chance, instead of remaining unskilled and unemployed.

### • Enhancing soft skills

Interpersonal skills, effective communication and English language proficiency are essential for TVET graduates to secure jobs as well as enhance their on-the-job effectiveness, job performance and career prospects. Bundling soft skills with TVET courses will help create a better-rounded workforce that meets the needs of industry. Non profits and social businesses with their ability to engage youth are particularly well placed to offer soft skills courses that supplement technical training and enable youth to prepare for interviews and enhance employment options. Dasra's field research revealed that skills development non profits map skills requirements of students they reach out to and soft skills are typically required in all communities, especially when students have dropped out of the formal education system at an early age.

### • Improving teacher and trainer quality

The quality of skilled graduates is directly related to the quality of teachers and instruction whether in general public education or TVET. High performing teachers have been proven to increase student learning by over 50%.<sup>37</sup> Quality can be improved in several ways: setting standards for the quality of instruction, augmenting teacher training, improving the quality of teachers hired, encouraging industry participation in training teachers, and using local practitioners of trades to impart skills in demand in that particular area.

## Enhancing Utilization of TVET

Overcoming the challenges to TVET also requires enhancing the utilization of an adequate and high quality TVET system. This implies increasing demand for TVET among students by showing that skills development is a viable and profitable option for future income generation, as well as creating demand for TVET graduates among employers. A key way to achieve this is to clearly link TVET to job placements. Best practices include:

## Chart 6

**The Impact of Enhancing Employability****• Introducing TVET as a career path**

Providing students with better information on available work opportunities will help steer individual choices towards jobs in high-growth sectors such as construction, automobiles and retail. This will show students who cannot afford or access a university education that they have other options than informal or low-wage employment. Counseling, education guidance, referrals to the TVET system and private training options will help integrate young people into higher skilled and better paying jobs.

**• Understanding local markets**

Many youth in high-population-growth states will migrate to places with high labor demand. As a result, training programs that can provide adequately skilled workers for local markets

are essential to ensure that human resources are not drained especially from rural areas. For example, a greater number of electricians, carpenters, and salespeople will enable entrepreneurs in rural India to locally hire skilled employees and grow their businesses.

- **Continuing follow-up after placement**

Job placement often implies a culture shock of sorts for many young people as they migrate to different places and navigate the world of organized work. Issues such as attire, fixed timings and work ethic can be barriers to retaining youth in the formal workforce. Counseling young people through these transitions and guiding them during the initial employment phase would ensure better retention.

By creating a more employable workforce, India stands to benefit in four key areas- productivity and income, poverty reduction, economic growth and global competitiveness, as shown in chart 7. At present a number of non-profits have been incorporating these cornerstones into their interventions to create impact of youth employability. The following chapter focuses on the role played by non-profits and evaluates where philanthropy can provide catalytic support.



# IV

## Non profits: Innovative Approaches Provide a Model for Enhancing TVET

**W**ITH THEIR PROXIMITY to communities and ability to engage them, non profits have a crucial role in generating interest and demand for TVET, enhancing access to it and ensuring its effective utilization. Non profits also facilitate the employment of skilled workers in industry and, through industry partnerships, often create cost-effective sustainable initiatives including acting as outsourced training and placement agencies. In addition, these partnerships leverage industry expertise in a variety of trades, with corporates getting involved in creating course content, training trainers and offering internships and placements.

Dasra evaluated over 100 non profit organizations conducting employability programs in India. For these organizations, the key challenges are changing the current mindsets about TVET, building skills in trades relevant to market demand and linking them to wage earning employment. Based on three months of field research into these organizations, Dasra identified six high-impact scalable interventions that significantly enhance employability.

1. Enhancing Access to TVET
2. Establishing Employment Exchanges
3. Offering Training and Placement Services to Industry
4. Conducting Local Market-based Training and Placement
5. Improving the Quality of public TVET
6. Training Implementation Partners

The matrix in **chart 8** serves as a guide to philanthropists interested in funding high-impact scalable interventions tackling the issue of employability in India. Our analysis (based on the process described in **chart 9**) reveals that the most high-impact interventions

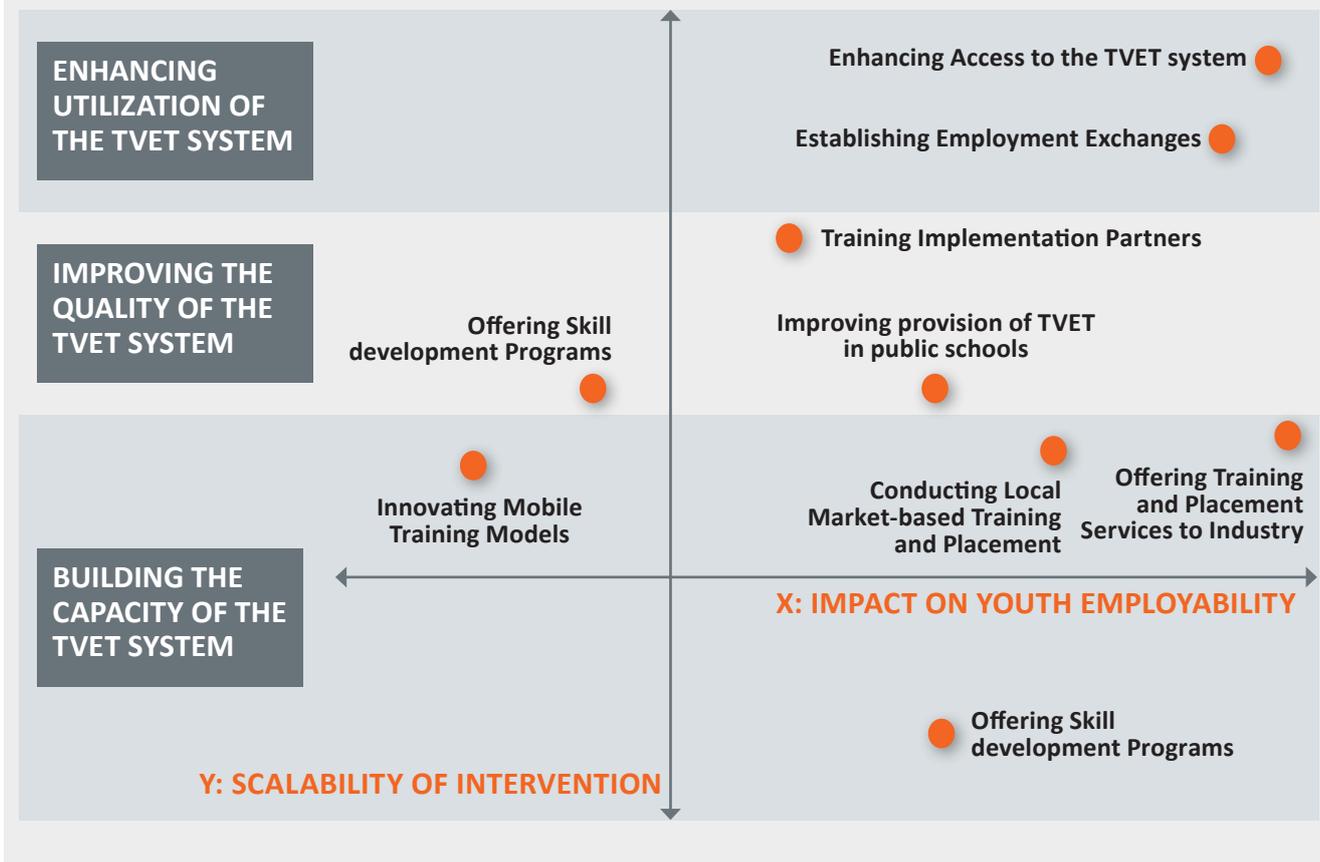


Don Bosco Tech India

S  
ET

Chart 8

## High Impact Interventions for Enhancing Employability of Marginalized Youth



on enhancing youth employability are those where non profits play a partnership-based role of enablers rather than direct providers. These include enhancing access to the public TVET system, establishing employment exchanges or offering training and placement services to industry, as these are the three most scalable and high-impact interventions to enhance youth employability. Each of these interventions actually leverages the core strengths of non profits to address challenges to skills development outlined in **Chapter I – The Skills Mismatch and Low Employability in India**.

## 1. Enhancing Access to TVET

Young people face significant challenges in accessing TVET including poverty, a lack of information on TVET options and low acceptance of vocational education in communities. In schools and communities, there is no provision for counseling, guidance or dissemination of information about further skilling opportunities, training institutes or vocational careers. As a result, public TVET, both in and after secondary school education, is underutilized. In spite of a capacity to accommodate 25% of high school students, only 5% of students in the school system opt for vocational education.<sup>38</sup>

With their knowledge of existing TVET opportunities and their proximity to communities, non profits play a crucial role in increasing access to TVET including removing obstacles to it such as financial constraints. They typically do this in two major ways:

**1. Awareness building:** Non profits aim to create interest in vocational trades among students and expose them to various potential career options. Non profits also guide and counsel youth about vocational training courses in various institutes such as ITIs and ITCs that can improve their chances of procuring gainful employment. Non profits also help create a positive perception of vocational training among the students, creating a pipeline for public or private training institutes.

**Lend-A-Hand India's** model leverages the mandated public provision of vocational education in the secondary school system to create awareness and demand for vocational training among students. A key initiative is providing extensive exposure to various trades through experiential learning. It also engages communities to help break the cultural resistance to vocational training and mobilizes community members such as carpenters, plumbers, and masons to help deliver vocational education.

In addition, the **Center for Civil Society (CCS)**, a public policy think tank, aims to create a web portal with an inventory of existing quality training institutes providing course details, placement rates and other information. This will create awareness about the existing infrastructure among youth, enabling them to take an informed decision about skill development.

**2. Financial support:** Non profits use the following financial instruments to mobilize and incentivize youth to build skills, seek employment and move out of poverty:

## Chart 9

## Dasra data collection and analysis process

## ASSESSMENT OF SKILLS DEVELOPMENT IN INDIA

- Identify key stakeholders within the employability space – Government, Non Profits, Corporates, Social Businesses
- Undertake preliminary mapping based on secondary research, discussions with experts, government, NPOs, beneficiaries of NPO programs
- Identify and collate information on best practice models of 7 social businesses and 6 corporate organizations
- Map NPO interventions
- Shortlist 20 non profit organizations delivering relevant programs to youth

## SITE VISITS TO NON PROFIT ORGANISATIONS (NPOs)

- Meet with the executive director to understand history, evolution of programs and scaling plans.
- Interview and exchange views with senior staff about programs and impact.
- Conduct field visits.

## ANALYSIS OF NPO PROGRAMS

- Analyze strengths and weaknesses of skill development programs
- Identify gaps and opportunities for funding
- Ascertain strength of management and organization structure
- From 20 organizations **Dasra** shortlists 11 with the ability to absorb INR 3 CR and deliver high quality impact at scale

## SUMMARY AND CONCLUSIONS

- Evaluate organizations based on key criteria
- Synthesize analysis and provide conclusions
- Provide recommendations for investment

- **Vouchers:** These enable youth to pursue training at any training institute accredited with the voucher provider. Typically, the only restriction on the individual's choice of training course is that it must be provided by an accredited institution. Once a candidate successfully completes training, the institution participating in the program redeems the vouchers for cash from the state government.
- **Loans:** Non profits provide soft loans at lower interest rates to candidates to undertake skill development programs. Post-placement, the candidate is expected to repay the loan within a period of six to nine months, in fixed installments.
- **Scholarships:** are provided either by a non profit or a corporate in the form of a grant. Non profits typically provide scholarships in rural areas, as rural youth are less likely to have the financial resources to avail of training opportunities.
- **Stipends:** Non profits with on-the-job training models use this instrument in partnership with corporates. Candidates work in the organization as an intern and are trained during the course of their employment. The non profit and the corporate provide a small amount of money as a stipend to candidates, to incentivize them to complete the training and subsidize their cost of living.

**Center for Civil Society** aims to improve the skills ecosystem by providing vouchers to marginalized youth.

## 2. Establishing Employment Exchanges

Employment Exchanges are a crucial link between trained graduates and employment opportunities. India's 947 state-run public employment exchanges are mandated to provide services such as registration, placement, vocational guidance and career counseling to job seekers. However, these are often deficient in quality with placement rates as low as 1% of applicants.<sup>39</sup> In addition, they are typically located in urban areas, which is a barrier for those living in rural areas

Non profits play a vital role in filling this gap by providing effective employment exchange services to youth. Typically, these services are:

- 1. Preparing youth for job opportunities:** Non profits work closely with youth before placement to ensure they are optimally prepared for the world of work. This includes courses on time and money management, and interpersonal and communication skills including spoken English and interviewing.
- 2. Inviting industry for placements:** Much like traditional campus placements, some non profits invite industry partners to their training facility to recruit graduates of TVET courses. This provides employers with a pool of appropriately skilled human resources and ensures TVET graduates have suitable job opportunities.
- 3. Placing youth in the appropriate industry:** Other non profits match graduates with relevant job opportunities through industry partners or in local markets.
- 4. Post-placement follow up:** Hand-holding youth for 3-6 months during the initial

employment phase ensures retained employment, higher incomes and a better standard of living.

The **Center for Civil Society's** proposed web portal will enable registered corporate organizations to list their vacancies and skill requirements as well as access information about candidates from the training institutes. Skilled candidates would be able to access information about current employment opportunities while unskilled candidates would gain knowledge about the skills in demand to guide their training decisions. By providing information regarding demand as well as supply, the web portal will efficiently match candidates to job requirements.

**Saath** provides a comprehensive placement service after training its candidates. The placement procedure comprises preparing candidates for interviews, creating a portfolio of candidate profiles, inviting industry representatives to interview candidates, facilitating the interview process and hand-holding candidates after placement to ensure retained employment.

### 3. Offering Training and Placement Services to Industry

Industry-focused initiatives that identify the human resource needs of an organization and train youth to address those needs connect youth with training and job opportunities and directly meet industry demand for a skilled workforce.

Indian employers are generally dissatisfied with graduates from public training institutes. The general perspective is that individuals coming out of the technical and vocational institutions lack practical knowledge and soft skills and need significant on-the-job training to bring their skills up to the required level. These drawbacks have kept placement rates in public vocational training institutes as low as 16% of graduates in some states.<sup>40</sup> Recently, several corporate organizations have started partnering with public vocational training institutes to update curricula and improve their management. However, industry's lack of autonomy to bring about radical changes has limited the scope of these improvements.

Since non profits have strong links with the communities from which industry needs to source its work force, and are experts in mobilizing youth, they have proven to be effective training and placement partners for industry. Such partnerships enable corporate organizations to outsource the tracking and training of candidates to non profits.

Corporate organizations such as **Indian Hotels Company Limited** and **Larsen & Toubro** partner with non profits to identify and map their own staffing requirements. They then help the non profits develop curricula relevant to their organizations and also support the non profit by providing equipment or sponsoring candidates. Non profits on their part mobilize youth, train them extensively for specified skills and offer them assured placement with partner organizations. They conduct training at existing centers or set up new centers in partnership with corporates. After training, non profits facilitate the interview process

to help successfully place candidates with the partner organizations. After placement, the industry partner may pay a fee to the non profit in case of retained employment. Given the sharing of resources that leads to the matching of supply and demand, this turns out to be a win-win situation for both the non profit and the industry partner.

**Kherwadi Social Welfare Association (KSWA)** provides youth with market-driven vocational education and connects them to job opportunities by leveraging industry partnerships. For instance, the organization trains security personnel for a security solution company, ISS. The curriculum has been developed in partnership with ISS and all graduates are directly hired by ISS.

**Pan-IIT Reach for India (PARFI)** builds partnerships with various companies who agree to hire graduates from relevant training programs. PARFI alters its curriculum according to the specific requirements of these companies, which has resulted in a placement rate of 100% for its trainees.

### 3. Conducting Local Market-based Training and Placement

Training youth in skills demanded by the local industry through locally available resources and matching skilled candidates to local industry's staffing requirements ensures the availability of a skilled workforce for the development of that region. This intervention is typically required in rural areas where youth are deterred from moving to urban areas by the challenges associated with finding adequate living space and jobs in cities.

Youth in rural areas are thus apprehensive about skilling themselves in trades offered by ITIs as they are unsure of the utility of these skills in rural areas. Non profits play a crucial role here in training rural youth in skills required by local employers and linking them to wage earning opportunities in and around the same geographical area.

Various models such as temporary and permanent centers and mobile camps are implemented to ensure outreach to the most underserved populations. Typically, nonprofits undertake the following activities:

- 1. Market Scan and Community Mobilization:** Non profits identify existing employment opportunities and skill requirements within nearby industry. They then identify community opinion leaders who help create awareness and acquire the necessary infrastructure for the center.
- 2. Curriculum and training:** Non profits have typically developed curricula for various courses in partnership with industry. The curriculum is modified to suit the local needs of employers. Students receive both technical and classroom training, exposure visits to nearby business establishments and on-the-job training.
- 3. Placement and post-placement services:** Non profits forge strong relationships with local employers by mobilizing them as training resources within the program and engaging them to provide on-the-job training opportunities to candidates during the training period. After the training, non profits facilitate placement of skilled

candidates with these employers and provide post-placement guidance to enable them to adjust to the work culture and continue employment.

**Dr. Reddy's Foundation** has modified its successful urban training program to reach out to disadvantaged rural youth through its Skilling Rural India program, delivered through rural centers. Along with helping build skills in demand in the local industry, it also involves parents and alumni in the training process through regular meets to catalyze a mindset change within rural communities around vocational training.

**CAP Foundation** conducts a comprehensive mapping of market needs within communities during which it establishes strong partnerships with prospective employers. Once the organization matches youth aspirations to skill needs, CAP Foundation delivers training courses in small community-based centers. After training, graduates are placed with local employers, with an average placement rate of 75%.

## 4. Improving Provision of TVET in Public Schools

Strong linkages with the government allow non profits to use their knowledge and expertise to work with young people in public secondary schools, focusing on areas such as curriculum building and enrolling quality teachers to improve the existing vocational education courses.

**1. Building curriculum:** A strong curriculum that engages students and builds their interest in vocational education is a pre-requisite to successful learning. Non profits typically overhaul the existing curriculum to incorporate experiential learning into vocational education courses, attracting more students to vocational education in secondary school.

**2. Enrolling quality teachers:** Due to the practical skills involved in TVET, teachers need a strong background in a particular skill or trade. Non profits typically source experts or local practitioners of particular trades to impart skills in schools in a more cost effective and impactful manner.

**Lend-A-Hand India** uses local experts in various trades to impart skills training in government high schools. These local human resources are given basic training in curriculum and pedagogy for their respective trades, as well as hands on support when required. Students learn skills directly from these experts who conduct school-based sessions once a week.

## 5. Training Implementation Partners

Non profits are testing and implementing various innovative models to enhance the employability of youth. Some of the larger non profits have developed, piloted and standardized programs with proven impact in enhancing youth employability. Smaller community-based organizations that do not have the capacity to build programs typically act as implementers by rolling out and scaling well-proven models of larger organizations.

Training other non profits to implement proven models has the potential to significantly

increase the scale of the model across geographies, while maintaining the quality of training. These larger non profits have extensive knowledge and expertise in mobilizing communities, curriculum development, training processes. As such, they are looked upon as 'best practice' organizations. They play a crucial role in training other community-based organizations, enabling the spread of knowledge, expertise and best practices.

Typically, training of implementation partners is carried out in two distinct ways:

**1. Sharing the model:** Some nonprofits have evolved their model over years and have captured and documented their processes to enable easy replication not only in India but in other countries as well. Such non profits conduct on-the-ground programs and provide training and materials to smaller community-based organizations that do not have the capacity to create their own models and processes. Training would include youth mobilization, curriculum development and pedagogy, training processes and impact assessment. The trainer organization may or may not charge a fee for this training. Once the training is complete, the trainee organization implements the program on its own.

**2. Capacity Building:** This model entails far more involvement on a continuous basis on the part of the trainer. Non profits share their model with the smaller community-based organizations and also support them with funding and capacity building. Once the training is complete, the trainer helps the smaller organization initiate the program within its community, builds the capacity of its staff and provides equipment such as computers and printers that the smaller organization may not have the resources to acquire. Once the program is implemented by the trainee organization, its impact is closely monitored by the trainer organization on an ongoing basis. Such trainer non profits work mainly through partner organizations.

**Smile Foundation** trains community-based organizations in best practices and methodology to implement its skills development program across states. Participating organizations provide human resources for program implementation and Smile Foundation provides technical assistance, equipment and certification, and conducts monitoring and evaluation.

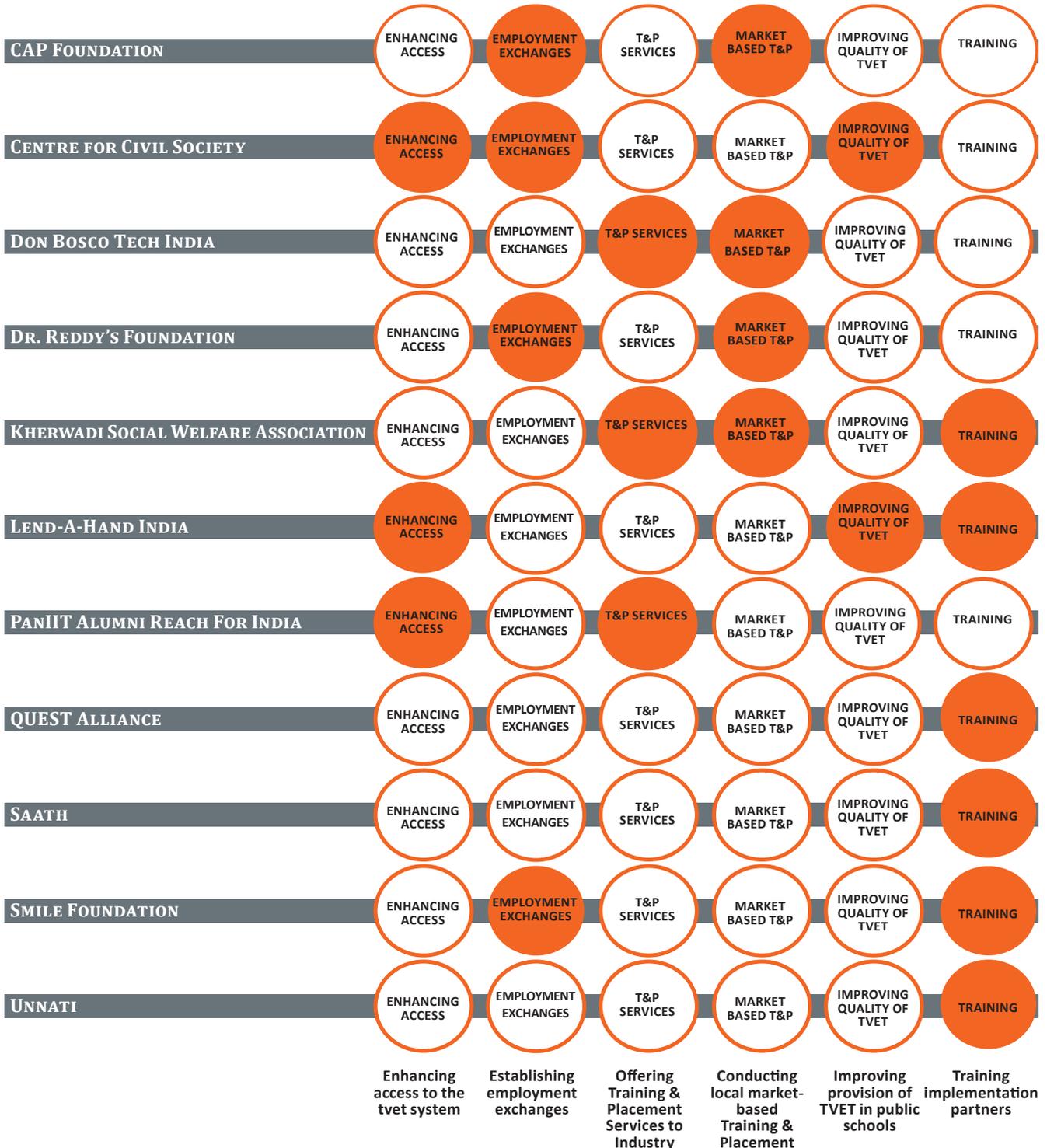
**Unnati** uses a partnership model to build a network of likeminded non profits, community-based organizations and Self Help Groups (SHGs) to share the curriculum and methodology of their high-impact skills training center model and extend additional support in the form of fundraising and placements.



# V

## Mapping Non Profit and High Impact Interventions

Dasra identified over 100 organizations working in India and evaluated their approaches to incorporate best practices which leverage the three cornerstones mentioned in Chapter I. Dasra has shortlisted 11 high potential non profits with innovative, scalable models that enhance youth employability by working in partnership with community, government, industry and social businesses within the TVET system.



**THE BASICS**

CHAIRPERSON: **Nalini Gangadharan**  
 WEBSITE: **www.capfoundation.in**  
 FOUNDED: 2003  
 LOCATION: Hyderabad  
 COVERAGE: 14 states in India and 4 countries in Africa  
 ANNUAL OVERALL BUDGET: ₹13 crore (\$2,888,889)  
 EMPLOYABILITY BUDGET: ₹10.4 crore (\$2,311,111)

CAP Foundation applies its employability model through a number of institutional mechanisms, each reaching different target populations at different educational levels. These include 126 community based centers called Ek Mouka, 3 vocational junior colleges for 11th – 12th grade, 11 community colleges and other vocational training institutes. Each institution combines technical training with life skills education, work readiness and time and money management modules.

**EK MOUKA:** The community based centers deliver a 3-tiered program to out-of-school and at-risk youth (19 – 25 years) who live in semi-urban areas. First, the Employability Training Centers assess the local market needs, develop curriculum and mobilize youth to enroll in training programs. Secondly, the Employability Exchanges are created to be dynamic and sustainable platforms where local employers and youth can interact. Thirdly, the Workforce Development Initiative acts as an advisory body that oversees program scale up and documentation of best practices for replication.

**HIGH IMPACT INTERVENTIONS**

● Current Program

CAP’s pioneering EkMouka program addresses the gap between the booming economic growth and increasing unemployment amongst marginalized youth. To bridge this gap, Ek Mouka works closely with businesses, corporates, non profits and networks to create a quality curriculum and training modules that adequately prepares youth for wage-based employment. Once the training is completed, employment exchanges enable youth to gain employment in the local community. As a whole, the Employability Training Centers, Employability Exchanges and Workforce Development Initiative create an end to end solution for marginalized youth across the country.



**SCALABILITY:** The 3-tier institutional mechanism supports CAP’s expansion and scale efforts by formally engaging the private sector, government and civil societies. Currently, Ek Mouka has 106 centers spread across 12 states and has been able to train 1,06,000 students. Over the next 3 years, CAP plans to scale its community colleges to reach 60 campuses across the country. The organization plans to target 69,000 youth through various vocational courses conducted at these campuses. At the same time, CAP will continue with the implementation of the Ek Mouka model through its 3-tiered approach.

**QUALITY INDICATORS**

**Impact on wage based employment**

Since inception, Ek Mouka has been able to train over 106,000 students at its Employability Training Centers, and place 80% of its students through the Employability Exchanges. The Workforce Development Initiative has documented best practices which will be used for replication to reach more youth across the country.

**Leadership and Team**

Dr. Nalini Gangadharan, Chairperson and Founder, has close to 2 decades of experience in diverse areas of urban poverty. She is responsible for Ek Mouka, amongst many other of CAP’s initiatives. She leads the organization, which has 250 employees.

**Third Party Endorsements**

CAP has partnered with many reputable funding organizations for its various initiatives. Microsoft and USAID have funded CAP’s Special Focus Groups, which focus on victims of trafficking. CAP also partnered with PepsiCo, USAID and UNDP to create sustainable livelihoods for families affected by the Tsunami.

**Public, Private, People Partnerships (PPPP)**

Ek Mouka works with various government departments to help them fulfill their education and livelihood mandates. Non profits such as Aparna Trust and Oasis have helped Ek Mouka create awareness and mobilize youth. Finally, to ensure that the program is in tune with industry needs, Ek Mouka has included the participation of corporates at every stage of its program.

**THE BASICS**

PRESIDENT: **Dr. Parth Shah**

WEBSITE: **www.ccs.in**

FOUNDED: 1997

LOCATION: New Delhi,

COVERAGE: New Delhi, Bihar, Rajasthan

ANNUAL OVERALL BUDGET: ₹1.35 crore (\$300,000)

EMPLOYABILITY BUDGET: ₹0 (\$0)

Centre for Civil Society (CCS) is a public policy think tank that researches innovative solutions for problems within the areas of education, livelihood, governance and environment. CCS believes that it can bring about sustainable change through advocacy of proven models at the national level.

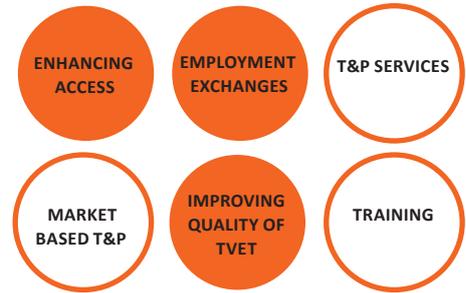
**Skill Voucher Program:** CCS is devising a program that aims to enhance access to quality training and meaningful employment for marginalized youth by providing them with vouchers that will enable them to obtain training from any institute accredited by CCS. Towards this, CCS will empanel various ministries, training institutes, corporates and non profits through an online portal. The ministries and non profits will play the role of creating awareness, distributing vouchers and directing youth to the appropriate institutes and corporates. Once the candidate completes the training and gets certified by NCVT and IndiaSkills, which are quality training and assessment services providers, training institutes can redeem the vouchers for cash from the government.

**HIGH IMPACT INTERVENTIONS**

● Current Program

After several successful campaigns and pilot projects, CCS is recognized as an expert in both voucher design and implementation.

As a result, CCS was approached by NSDC to develop the Skill Voucher Pilot. This program will be the first to introduce vouchers for skill development in India, which is a proven model in other countries around the world. The vouchers will significantly increase the amount of candidates who have access to high quality training, and since students have a choice, it will increase the quality of vocational training overall. Once assessed and certified, youth are able to find wage-based employment through their employment exchange portal.



**SCALABILITY:** CCS is in the process of finalizing the Skill Voucher Pilot in partnership with NSDC. The program will leverage the existing employment-allocated funding of the government and the infrastructure of non profits, corporates and training institutes. With a budget of 2.55 crore, CCS aims to provide quality training to 50,000 marginalized youth per year and achieve a placement rate of 90% by 2015. To achieve this, CCS proposes to empanel 6 ministries, 200 training institutes, 100 non profits and 35 corporates for the Skill Voucher Pilot. By 2015, the program will be standardized and ready to be replicated in other states, either by the government or any other private organization that the government might employ.

**QUALITY INDICATORS**

**Impact on wage based employment**

In 2007, CCS piloted the Skill Voucher Program in New Delhi, which not only benefited 408 students, but was also able to reach over 1.2 lakh; nationally 27,39,186 parents submitted petitions to the government for a school voucher scheme. This scheme was highly appreciated by the Chief Minister of Delhi. Based on this success, several states are rolling out the voucher based programs and have requested CCS to assist them with the same.

**Leadership and Team**

Parth Shah, the Founder, has a Ph.D. in Economics from Auburn University. He is a member of the Planning Commission, MHRD and industry committees related to education. He is currently working on the pilot project with NSDC and 2 other employees. At the time of the launch, he will have a team of at least 6 people in place.

**Third Party Endorsements**

CCS was ranked among the top 8 think tanks in Asia by a study conducted by the University of Pennsylvania. Additionally, eminent people such as Gurcharan Das, Anu Aga, T.K. Mathew, P.V. Indiresan are ambassadors for their school voucher campaign.

**Public, Private, People Partnerships (PPPP)**

NSDC is both funding the program and helping CCS to structure and implement the program so that the pilot includes at least 50,000 trainees. CCS is developing partnerships with other state governments, non profits and corporates to implement the voucher program.

## THE BASICS

PROGRAM DIRECTOR: **Minu Thommen**

WEBSITE: **www.dbtech.in**

FOUNDED: 2008

LOCATION: New Delhi

COVERAGE: 25 states in India

ANNUAL OVERALL BUDGET: ₹48 crore (\$10,666,667)

EMPLOYABILITY BUDGET: ₹48 crore (\$10,666,667)

Don Bosco Tech (DB Tech) is a network of centers that is dedicated to providing vocational training to marginalized youth. DB Tech includes 125 centers spread across 25 states, which makes it the largest non profit engaged in livelihood training in the country.

**DB Tech Centers:** Through their centers, DB Tech provides market-driven training that is sensitive to the emotional and developmental needs of marginalized youth (18 – 37 years). Before DB Tech establishes centers, the organization conducts a survey of the local economy and identifies high potential sectors. Based on the market analysis, DB Tech develops modular curricula for each of the identified sectors. Typical courses include personality development, computer fluency skills, English classes, and industry-related technical and academic skills. The program culminates with the placement process, which includes developing a recruiter database, scheduling placement interviews, arranging placements through corporate partners and ongoing support after placement to ensure secure transitions to the workplace.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

Even though DB Tech has a center-based model, the organization has been able to make a large impact because of its willingness to partner with the government and various

businesses, corporates, and non profits. DB Tech has a standardized model, but modifies this to suit the local environment after discussion with the funding partners and the local industry. DB Tech also takes into account the exiting aptitude and skill sets of the beneficiaries. Technical training is paired with soft skills and personality development to ensure that marginalized youth are able to adapt and succeed in the workplace.



**SCALABILITY:** Since 2008, when the network of centers was created, DB Tech has been able to leverage its size and reputation to create strong partnerships with the government and corporates, which has enabled them to tap into large amounts of funding to scale and reach more marginalized youth. In addition to scaling its current programs in partnership with the MoRD and corporates, DB Tech is looking to create a for-profit model, which would have more comprehensive soft skill training in addition to the standard training, with funding from the NSDC, Ministry of Finance. DB Tech's goal is to impart market-oriented, employment-linked training to 2 million youth by 2020.

## QUALITY INDICATORS

### Impact on wage based employment

Due to a strong relationship with the MoRD and a willingness to partner with various corporates, DB Tech has been able to make a significant impact. In 2010-2011, DB Tech trained over 30,000 marginalized youth in rural India of which 79% were placed in industry. The students were supported and tracked by DB Tech for one year post-placement to ensure successful transitions.

### Leadership and Team

DB Tech has a team of 600 field staff and 100 staff in regional and national offices. Each of the key staff members brings a wealth of knowledge and experience to the team, with strong backgrounds in skills development through previous work experience with other vocational training organizations.

### Third Party Endorsements

Annually, DB Tech organizes the National Skill Convention, which brings together sector leaders and experts to discuss opportunities, challenges and successful interventions in skill development. The findings are published in a report and disbursed. In 2010, DB Tech published the National Skill Survey, which is a report on the employability of rural youth from below the poverty line families in India.

### Public, Private, People Partnerships (PPPP)

The Ministry of Rural Development has provided a grant to cover the operational costs of eight centers where vocational training courses are provided to youth below the poverty line. In addition, DB Tech runs training programs in partnership with various corporates, including Accenture, Schneider and Tata Housing.

## THE BASICS

CEO: **Jitendra Kalra**

WEBSITE: **www.drreddysfoundation.org**

FOUNDED: 1996

LOCATION: Hyderabad

COVERAGE: Urban and rural areas across 21 states

TOTAL BUDGET: ₹205, 488, 928 (\$4,566,420)

EMPLOYABILITY BUDGET: ₹205, 488, 928 (\$4,566,420)

Dr. Reddy's Foundation (DRF) began its journey in the vocational skilling space in 1996 with the idea of providing sustainable livelihoods to families of at-risk street children in Hyderabad. Over time, the program widened its reach to include other marginalized populations and in 1999 all these initiatives were brought under one umbrella called the Livelihood Advancement Business School (LABS).

**LABS** enables low-income youth, between 18 to 35 years of age, to be part of India's fast-growing economy by training them in vocational skills relevant to industry requirements. The training is conducted in community based centres in urban and semi-urban areas, and includes technical training along with intensive modules on spoken English, life skills and workplace readiness. DRF was the pioneering organization in India to develop and scale this model of vocational training, and over the years, a similar approach has been replicated by all other players in the space.

Drawing from the success of this model, DRF recently piloted a program called **Skilling Rural India (SRI)** that promotes wage employment amongst rural youth. SRI takes the LABS model to rural India, and trains youth in locally relevant skills as well as finds them job opportunities with local employers.

## HIGH IMPACT INTERVENTIONS

● Current Program

DRF's groundbreaking LABS program is implemented through a Business to Youth Networking strategy that links training to market demand at every step of the process. Industry inputs guide the curriculum development, technical, soft skills and practical training as well as placements. Post-placement, DRF supports the students for a period of three months in order to ensure an effortless transition to the workplace.

DRF has adopted a unique demand driven model for SRI, in which after conducting a demand mapping of the local area, mobilized youth are directly placed with potential employers for on-the-job training. DRF's role is to provide these youth with adequate life skills training and also contribute towards their stipend during the training period

**SCALABILITY:** Over the years, DRF's LABS model has been scaled to diverse geographies with resounding success. Having proven the impact of the model, DRF is now looking to take the next step of making this model financially sustainable. Hence, the organization is in the process of converting all its LABS, that are currently run free of cost, into paid centres. With this covering part of the funding requirement, DRF proposes that a LABS centre would become entirely self-sustainable 1.5 years from setup, while the following years would focus on consolidating processes. Through this approach, DRF envisions its reach growing to 187,000 youth over the next three years.

DRF's nascent SRI program presents a highly promising opportunity to expand to rural regions of the country thus far ignored by the skilling industry, in a market sensitive, cost effective manner. Going forward, DRF plans to scale up SRI to train 67,500 rural youth across the country by 2014.



## QUALITY INDICATORS

### Impact on wage based employment

At present, DRF has a presence all across the country with 150 LABS centres operational in 21 states. Over the years, 250,000 youth have been trained at LABS centres and over 80% of these have been placed in the organized sector with a retention rate of around 75%.

### Leadership and Team

Founder-Chairman of DRF, Dr. Anji Reddy is a Padma Bhushan awardee and a member of the Prime Minister's Council on Trade & Industry. DRF's team of 900 spread across the country is headed by Jitendra Kalra, a Civil Services Officer with over two decades of experience in the public sector who pioneered the cluster development approach in India through UNIDO. He is supported by a highly qualified team of senior managers who bring immense experience in both the corporate and development sectors.

### Third Party Endorsements

DRF enjoys the sustained support of several donors ranging from corporates to government to multilateral donor agencies. Some key donors include the Ministry of Rural Development, Michael and Susan Dell Foundation and Accenture. The organization has also been lauded as an exceptional social initiative at various forums like CNBC TV18's Indian Business Leader Awards and ET Corporate Excellence Awards.

### Public, Private, People Partnerships (PPPP)

DRF implements both LABS and SRI programs through a unique partnership model in which the organization collaborates with partners ranging from government departments to corporate houses and non profits to scale and sustain its employability interventions. Some key partners include the Ministry of Rural Development, Government of Andhra Pradesh, Ernst & Young and Accenture.

## THE BASICS

PRESIDENT & TRUSTEE: **Kishor Kher**

WEBSITE: **www.yuvaparivartan.org**

FOUNDED: 1928

LOCATION: Mumbai

COVERAGE: Maharashtra, Bangalore, Patna, Delhi

TOTAL BUDGET: ₹37,720,000 (\$838,222)

EMPLOYABILITY BUDGET: ₹37,720,000 (\$838,222)

Kherwadi Social Welfare Association (KSWA) is an 83 year old non profit founded by a group of social workers in the suburbs of Mumbai. The vocational training program, Yuva Parivartan, was launched in 1998 and since then has become the focus of KSWA's work.

Yuva Parivartan aims to increase the employability of school dropouts by imparting vocational and life skills. Over the years, Yuva Parivartan has evolved to include the following interventions:

**Outreach Centres (ORCs)** – target unemployed youth in urban slums and provide them with vocational training through community based training centres. The youth are trained in multiple vocational trades along with basic computer usage, English and life skills; and are eventually placed with corporates or in the unorganized sector.

**Project Reaching Out** – aims to scale Yuva Parivartan to different parts of India through partnerships with likeminded organizations. KSWA recently piloted this project in which it trains other non profits so that they can implement the ORC model in their areas of operation.

**Mobile camps** - is a new initiative in which short term vocational training camps are conducted for rural youth. These camps target a cluster of villages on the market day, and over 10 days, train rural youth in locally relevant skills enabling them to find employment in their communities.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

In order to set up ORCs and mobile camps, KSWA conducts a local needs assessment survey as well as an industrial survey in order to effectively match the supply and demand in that area. This is followed by an intensive training course which consists of 70% on-the-job-training and 30% classroom based learning, and includes English speaking, life skills and work readiness modules. Project Reaching Out takes this methodology across the country through partnerships in a structured approach as per the Hub and Spoke Model. A KSWA regional office acts as the hub with multiple non profits reporting to it. These non profits are provided continuous support for a period of three years, after which KSWA is looking to sustainably exit.



**SCALABILITY:** Having realized the potential of Project Reaching Out, KSWA will focus on this strategy to scale Yuva Parivartan to newer geographies. KSWA's vast experience of launching ORCs has led to the evolution of a scalable, transferable and replicable model that can easily be shared with other organizations. This, along with the planned exit strategy, will ensure that pan-India scale can be achieved in a sustainable manner.

Over the next three years, KSWA plans to achieve an ambitious target of skilling 1 million youth using a combination of – Partnerships, ORCs and Mobile Camps. In the next year alone, KSWA aims to establish 213 partnerships, 41 ORCs and 183 camps reaching out to 67,263 youth. Based on the learnings of this year, KSWA will refine its strategy to reach this target.

## QUALITY INDICATORS

### Impact on wage based employment

Through 36 Outreach Centres and 27 Mini Outreach Centres, KSWA has trained over 70,000 youth with a placement rate of 60%. 2,000 youth have been trained in various vocational skills through 20 partners that KSWA collaborated with under its recent Project Reaching Out initiative.

### Leadership and Team

President & Trustee, Kishor Kher, holds an MBA from IIM, Ahmedabad, and has over 30 years of experience at the senior management level in leading multinational companies in India. He and his wife, Mrinalini Kher, together head the Yuva Parivartan program. They are supported by Directors Shivani Mehta and Dr. Vivekanand Sawant, both with over two decades of diverse work experience, and a dedicated team of 362 members spread across the following verticals: Accounts, Fundraising, Operations, HR and Admin, Projects, Placements, IT and Counseling.

### Third Party Endorsements

KSWA enjoys the sustained support of various corporate players as well as multilateral funding agencies. Over the years, the organization has been funded by Global Fund for Children, Sir Dorabji Tata Trust, L&T, Tata Power, Axis Bank, HDFC, HSBC, etc.

### Public, Private, People Partnerships (PPPP)

Corporates such as HSBC, Axis Bank, Tata and L&T provide financial support to training centres, while non profits such as Reach Out Trust, Thane, IDEA Pune and National Training Academy, Solapur collaborate with KSWA to scale its employability interventions to a newer and larger beneficiary base. KSWA also conducts vocational training programs for Below Poverty Line youth in partnership with the Ministry of Rural Development, Ministry of Women & Child Development and Ministry of Tribal Development.

## THE BASICS

CO-FOUNDER AND EXECUTIVE DIRECTOR: **Sunanda Mane**

WEBSITE: **www.lend-a-hand-india.org**

FOUNDED: 2007

LOCATION: Mumbai, Pune

COVERAGE: Maharashtra, Karnataka, Goa

ANNUAL OVERALL BUDGET: ₹10,000,000 (\$222,222)

EMPLOYABILITY BUDGET: ₹10,000,000 (\$222,222)

Lend-A-Hand India (LAHI) complements existing secondary schooling with skills education, resulting in education that is relevant to employment. LAHI's Plan 100 program introduces students to multiple vocational trades, which enhances problem solving skills, and increases the high school graduation rate and enrollment in technical education courses.

**Plan 100:** LAHI leverages existing infrastructure and skills in the local community to deliver multi-skill vocational training to students in government recognized high schools for one full day a week for three years during the 8th to 10th grades. The curriculum is adapted to the local environment with a focus on hands-on projects complementing the academic courses. Locally recruited micro-entrepreneurs are trained by LAHI to become instructors.

The schools are LAHI's implementing partners; they provide the classroom and equipment, which accounts for 20% of the program cost. LAHI covers 80% of the program costs for the first 3 - 4 years and then withdraws funding in a phased manner. Students also pay a tuition fee (₹10 - 50), which contributes towards sustainability once LAHI phases out its funding. The Government of Maharashtra - Secondary Education Board conducts both the assessment and certification of students at the end of the program.

## HIGH IMPACT INTERVENTIONS

● Current Program

LAHI follows a low cost, sustainable model that capitalizes on existing resources to create impact. By leveraging the government school infrastructure, the cost of the program remains low and students don't have to travel to receive training. Local micro-entrepreneurs are trained to become instructors, ensuring a continuous supply of quality trainers. Through the vocational training program, LAHI engages students who would usually drop out of school, resulting in significantly higher retention rates. The program also increases awareness of the benefits of vocational training to students as well as their parents, who are decision makers in their future career path. As a result, LAHI is able to create a pipeline of technically better equipped students from rural high schools to polytechnic and industrial training institutes.



**SCALABILITY:** LAHI plans to scale its program to cover 100,000 youth over the next three years with a budget of ₹5.1 crore. LAHI will prepare a structured kit to convert the program into a franchise model and develop partnerships with local non profits to implement the program. Resource centers (approx. 1 center/ 10 schools) will train and support instructors, while also monitoring the program to ensure quality. LAHI's course modules have been recognized by the Government of Maharashtra as part of the official high school curriculum. LAHI is currently in discussions with the state governments in Goa and Karnataka to receive similar recognition and scale across schools in those states.

## QUALITY INDICATORS

### Impact on wage based employment

Plan 100 is spread across 61 schools in Maharashtra, Goa and Karnataka and reaches 8,000 students. In the current schools, there has been a significant decrease in drop out rates. Additionally, from the 2,000 students who graduated, 25% pursued continued education at Diploma Engineering Institutes or ITIs; this constitutes a 5 - 6 times increase in enrollment for technical education from government high schools. In addition, these 8,000 students cumulatively generated a revenue of approximately ₹1,600,000 by undertaking various revenue generating projects.

### Leadership and Team

Sundanda Mane, Co-Founder and Executive Director, has over 20 years of experience in the development sector. Raj Gilda, Co-Founder, is a serial entrepreneur and has over 15 years of experience in the corporate sector. Additionally, they have a dedicated team of 18 employees and 250 locally recruited instructors.

### Third Party Endorsements

Sunanda Mane was selected as an Ashoka Fellow in 2011 for her work with LAHI. Additionally, University of Texas at Austin recognized Raj Gilda as one of the 100 alumni "changing the world" on the occasion of its 100th anniversary. Large donors of LAHI include the Deshpande Foundation, SCA Foundation and Caring Friends, Mumbai.

### Public, Private, People Partnerships (PPPP)

LAHI has been able to create an ecosystem of partners, from the Government of Maharashtra who certifies the students to the government aided high schools who implement the program to the local micro-entrepreneurs who are trained to become instructors. Overall, LAHI has been successful in creating lasting partnerships that ensure community ownership and sustainability of the program.

## THE BASICS

CEO: **Kalyan Chakravarthy**

WEBSITE: **www.parfi.org**

FOUNDED: 2008

LOCATION: Mumbai

COVERAGE: Pan India

ANNUAL OVERALL BUDGET: 3 crore (\$666,667)

EMPLOYABILITY BUDGET: 2.91 crore (\$646,667)

PanIIT Alumni Reach For India (PanIIT) is the nation building arm of PanIIT Alumni, an aggregation of IIT Alumni across campuses with a charter for 'giving back to the Nation'. PanIIT is pioneering a first-of-its-kind self-sustainable vocational model in the blue-collar segment through its rural skill gurukuls with assured placement and 100% loan financing.

**Rural Skill Gurukuls:** PanIIT trains below the poverty line school drop outs in short-term, residential training schools in hard and soft skills through the gurukul way. Youth admitted to the program receive a micro-financing loan that fully covers the cost of the program. The course is taught by trainers from ex-military engineering services, along with trainers from the industry. PanIIT signs up with employers upfront before setting up the gurukul for placements on a continuous basis. This ensures that the training is in-tune with industry demands. Assessment and certification is carried out by NCVT.

Trainees experience a wage increase of 300% after training. The loan is recovered through wage-deductions in 6 installments.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

PanIIT is a new breed of non profit that is pioneering a model that is a one stop solution to financing, certification, training, placement and financial inclusion, enabling the candidate to move from unskilled, daily wage labor to skilled income that increases over time. The residential centers allow complete attention to ensure quality training with minimum opportunity cost for the candidate and the model provides for enough scale for PanIIT's training to be one of the most cost effective in the country. Additionally, the inclusion of trainers from the industry ensures that the training is market-driven and applicable to the respective job.



**SCALABILITY:** Over the next 4 – 5 years PanIIT seeks to open 300 Skill Gurukuls and aims to skill 60,000 students per annum. Each Skill Gurukul has been designed to ensure replicability by minimizing non-training investment through rural leased premises in Panchayats, use of 'fit-for-purpose' training machinery, centralized quality and financial processes. PanIIT will assess the impact of their intervention by measuring the incremental income due to training, the employment rate and the certification rate. Since the loan installments cover the cost of training, the intervention is self-sustainable. PanIIT also charges the corporates a retainer fee, making the whole model self-sustainable.

## QUALITY INDICATORS

### Impact on wage based employment

PanIIT offers an end-to-end solution to marginalized youth, resulting in a 100% employment rate. If a candidate does not pass the assessment, PanIIT re-trains the candidate to ensure employment. Once the candidates are employed, they experience 300% wage increase from pre-training levels to post-training levels.

### Leadership and Team

PanIIT's management team consists of 7 IIT alumni and 4 domain experts, most of whom have over 10 years of work experience in the industry. The Rural Skill Gurukuls are run by ex-servicemen, and supported by trainers from industry, who jointly shape uneducated youth into skilled personnel.

### Third Party Endorsements

Apart from PanIIT Alumni that provided seed funding, donors include the Government of India (Ministry of Panchayati Raj), NABARD, Confederation of Indian Industry (CII), 3i Infotech, Hindustan Times, Shriram Group and Rolls-Royce.

### Public, Private, People Partnerships (PPPP)

NABARD, India's Apex Development Bank, re-finances the program by disbursing funding to micro-finance institutions which then transfer the funding to PanIIT to cover the cost of training. PanIIT has partnered with CII to ensure employment after completion of the training.

**THE BASICS**

EXECUTIVE DIRECTOR: **Aakash Sethi**  
 WEBSITE: **www.questalliance.net**  
 FOUNDED: 2005  
 LOCATION: Bangalore  
 COVERAGE: pan-India  
 TOTAL BUDGET: ₹12,000,000 (\$266,667)  
 EMPLOYABILITY BUDGET: ₹10,200,000 (\$226,667)

QUEST (Quality Education and Skills Training) Alliance was founded in 2005 under the International Youth Foundation and USAID, to promote the use of technology to enhance the quality and relevance of education and vocational training in India. In 2009, QUEST was established as an independent charitable trust and since then has been working to build stronger curriculum and pedagogy for youth employability programs, as well as develop sustainable models to enable them to scale by leveraging ICT based solutions.

Under Accenture’s global ‘Skills to Succeed’ corporate citizenship initiative, QUEST has developed a Retail skills training program that uses a Blended Learning Model of classroom activities and e-learning to train students in English speaking, life skills and work readiness along with customer interaction skills. The curriculum for both trainers and students was designed after extensive research on both the retail industry as well as existing vocational courses. QUEST piloted this blended model in two steps - the classroom-led part of the curriculum was pilot tested in 2009 in partnership with Saath in Gujarat and Sukrupa in Bangalore. The technology-led version of the same curriculum, with content being enabled using various digital mediums, is currently being piloted in 10 centres across the country.

**HIGH IMPACT INTERVENTIONS**

● Current Program

QUEST identifies partners to implement the ‘Skills to Succeed’ curriculum in their training centres, and provides them with a comprehensive set of tools including over 100 hours of digital content, trainer guides and student work books for all modules of the curriculum. QUEST trains the partner’s faculty in the delivery of the Blended Learning Content and supports the partner through the entire deployment process from student selection to placements. A detailed assessment framework that evaluates student learning levels through a central Learning Management System and a local monitoring team helps QUEST in ensuring the quality of the program delivered by the partner.



**SCALABILITY:** QUEST’s use of rapidly spreading affordable technologies offers an avenue for reaching new populations of under-served youth with high quality vocational content. QUEST channels the ‘Skills to Succeed’ program through established institutional partners and leverages their infrastructure and networks to deliver its curriculum. This will be central to QUEST’s ability to effectively scale operations and increase the number of beneficiaries in the future. The digital learning platform decreases the implementing partners’ investment in faculty training and administration, and they can deliver the curriculum at lower operating costs, thus enabling them to serve more low income populations through a sustainable business model.

Over the next three years, QUEST plans develop its pilot project into a full-fledged digital learning program that will reach 25,000 marginalized youth at 200 centres through 10 implementing partners.

**QUALITY INDICATORS**

**Impact on wage based employment**

In the first pilot phase of ‘Skills to Succeed’, QUEST trained 12 trainers through Train the Trainer sessions and 100 students benefitted from the curriculum. By the end of the second pilot phase next year, QUEST aims to train 30 trainers across 14 centres and reach 400 students.

**Leadership and Team**

QUEST’s total staff strength of 17 is spread across five verticals – Education, Technology and Design, Youth Development Resource Centre, Research, Assessment and Policy, Planning, Fundraising, Communications and Knowledge Management and Finance, Governance and HR. The organization’s dynamic team comes with diverse experiences in instructional design, skills training and e-learning.

**Third Party Endorsements**

QUEST Alliance was founded with the support of the International Youth Foundation (IYF) and USAID in collaboration with sector leaders such as Dr. Reddy’s Foundation, Pratham, CAP Foundation and Azim Premji Foundation. Over the years, the organization has received the support of corporate as well as multilateral donors such as Microsoft, Wipro, Accenture, IYF and USAID.

**Public, Private, People Partnerships (PPPP)**

QUEST leverages the infrastructure of major institutional players in the vocational training sector to deploy its curriculum. In the past, Saath in Gujarat and Sukrupa in Bangalore have been implementing partners for QUEST’s curriculum.

## THE BASICS

EXECUTIVE DIRECTOR: **Keren Nazareth**

WEBSITE: **www.saath.org**

FOUNDED: 1989

LOCATION: Ahmedabad

COVERAGE: Gujarat and Rajasthan

TOTAL BUDGET(2010-11): ₹50,000,000 (\$1,111,111)

EMPLOYABILITY BUDGET(2011-12): ₹49,164,306 (\$1,092,540)

Saath began working in the slums of Ahmedabad over two decades ago, and pioneered a participatory model for Integrated Urban Development. Using this approach Saath has worked in the sectors of education, health, microfinance and infrastructure with a special focus on employability. Through the years, the organization has steadily innovated its flagship Skill Training Centre model to suit the changing industry demands and the Employability Program is currently run across Gujarat and Rajasthan. Saath's Skill Training centres train marginalized youth aged 18-35 years from slums and low income households and link them with employment opportunities in the growing services industry. The one to three month long courses offered at these centres train youth in sectors such as Information Technology, Customer Relations and Sales, BPO, Hospitality and Retail with an equal emphasis on technical as well as life skills. The life skills component ensures that youth are prepared to be a part of the formal workforce, thus making them more employable over their lifetimes. Over the years, Saath has also shared its training curriculum and methodology with various non profits across the country, and the Employability Program has expanded as far as Chhattisgarh, Jharkhand and Punjab through such partnerships.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

Saath's Employability Program creates links with the market through an end-to-end strategy that engages with industry at every step of the process. Saath undertakes a market scan to assess the employment potential and skill sets present in the community, and this is followed by an intensive process of mobilization, training, exposure visits and work readiness. Towards the end of this process, students are placed in entry level positions in organized industry, and are provided post-placement guidance and support for a period of six months.



**SCALABILITY:** Throughout the course of its work in the employability arena, Saath has piloted various innovations in order to perfect the Skill Training Centre model. This is now deployed through a standardized process at each training centre which lends to the scalability of the Employability Program. Saath has demonstrated the effectiveness of this approach through the scale of its operations till date. Going ahead, the organization plans to expand its reach beyond the states of Gujarat and Rajasthan to train a total of 18,300 students through 61 centres over a period of three years. The cost of training one student would be around ₹4,500, and Saath plans to raise the funding required for the proposed expansion through grant funding and student fees, thus ensuring financial sustainability over the long run.

## QUALITY INDICATORS

### Impact on wage based employment

Through its Skill Training Centres, Saath has trained 36,331 youth from low income and marginalized populations. 75% of these youth have found employment in organized industry. Over 65% of the youth continue working in their first job for at least a month, following which many graduate to higher paying jobs on their own initiative.

### Leadership and Team

Saath's team of 146 is led by recently appointed Executive Director Keren Nazareth and Associate Director Niraj Jani, along with a Strategic Management Team of Program Coordinators. Keren holds an M.A in Social Work from the Tata Institute of Social Sciences and has been with Saath since 2008. Niraj holds an M. Tech in Planning and has worked with the Gujarat Maritime Board and All India Institute of Local Self Government in the past. The Directors are ably supported by highly qualified professionals with extensive experience in various fields of study.

### Third Party Endorsements

Saath Founder Rajendra Joshi is a Senior Ashoka Fellow and was conferred with the Social Entrepreneur Award by the Schwab Foundation in 2009. Saath was selected as Accenture South Asian Network's Charity of Year 2010-11 and has also been profiled by CII as one of the 50 best NGOs to collaborate with in Gujarat. The organization also enjoys the long standing support of multilateral donors like American India Foundation and British Asian Trust.

### Public, Private, People Partnerships (PPPP)

Saath recently entered into an agreement with EMPOWER Pragati, an NSDC funded social enterprise specializing in skill development, to scale up one of its Youth Employability Programs. In the past, Saath has collaborated with non profits in Chhattisgarh, Jharkhand and Punjab to train their faculty in taking Saath's employability program to those regions.

## THE BASICS

FOUNDER: Santanu Mishra

WEBSITE: [www.smilefoundation.org](http://www.smilefoundation.org)

FOUNDED: 2002

LOCATION: New Delhi

COVERAGE: 22 states in India

ANNUAL OVERALL BUDGET: ₹21 crore (\$4,666,667)

EMPLOYABILITY BUDGET: ₹2.9 crore (\$644,444)

Smile Foundation is a national development organization working for underprivileged children and youth through more than 140 projects on education, healthcare, employability and advocacy.

**Smile Twin e-learning Program (STeP):** Smile Foundation developed this program to benefit students who have passed 10th grade and come from single parent families, HIV/ AIDS affected parents, and for children of commercial sex workers. To deliver its vocational training program, STeP provides curriculum to and trains the faculty of Community based Organizations (CBOs). In addition, STeP provides computers, printers and internet services, where necessary.

Management Institute (IMI), New Delhi has developed a majority of the curriculum while the computer education program is based on the Microsoft Unlimited Potential Program (MSUP). The training for the CBOs has a duration of 6 months and consists of English proficiency, basic computer skills, retail management and personality development. During the training, STeP arranges for industry visits for the CBO trainers. At the end of the training, CBO faculty is assessed and successful candidates receive joint certification from Microsoft and Smile Foundation.

## HIGH IMPACT INTERVENTIONS

● Current Program

Even though STeP is a grant-based model and no fees are charged to the CBOs to whom the training is imparted, Smile is able to reach scale by training implementing partners and thereby using existing centers to impart training. This dramatically reduces capital investment, which is generally an inhibiting factor for other vocational training organizations. Through its vocational training program, Smile Foundation aims to create a pool of independent, employable youth from the marginalized sections of society. To ensure increase in employment for marginalized youth, Smile offers campus placement services to the students of the CBOs it partners with.



**SCALABILITY:** Till date, STeP has trained 55 partner CBOs, located in 41 cities across 22 states in India. These CBOs have been able to train 8,534 youth out of which 6998 have been placed to date. In the next 3 years, Smile Foundation aims to reach an additional 15,000 youth by training 40 CBOs in the next three years. In addition to outreach, Smile Foundation wants to increase the quality of training in the current centers by offering better salaries to the instructors, increase the number of corporate partners to increase the placement rate to 90%, upgrade the curriculum and have corporate experts periodically train their instructors to keep the instructors up-to-date on recent developments in the field. Through increased number of beneficiaries and higher quality training, STeP will be able to make a significant contribution to employing marginalized youth.

## QUALITY INDICATORS

### Impact on wage based employment

In collaboration with its 55 partner CBOs across India, STeP has trained 7,500 youth, of which 6,500 (86%) have been placed through Smile's campus placement services. By training implementing partners, STeP will be able to reach, train and place a large number of marginalized youth in the years to come.

### Leadership and Team

The STeP team consists of a Director Operations, Program Head, Program Manager, and 10 Regional Staff. Under the guidance of the Executive Committee and with the vast amount of resources and knowledge from the larger foundation, the team is able to successfully implement the program.

### Third Party Endorsements

Smile Foundation was conferred with UNICEF Asia Pacific Child Rights Award 2010 for its documentary series 'Choonae Do Aasman' and their recent movie 'I am Kalam' received over 10 awards, including the People's Choice Award at the Montreal International Children's Film Festival 2011, Canada .

### Public, Private, People Partnerships (PPPP)

To ensure the curriculum is in tandem with market needs, STeP has knowledge partners such Microsoft and Samsung. Additionally, STeP has created strong relationships with 150 corporates such as Tata Trent, Aditya Birla Group and ICICI for placing its graduated students.

## THE BASICS

LEAD TRUSTEE: **Ramesh Swamy**

WEBSITE: **www.unnatibl.org**

FOUNDED: 1978

LOCATION: Bangalore

COVERAGE: Karnataka, Ahmedabad, Pune

TOTAL BUDGET: ₹11,000,000 (\$244,445)

EMPLOYABILITY BUDGET: ₹8,800,000 (\$195,555)

Started in 2003, Unnati is an initiative of the Bangalore based SGBS Trust that conducts vocational training courses for under privileged youth, providing technical skills and assured employment in organized industry at the end of the 70 day training period. Unnati admits school dropouts from Below Poverty Line families, and equips them with life skills, English speaking skills, digital literacy and community values along with vocational training. Currently, the training is offered in eight vocations – Retail Sales, Guest care, Industrial Tailoring, Entry level Voice and Data Entry (BPO), Security Services, Driving, Industrial Painting and Field Sales; and is conducted completely free of cost at Unnati's Bangalore centre. The centre itself is a state-of-the-art facility equipped with all the necessary training infrastructure where students spend around 10 hours daily in rigorous training sessions. Students are offered free accommodation in case they are from out-of-town.

Unnati also collaborates with other non profits interested in replicating this model by helping them with the methodology, course material and requisite training, after which the organizations are responsible for sustainably conducting the training on their own.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

Unnati's employability training program is implemented through a comprehensive end-to-end model that begins with the mobilization and selection of low-income youth who then undergo an intensive 70 day training in the skill of their choice. The training curriculum for all courses has been developed in partnership with industry, and is delivered by full time and volunteer trainers. Stringent norms on attendance and punctuality are followed throughout the training period. During the last week of the program, companies are invited to the campus for placements. The key performance indicator guiding Unnati's programs is 100% placement at the end of every batch.



**SCALABILITY:** The success of one Unnati centre coupled with the replication of the Unnati model in six different geographies has encouraged the organization to scale this program to a pan-India audience. The organization has set itself a vision of up-skilling 1 million youth by the year 2020. In order for this to be economically viable, a fee of ₹4,000 will be charged per student for the training course. Unnati will network with like-minded non profits, and not only share its training curriculum and pedagogy, but also support the setup of centers and continue working with them after the set-up phase. In order to establish 350 centres with non profit partners over the next four years and impacting 105,000 students, Unnati envisions a total funding requirement of ₹260,000,000. Unnati aims to raise 50% of this financial requirement from NSDC and has already submitted a soft loan application.

## QUALITY INDICATORS

### Impact on wage based employment

Through the Unnati centre, 1,600 youth have been trained till date with a placement rate of 100%. Six non profits have been enabled with the Unnati model in order to implement it at Sirsi, Mysore, Dharwad, Ulhas Nagar, Ahmedabad and Pune.

### Leadership and Team

Unnati has a total staff strength of 16 which includes both program staff and faculty. The team is led by the Founder and Lead Trustee of the SGBS Trust, Ramesh Swamy, who is the CEO of the Swamy Group of companies and has several years of experience in both the corporate and non profit sectors.

### Third Party Endorsements

In 2009, Unnati was conferred the Rotary Club of Bangalore - Rotary Service Award for excellence in delivering vocational training to marginalized populations. In the past, Unnati has enjoyed the financial support of reputed corporate and institutional donors such as CAF – Adobe, Tech Mahindra, Bosch Ltd, Global Fund for Children and Infosys Foundation.

### Public, Private, People Partnerships (PPPP)

Unnati has adopted a collaborative approach to multiply the reach of its vocational training program. On the one hand, the organization partners with non profits to implement the model in newer regions, and on the other, it also partners with the private sector to mobilize resources to operate centres. Most recently, Unnati is also looking to forge partnerships with the government through its NSDC proposal.



Concluding Thoughts

Investing in youth employability has enormous social and economic return that will shape the growth and prosperity of India. This requires effective TVET to ensure that India's growing population can be placed in the 375 million skills-based jobs that will be created over the next decade and will require vocational training.

Non-profits have traditionally linked skills with livelihood enhancement of backward communities and/or mainstream education, and functioned as service providers. While this is necessary until the entire ecosystem reaches adequate capacity, more innovative organisations have shifted focus to driving demand for skills. This report suggests that non-profits need to move towards playing a crucial role in enabling skilling rather than providing it themselves.

We recommend that strategic philanthropists fund non profits that enhance access to TVET, establish employment exchanges and offer training and placement services to industry, as these are the three most scalable and high-impact interventions to enhance youth employability. Dasra's field research has shown that demand generation through awareness of TVET and the financial ability to avail of it are vital to ensure that the TVET system is adequately utilized both by students as well as employers. Consequently, the most important 'value add' of non profits is proximity to communities and ability to engage with them, which generates interest and demand for TVET and enhances access to existing TVET providers. Non-profit partnerships with industry function more like employment exchanges by connecting youth with job opportunities. Furthermore, industry partnerships often result in cost effective sustainable interventions where non profits function as outsourced training and placement agencies. This drives down costs borne by non-profits unlike other center-based models where capital investment is relatively higher. In addition, partnerships leverage industry expertise in a variety of trades, where corporates can get involved in creating course content, training trainers and offering internships and placements. Non-profits can then facilitate placement and enable retention.

Therefore these three interventions carve out a distinct role for non-profits that leverages their community outreach and closes the gap between industry workforce demand and community employment needs. Philanthropic support will enable non profits to complement the broader public and private initiatives in the skilling ecosystem.

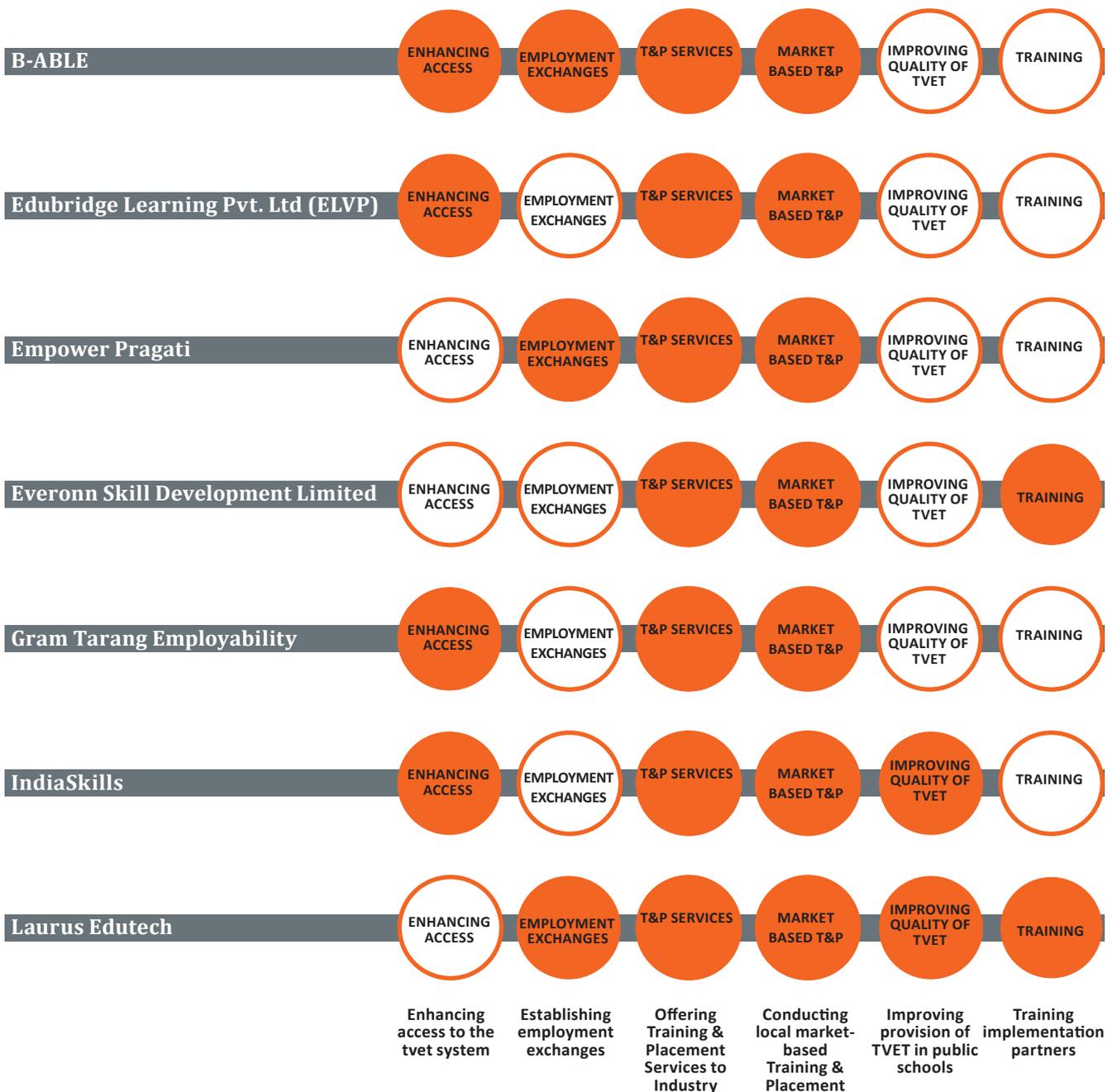
**Resources, human and financial, need to be dedicated to remove these divides, to catalyze social change, and ensure a better tomorrow.**

**Strategic philanthropy must focus its attention on skilling Indian youth as a high impact, scalable and sustainable investment opportunity.**

MEERA SHENOY

# Mapping Leading Social Businesses

**Dasra** identified over 25 organizations working in India that incorporate best practices through market driven models which leverage the three cornerstones mentioned in Chapter I. **Dasra** has shortlisted and highlighted 7 high potential organizations that have the most innovative and financially sustainable models in high growth sectors that will drive employment in the next decade. There is significant scope for industry to explore social businesses as outsourced human resource providers and support them both, financially for placement services provided as well as non financially in terms of curriculum development and industry exposure.



## THE BASICS

CEO: **Sushil Ramola**

WEBSITE: **www.b-able.in**

FOUNDED: 2009

LOCATION: New Delhi

COVERAGE: Uttar Pradesh, Madhya Pradesh, Andhra Pradesh, Rajasthan, Delhi, Sikkim, Meghalaya, Manipur, Orissa, Maharashtra, Punjab, Uttarakhand

OVERALL REACH: 3000 students in 12 states

B-ABLE (BASIX Academy for Building Lifelong Employability) is a skill development organization that aims to enhance the ability of the under-educated and the under-skilled to become self-employed or find meaningful work by offering them technical, commercial and life skills. B-ABLE leverages its parent company, BASIX's network to mobilize youth through its field staff. BASIX is the pioneering organization in microfinance and livelihood promotion, having a base of 25 lakh customers through 10000 staff covering 40,000 villages in 20 states.

B-ABLE provides youth with market-driven vocational education and enables youth to avail of training by arranging for education and enterprise loans in the following sectors: Rural farm & non-farm trades; Healthcare; Hospitality & travel trades, Food processing; Banking, insurance & finance, Automobile & Construction trades.

The first center was set up in Uttarakhand in 2009 with B-ABLE covering all infrastructure and program development costs. It currently has 40 centers spread across 12 states.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

B-ABLE has set-up centers in several tier 2 and 3 cities and is in the process of designing a model whereby students can be provided with educational loans through its parent company, BASIX and others to ensure affordability and increase the reach of its programs.

The organization leverages industry partnerships for placements and has set up exchanges to link candidates to apprenticeship and employment opportunities. In addition, centers have also been set up in partnership with corporates such as Godrej, Tata Motors and L&T to help them meet their workforce requirements. This makes post-training placement effective and benefits industry partners by providing them with a pool of skilled workers.

**SCALABILITY:** B-ABLE plans to train 4.5 lakh people and open 400 centers over a period of 7 years and eventually train up to 10 lakh people by 2020. Moving forward, B-ABLE aims to achieve scale by partnering with like-minded organizations to appoint them as franchisees and corporates to set-up additional market-linked courses.

**Phase I** Preparatory Phase (3 years): Set up National Employability Center, responsible for overall strategy implemented, and 20 Regional Employability Centers. RECs oversee the training and administrative functions for owned as well as franchised centers. Establish relevant partnerships for content, accreditation and employment

**Phase II** Growth Phase (2 years): Add resources to cater to growth in new sectors, concentrate on technology build up and scale activities.

**Phase III** Sustainability Phase (>2 years): Attain full scale and financial sustainability.



## QUALITY INDICATORS

### Impact on wage based employment

- B-ABLE has trained 1500 students with a job placement rate of 60-70%, with another 1500 currently enrolled in courses.
- It has set up 40 centers in 12 states

### Leadership and Team

B-ABLE's strong project team is led by Mr. Sushil Ramola, former president and CEO of SRF Limited, a Deming prize winning company. Abhishek Gupta, Head -Operations and an ISB graduate, has spent 12 years working with corporate and development sector. Team also boasts of IIM/IIT grads and achievers from corporate industry. B-ABLE's board includes prominent individuals such as Vijay Mahajan, who founded BASIX as well as Pradan, a well-known rural development non profit, and Meera Shenoy, Executive Director of the Wadhvani Foundation. Meera Shenoy was instrumental in setting up EGMM, an Andhra Pradesh government mission of the rural development department and works with the World Bank on Youth and Development projects.

### Third Party Endorsements

- B-ABLE is the first ever partner of National Skill Development Corporation (NSDC).
- B-ABLE has recently won UK India Skill Forum Award 2011 at FICCI.
- B-ABLE is now an empanelled agency with UIDAI for AADHAR enrolments.

### Public, Private, People Partnerships (PPPP)

- Non profits for mobilizing youth: Aajeevika Bureau, PRADAN, BAIF
- Corporates for placement: Godrej, Tata Motors, L&T, CII and several others
- Government Bodies: Sikkim, AP, Jharkhand, Gujarat, Rajasthan, Manipur, Meghalaya, Uttarakhand

## THE BASICS

CEO: Girish Singhania

WEBSITE: [www.edubridgeindia.com](http://www.edubridgeindia.com)

FOUNDED: 2009

LOCATION: Mumbai

COVERAGE: 10 districts across Tamil Nadu, Maharashtra and Karnataka

OVERALL REACH: 600 students

Edubridge was started by a group of alumni and professors from IIM Bangalore and Lucknow to transform the lives of unemployed youth, particularly school dropouts and class 10 and 12 graduates in rural areas. The organization brings together the academic rigor of a university, the practical needs of the corporate world and innovative curricula, which helps in providing quality training to the often ignored section of India's workforce.

After conducting research on the skill gaps that exist in the rural workforce, the team has devised a unique model to provide center-based training to rural youth across the BPO, Retail, Sales and Marketing, MFIs and BFSI sectors. These sectors will require around 20 million people over the next 2-3 years for entry level jobs. However, penetration of training in these sectors currently ranges from 5% to 30% resulting in lack of trained employees and low levels of productivity. By establishing a rural-corporate link, Edubridge aims to provide a steady flow of quality talent and information between rural India and the relevant economic sectors.

The organization works closely with local non profits to mobilize the youth and ensure that training programs are trusted and looked upon positively by local inhabitants. Edubridge was selected as one of NSDC's portfolio organizations in January 2011. It currently has 10 centers spread across three states and plans to rapidly expand its operations to meet India's skilling needs.

## HIGH IMPACT INTERVENTIONS

● Current Program

Edubridge establishes its centers at District Headquarters to bring quality courses to the doorstep of rural youth. Curriculum has been developed in-house in partnership with KIIT, a leading rural management university, as well as with reputed industry partners to ensure that it meets current industry needs. Edubridge also places importance on creating a pool of qualified trainers spread across the country. Trainers are recruited from the local community and undergo a week-long certification process conducted by leading academicians. Courses are typically 5 weeks long and are taught using relevant videos, stories and hands-on activities. Strong industry partnerships ensure that most candidates are placed within 2-3 days of completing the training course. By providing post-training support in the form of counseling and helplines, Edubridge aims to ensure that candidates, many of whom have never held a formal job before, remain in the workforce.



**SCALABILITY:** Edubridge plans to establish 200 centers in the next 3 years, and reach a total of 7 lakh students over 10 years. It will achieve this target by forming partnerships with corporate establishments and non profits. The organization is already in the process of expanding operations to Chhattisgarh. Edubridge's growth strategy involves maintaining low overhead and utilizing local resources by recruiting trainers from the community, which makes the model scalable. Further, the organization is in the process of identifying partners who could provide educational loans to candidates to increase the affordability of programs. The team's strong background in the corporate sector provides placement opportunities across different sectors.

## QUALITY INDICATORS

### Impact on wage based employment

- Edubridge has trained over 600 students in the last year, with a placement rate of around 70%.
- It has opened 10 centers in the interiors of the country to bring quality training to the doorstep of rural youth.

### Leadership and Team

Edubridge's strong management team has over 50 years of cumulative experience of working in some of the largest organisations in the world like Procter & Gamble, Mckinsey & Co, ICICI, Frost & Sullivan among others. Girish Singhania, CEO, and Chandrashekar Reddy, Executive Director, are both graduates of IIM and have extensive work experience in the corporate sector. Dr. Gopal Naik, Director, is a well renowned professor having taught at leading management institutions such as IIM Ahmedabad and Bangalore for over 15 years.

### Third Party Endorsements

Edubridge was selected as NSDC's partner in January 2011 to expand their training programs to 200 centres and train 7 lakh candidates across India.

### Public, Private, People Partnerships (PPPP)

CORPORATES FOR PLACEMENT: 60 organizations including Reliance, Infosys, Bajaj, Café Coffee Day, KIIT School of Rural Management (KSRM)

GOVERNMENT BODIES: NSDC

## THE BASICS

CEO: Mr. Rajendra Joshi

WEBSITE: <http://www.empowerpragati.in>

FOUNDED: 2010

LOCATION: New Delhi

COVERAGE: Pan India

OVERALL REACH: 3,000 students

Empower Pragati's ventures focus on innovative vocational and skill training programs that seek to create sustainable livelihoods for the poor. It has programs specifically targeted towards rural youth to provide them with information and training that will enable them to appropriately operate in urban life.

Through evolving and exhaustive market scans, Empower Pragati has identified service sector areas in demand for entry and mid-level labor in both the formal and informal sectors. The entrepreneurial vocational and market based courses in ITES/BPO, Tourism, Hospitality & Travel, Organized Retail, Driver and Home Manager Training are combined with life skills education and career networking.

The organization has three models to fill the labor void of the private sector:

**Center-based Delivery** - Empower has set up 32 centers in urban areas across India to deliver vocational training.

**Corporate Training Programs** - Empower has tied up with corporates across various sectors to help them meet their workforce requirements.

**Temping and Staffing Agency** - Individuals seeking employment as drivers, domestic help and home managers are provided skills training and hired as Empower Pragati employees as a step towards corporate citizenship.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

Empower Pragati provides high quality training in various sectors through its urban centers. Overhead is kept low by renting delivery centers

and minimizing capital costs. Innovative and customized training modules, consisting of classroom as well as hands-on learning, have been carefully developed from market scans and typically last three months to ensure that they meet specific industry needs. Quality is ensured by employing skilled trainers who have at least 2 years of industry experience. Empower provides long-term counseling and post-placement services to all candidates. The temping agency serves as an exchange to link trained drivers, domestic help and home managers with potential employers such as corporates and urban households.



**SCALABILITY:** Empower Pragati will open 698 centers and train 2 million vulnerable people over the next 10 years by utilizing innovative and responsible livelihood training solutions. Centers are a mix of Empower Pragati centers and independently-operated partner training centers, which lends itself to scalability.

The informal sector will see a significant increase in demand in the coming years. By providing structure to this segment through its temping and staffing model, Empower will be able to leverage its early-mover position and achieve significant growth. In addition, its placement-based and annuity driven models will ensure that operations are sustainable.

## QUALITY INDICATORS

### Impact on wage based employment

- Empower has placed over 3,000 trainees who receive an average of Rs.5,000 per month in salary.
- 32 centers have been set-up across India, each with a capacity of training 400 students/ year. An additional 24 centers will be ready by the end of 2011.
- Placement rates are close to 100% in Andhra Pradesh and 70-75% in other states.

### Leadership and Team

Empower Pragati's team has over 25 years of social development and 30 years of corporate management and finance experience. Rajendra Joshi, CEO, received the Social Entrepreneur Award 2009 - India by the Schwab Foundation and is a Senior Ashoka Fellow. He founded Saath Charitable Trust, an Ahmedabad-based non profit, in 1989 and has helped improve the lives of over 100,000 slum residents in Gujarat and Rajasthan, including 28,000 youth in vocational training.

### Third Party Endorsements

Empower Pragati is a portfolio company of the National Skills Development Corporation of India. NSDC partnered with Empower Pragati in 2010 to support the national scale of their employability system.

### Public, Private, People Partnerships (PPPP)

NON PROFITS FOR MOBILIZING YOUTH: Saath

CHARITABLE TRUST CORPORATES FOR PLACEMENT: Reliance, Big Bazaar, Hindustan Unilever, Aircel, Citibank, DLF

GOVERNMENT BODIES: NSDC

## THE BASICS

CEO: Mr. Jayaraman  
 WEBSITE: www.everonnskill.com  
 FOUNDED: 2007  
 LOCATION: Chennai  
 COVERAGE: 26 States in India  
 OVERALL REACH: 5800 students

Everonn Skill Development Limited (ESDL) is a wholly owned subsidiary of Everonn Education Limited, one of India's leading players in ICT and technology driven education delivery. ESDL is focused on imparting industry relevant skills to unemployed youth as well as workers interested in upgrading their skills and receiving certification.

**International Skills School:** To meet the growing industry demand, ESDL has set up the International Skills School through a joint venture with NSDC to skill 15 million people across 9 sectors by 2022. Courses offered include Retail, Hospitality, Apparel & Textile, Automobile, Construction and IT & ITES. ESDL's skill development infrastructure is a combination of multi-skills development centers (MSDCs) and master resource centers (MRCs).

**Public-Private Partnerships:** ESDL has tied up with the Ministry of Rural Development, the Ministry of Defense and the State Govt. of Gujarat to train and place youth across multiple sectors. ESDL has entered into an exclusive partnership with Indira Gandhi National Open University (IGNOU) to offer technical courses across various specializations.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

ESDL has set up around 50 centers under the International Skills School to provide quality vocational training using a fee-driven model.

Partnerships have been forged with vocational content providers and leading universities to develop high quality modules. Emphasis is placed on working with corporates as well as industry bodies such as RAI, CII and NASSCOM to ensure that courses address current gaps in the industry. Course duration is between 30 to 60 days to ensure a steady pipeline of candidates for the workforce. ESDL has tied up with industries from diverse sectors for the placement of trainees. Its placement strategy is enabled through an online portal and regular job placement camps. ESDL leverages its expertise in training delivery by offering train the trainer programs for other institutions.



**SCALABILITY:** ESDL has set up International Skills School centers in 26 states with further potential for growth by leveraging ESDL's parent company, Everonn Education Limited's networks and infrastructure. Centers include a mix of Everonn facilities and those set up by training partners, which enables scalability. ESDL aims to train 60-70% of candidates through industry partnerships in the form of placement fees and sponsorship of specific courses. For example, Café Coffee Day currently sponsors students enrolled in hospitality courses to meet its own workforce requirements. ESDL has a target of opening a total of 217 centers – 205 Multi Skill Development Centers and 12 Master Resource Centers.

## QUALITY INDICATORS

### Impact on wage based employment

- Everonn has placed 5800 candidates since the inception of their centres last year.
- Currently, they have 50 centres with a capacity of 120 students each.

### Leadership and Team

ESDL's leadership team has over 15 years of experience in designing and implementing vocational training programs across India.

### Third Party Endorsements

ESDL is currently NSDC's largest vocational training partner. International Skills School was set up as a JV with NSDC, which has 27% equity in the organization.

### Public, Private, People Partnerships (PPPP)

**NGOS FOR MOBILIZATION:** Samata Lok Shikshana Samiti (JSS), Koyyana Institute, Pristine Services

**CORPORATES FOR PLACEMENT:** Tata Motors, TAFE, Kangan Institute, Rai, Methods, Arvind Brands, Aditya Birla Retail

**GOVERNMENT BODIES:** Ministry of Rural Development, IGNOU, State Govt. of Gujarat, Ministry of Defense

## THE BASICS

CHAIRMAN: **Prof. (Dr) Mukti Mishra**

WEBSITE: [www.gramtarang.in](http://www.gramtarang.in)

FOUNDED: 2006

LOCATION: Bhubaneswar

COVERAGE: Orissa, Andhra Pradesh

OVERALL REACH: 10,000+ students

Gram Tarang is a social entrepreneurial outreach of the Centurion University of Technology & Management, an Orissa-based state university, providing skill training for employability and self employment of youth. The idea was seeded in 2006 with an intervention in Paralakhemundi district of Gajapati, one of the most extremist affected districts of Orissa.

Since then, Gram Tarang has trained over 10,000 youth across various industry sectors and trades such as sewing machine operator, electrician, auto-mechanic and computer hardware. A hub-and-spoke model is used to deliver training. Hub centers are typically educational institutes established by the Centurion University and house sophisticated infrastructure setup with the support of National Skill Development Corporation (NSDC). Training is delivered at satellite centers, which include new centers as well as defunct ITIs, government schools and workshops adopted by Gram Tarang. There are broadly three categories of certification programs:

**Basic vocational training (2-3 months):** aimed at economically disadvantaged youth, often aided through Government schemes

**Advanced skills training (2-3 months):** providing additional skills to ITI, diploma graduates, in partnership with industry

**Long-term programs (12-24 months):** providing an industry relevant curriculum upgraded from the ITIs

## HIGH IMPACT INTERVENTIONS

● Current Program

**Basic Training:** Candidates enrolled in basic vocational training programs comprise 60% of the students at Gram Tarang centers.

The organization has tied up with its sister concern, Gram Tarang Financial Services to provide up to 50% of the course fees to the youth, especially from tribal areas, at low interest rates. Gram Tarang secures government funding and corporate sponsorship on behalf of candidates to ensure further affordability and placement opportunities. Training is delivered at satellite centers which serve as a one-stop shop for assessment, placement and recruitment, in addition to serving as efficient production and distribution centers for the trade that is being taught. Gram Tarang provides post-training support to candidates placed out-of-state to ensure that candidates remain in the workforce. Gram Tarang also has expertise in conducting corporate training programs for companies to increase employee productivity.

**SCALABILITY:** Gram Tarang envisions expanding its hub-and-spoke model wherein 10 satellite centers will be set up at a district level each year around existing institutes established by the Centurion University. Sharing of machinery and infrastructure by multiple satellite centers along with in-house training of trainers will enable Gram Tarang to expand rapidly. Gram Tarang also plans on increasing capacity by expanding housing and training facilities at existing centers. Youth from different economic backgrounds and programs (basic, advanced, long-term) are trained in the same facility, providing a mixed revenue stream and ensuring sustainability.



## QUALITY INDICATORS

### Impact on wage based employment

Gram Tarang has trained over 10,000 youth across various industry sectors with a placement record of about 80%. It has set up 10 satellite centers across Andhra Pradesh and Orissa. Emphasis is placed on adopting a Social Impact Research Methodology to measure impact of its employability programs on the socioeconomic status of candidates and villages through surveys.

### Leadership and Team

Gram Tarang's team is lead by the Chairman, Prof Mukti Mishra, who has over 25 years of experience in the corporate sector and is an Adjunct Professor of marketing at the University of Victoria in Australia and Prof DN Rao, Vice President, who is an IIM graduate and has over 20 years of experience in the development and education sectors. Abhinav Madan, Managing Director, has 7 years of experience with GE Capital and HP Technology Services in the areas of Financial and Business Planning, Business Intelligence and Analytics.

### Third Party Endorsements

Gram Tarang was selected as NSDC's second partner to train 45,000 youth by 2020, as well as by the Ministry of Rural Development to implement a special project aimed at training 10,000 BPL youth by 2013.

### Public, Private, People Partnerships (PPPP)

NON PROFITS FOR MOBILIZING YOUTH: BREDS, Udyog Vikas, RG Foundation

CORPORATES FOR PLACEMENT: Ashok Leyland, Vedanta, Navayuga, RSB, TATA ASAL

GOVERNMENT BODIES: NSDC, Ministry of Rural Development, State Govt. of Orissa, EGMM (State Govt. of Andhra Pradesh)

## THE BASICS

CEO: Mr. Hari Menon  
 WEBSITE: <http://www.indiaskills.com>  
 FOUNDED: September 2009  
 LOCATION: Bangalore  
 COVERAGE: Pan-India presence  
 OVERALL REACH: 8600 students across 15 states

IndiaSkills is a joint venture between Manipal Education and City & Guilds, UK. City & Guilds' 130 years of global experience across 30 industry sectors and 600 courses, with over 18 lakh learners certified every year and Manipal Education's expertise in delivering quality education positions IndiaSkills to change the dynamics of the Indian vocational training market.

Candidates are provided with up-to-date industry-relevant certifications and job assistance in nine sectors such as retail, banking & finance, hospitality, construction, manufacturing, security, workplace skills, supply chain management and hair & beauty. IndiaSkills has four primary delivery methods:

**IndiaSkills to Consumer:** Courses are structured to deliver maximum learning in short durations (one to six months) using a center-based model.

**IndiaSkills to Business:** IndiaSkills offers training solutions to companies by addressing their sourcing and training needs through international standards of training and certification.

**IndiaSkills to Government:** IndiaSkills serves as a training and placement partner for State and Central government bodies looking to meet the demands for skilled labor and fulfill a social agenda.

**IndiaSkills to Institution:** IndiaSkills partners with educational institutions to supplement regular curriculum with skills modules thereby providing improved employability for students.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

IndiaSkills centers are set-up in partnership with strong local vocational training providers. Courses are developed in-house in close collaboration with industry partners to ensure that they meet industry standards. Corporate training programs are customized to specific industry requirements and ensure a job-ready skilled workforce for the industry. IndiaSkills leverages its expertise and networks to undertake training programs on behalf State and Central governments. Successful learners are provided placement assistance with leading industry players through IndiaSkills' corporate engagements - IndiaSkills has over 15,000 pan-India employment mandates with 20 leading industry partners. IndiaSkills has recently piloted a program to reach out to economically disadvantaged youth by providing incentives in the form of 80% scholarships funded by Manipal Foundation.



**SCALABILITY:** IndiaSkills aims to train, certify and 1 million youth covering 50% of India's districts by establishing a network of 500 training centers across 30 industry sectors in a phased manner in the next 5 years. It will achieve this target by forming partnerships with the government, industry partners, educational institutions, non profits and visionary entrepreneurs. IndiaSkills. By partnering with high profile corporates such as Shoppers Stop, Reliance, ICICI and Tata, IndiaSkills has built up a broad corporate engagement network that mutually benefits its learners and the industry. In addition, it has the resources to introduce over 600 qualifications of City & Guilds to the Indian vocational scenario and Manipal Education's strong local network of 700 centers across India adds delivery capability.

## QUALITY INDICATORS

### Impact on wage based employment

- IndiaSkills has set up 75 centers across 15 states to deliver high-quality training to independent students as well as employees of corporate partners and beneficiaries of government programs.
- 8,600 students have been trained till date, with a placement rate of 98%
- Developed 21 industry-specific qualifications of international standards across 9 sectors which will be increased to 48 qualifications by March 2012

### Leadership and Team

IndiaSkills is led by Mr. Hari Menon, who has a wealth of experience in the corporate sector as well as in training and education with Manipal Education's Professional Skills Development Initiative. Mr. Menon has been involved in the management and scale-up of two internet-based companies prior to IndiaSkills.

### Third Party Endorsements

- Delhi Metro Rail Corporation officially recognized quality of IndiaSkills training and expressed 100% satisfaction
- Certificate of Merit for Best UK-India Partnership for Skills Development awarded by UK India Skills Forum
- Hari Menon conferred the Training & Development Leadership Award by the Asia-Pacific HRM Congress 2011

### Public, Private, People Partnerships (PPPP)

**NON PROFITS FOR MOBILIZING YOUTH AND PROVIDING FINANCIAL INSTRUMENTS:** Manipal Foundation, RSM Foundation

**CORPORATES:** Reliance Retail, Shoppers Stop, Delhi Metro Rail Corporation, ICICI, ING Vysya, Tata, Sodexo, Madura Garments, Café Coffee Day

**GOVERNMENT BODIES:** Tamil Nadu Adi Dravidar Housing and Development Corporation, Orissa Employment Mission, Employment Generation & Marketing Mission (AP)

## THE BASICS

MANAGING DIRECTOR: **Srinivas Rao Cheedella**

WEBSITE: **www.laurusedutech.com**

FOUNDED: 2008

LOCATION: Chennai

COVERAGE: Karnataka, Tamil Nadu, Andhra Pradesh, Gujarat, Uttarakhand, Madhya Pradesh, Rajasthan, Maharashtra

OVERALL REACH: 12,000 students

Laurus Edutech is a leading skills development training company that provides vocational training, assessment support, placement and consulting services. Vocational training is delivered in over 30 trades in the formal and informal sectors to under-educated BPL candidates between 18 and 35 years of age.

Laurus utilizes a Hub and Spoke Model wherein major training centers are set up across the country, each of which is linked to several tier 1-4 cities and semi-urban townships. The hub centers are set up by Laurus and contain state-of-the-art equipment and resources. These also serve as training centers for trainers and assessors. Satellite centers are established by buying-out poorly functioning private industrial training centers, leasing out space for specific programs, adopting ITIs/ITCs or using a franchisee model.

The organization strives to achieve efficiency and transparency by employing LEAP, its technology platform that been adopted by over 600 other institutions and centers, for the management of its training, assessments and placement services. In addition, Laurus has recently launched SkillIndia, an online skill exchange portal which is repository for several skilled resources across country.

## HIGH IMPACT INTERVENTIONS

### ● Current Program

Laurus establishes skills development centers in areas with the greatest need. The Hub and Spoke model enables Laurus to ensure that students in underserved regions have access to high quality

training infrastructure. Laurus has partnered with various corporates who align themselves with specific centers, to ensure that training meets industry standards. Industry partners may also subsidize candidate fees based on types of courses or social status of the candidates, increasing the affordability of training programs. Laurus believes that Public-Private partnerships are essential to strengthening the skills training infrastructure in the country and has adopted several ITIs and ITCs and equipped them with state-of-the-art technologies and curricula to improve their efficiency. The organization has also partnered with governments to run employment exchanges and short-term skilling programs.



**SCALABILITY:** Laurus Edutech aims to set up 540 centers across India and train over 1 million students over 10 years in predominantly basic engineering trades such as construction, masonry, automotive and textiles.

Centers will be set up using the existing Hub-and-Spoke model, which ensures an efficient system of resource allocation. The in-house training programs for trainers and assessors will ensure a ready pipeline of employees while maintaining the quality of operations and training. Laurus' suite of technology applications such as SkillIndia and LEAP help automate several components of skill development, enable transparency and create efficiencies that will allow the organization to rapidly scale up. In addition, existing networks and partnerships with state governments and industry players can be leveraged to balance cost and scalability.

## QUALITY INDICATORS

### Impact on wage based employment

- Skilled 12,000 students with a 70% job placement rate; current annual capacity of 4000 per year
- Set-up over 60 Laurus Edutech centers (owned, franchised or shared)
- Helped establish over 25 government centers
- Operating 2 employment exchanges covering over 25,000 students

### Leadership and Team

Laurus Edutech is led by Srinivas Rao Cheedella, who has held key leadership positions in the corporate sector over the past 14 years and has been nominated for several awards. Recognized as an industry thought-leader, Srinivas works closely with government agencies and industry associations towards developing the policy framework and guidelines to help promote the technology businesses and education sector in the country. Sanjeev Nagar, Programs Head, has over 20 years of valuable experience in education and has managed operations for several government and corporate initiatives.

### Third Party Endorsements

Laurus Edutech has been selected as a portfolio organization by NSDC, and as an implementation partner by the Ministry of Rural Development, the Govt. of Karnataka, Madhya Pradesh and Gujarat

### Public, Private, People Partnerships (PPPP)

NON PROFITS FOR MOBILIZING YOUTH: DLF Life, Vyakti Vikas Kendra (VVKI)

CORPORATES FOR TRAINING AND PLACEMENT: FICCI, Vivek's Retail Chain, TATA Motors, Asia Engineering, Rane Ltd., Terra Alpha

GOVERNMENT BODIES: NSDC, KVTSDC, DGR – GOI, MoRD, EGMM, DCE– Karnataka, TAHDCO, GRDD - MP

# Corporate Employability Initiatives



## THE BASICS

CSR HEAD: **Pearl Tiwari**

WEBSITE: **www.ambujacementfoundation.org**

HEAD OFFICE: Mumbai

PROGRAM AREAS: Skills Development, Livelihoods, Health, Water Resource Management, Education, Women's Empowerment, Disaster Relief

CSR ACTIVITIES INITIATED: 1993

STAFF STRENGTH – CSR: 400

ANNUAL CSR BUDGET: ₹58 CR

AMBUJA CEMENT LTD. CONTRIBUTION: ₹30 CR

Ambuja Cement Ltd. (ACL) carries out its corporate social responsibility activities through Ambuja Cement Foundation (ACF), which functions essentially as a non-profit to bring about inclusive growth among rural populations. Its mission is to "energise, involve and enable communities to realize their potential".

The ACF team uses a bottom-up approach to assess needs of rural communities based around ACL plants. Participatory Rural Appraisals and close interaction with the communities ensures that relevant development projects are funded and implemented. ACF's livelihoods generation programs have the primary goal of raising the standard of living of people and improving their quality of life – a factor that is inextricably linked to the company's growth and expansion.

The purpose of ACF's vocational training programs is to engage youth in trades such as construction, masonry, welding, etc. so that ACL's existing industry partnerships can be leveraged to help them find gainful employment.

## EMPLOYABILITY PROGRAMS

ACF has pursued different models in designing their vocational training programs including:

**Mobile Mason Training Program:** The construction sector is closely related to the cement industry. ACF uses a cluster approach to deliver 1-2 month mason training courses to migrant and tribal populations. Trainees are provided with a stipend, in addition to food and housing. This model was designed in partnership with the Tribal Development Department of the Government of Gujarat after the Kutch earthquake in 2001, when a combination of paucity of jobs and high need for rebuilding presented an opportunity for ACF to mobilize unemployed and underemployed youth. The process brought together ACF's community mobilization skills, ACL's technical inputs, and governmental support to train hundreds of unskilled tribal youths into skilled masons. This year, ACF has initiated an Advanced Mason Training for professionals. The course is shorter in duration, but more intense, and includes skills such as plumbing, pointing, tiling and roofing.

**Skills and Entrepreneurship Development Institutes (SEDI):** ACF also focuses on providing alternate skills for employment generation to rural youth. These centers were initially set up in partnership with banks and run independently by ACF. Subsequent centers have also been opened in collaboration with other corporates such as Taj Group and Tata Motors who assist in curriculum development and provide Joint Certification as well as placement opportunities. ACF may invest in infrastructure, rent space or tie-up with partners who are already operating their own centers.

**Public-Private Partnerships:** ACF has adopted an ITI in Anandpur Sahib, Punjab to improve the infrastructure and curriculum.

## EMPLOYABILITY SNAPSHOT

Focus	Impact	Non-financial Contribution	Public, Private, People Partnerships (PPPP)	Governance and Staffing
<p><b>Sectors:</b> Welding, carpentry, plumbing, masonry, security guard training, computer basics, repairs of appliances, mobile phones, two-wheelers, garmenting, restaurant services</p> <p><b>Geography:</b> Pan-India. Focus on underserved villages and towns around business units.</p>	<ul style="list-style-type: none"> <li>● ACF periodically undertakes impact assessment studies, both internally as well as externally. Social impact is high with over 3500 students trained.</li> <li>● ACF makes efforts to ensure that students are linked to gainful employment, with an overall placement rate of 70%. Placement typically takes places through an industry partner and efforts are made to internally assess placement rate.</li> </ul>	<p>ACL has provided space for an industrial training center affiliated to the NCVT on their plant in Chandrapur. In addition, although employment through ACL is infrequent, efforts are made to link trainees to ACL contractors.</p>	<p>ACF has partnered with several corporates, non profits and government institutions. Moving forward, ACF is keen to partner with organizations engaged in the construction space to place students trained through their mason courses.</p>	<p>Ambuja Cement Foundation has a team of 400 full-time staff members. At a unit level, ACF project teams conduct needs assessments and plan forthcoming programs with input from the corporate cross-functional sustainability teams. The budget is sent to ACF's Regional Manager for moderation who then forwards it to ACF and ACL's boards for approval.</p>

## THE BASICS

CSR HEAD: **Vasant Ayyappan**

WEBSITE: **www.tajhotels.com**

HEAD OFFICE: Mumbai

CSR PROGRAM AREAS: Building Sustainable Livelihoods, Promotion of Traditional Arts, Disability, Malnutrition and Women's Empowerment

CSR ACTIVITIES INITIATED: 2008

STAFF STRENGTH – CSR: 3

ANNUAL CSR BUDGET: Available on Request

Taj Group's approach to corporate social responsibility stems from their belief that no company is separate from the environment and community that sustains it. Taj aims to leverage its core competencies to provide hospitality skills to rural, less-privileged youth. Hearing and speech impaired youth also acquire livelihood skills from this training. Further, Taj works with partners to address socioeconomic issues such as malnutrition. Initiatives are undertaken to provide design support and exhibition space to artisans in its hotels so as to preserve traditional arts and crafts. Many hotels have developed unique vendor networks and source various products from self-help groups and local entrepreneurs.

Taj has developed vocational training courses which address current industry needs in the hospitality sector. Emphasis is placed on making SC/ST and tribal youth employable. Programs are implemented in partnership with government and non profit organizations. Taj serves as the knowledge partner and makes youth employable for the hospitality industry. Upon successful completion of the hospitality skill training program, Taj and other hotels in the industry come together to provide placement opportunities.

## EMPLOYABILITY PROGRAMS

Taj positions itself as a knowledge partner in program implementation, carrying out training of trainers and curriculum development to meet current industry needs. It has partnerships with non profit organizations and ITIs through which curricula is implemented.

**Public – Private Partnerships:** Taj has partnered with ITIs across India using funding provided by the World Bank under the Vocational Training Improvement project. A hub-and-spoke model is implemented, whereby each ITI comes under the management of the closest Taj property. Local industry leaders are also invited as members of the IMC and play a role in running of the institutes. Industry partnerships are developed to facilitate placement of students in non-hospitality courses, e.g. ITI students pursuing diesel mechanic, air-conditioning, fitter and plumber courses. In addition, with support from state government and World Bank, a Center of Excellence in Hospitality is being set up at ITI Lonavla. On similar lines, the PPP arrangement with ITI Nasik is focused to provide hospitality skills to SC/ST youth.

**Partnerships with Non profits:** Taj partners with organizations such as Don Bosco, DEEDS and Pratham to offer 3-month hospitality skill training courses in areas of F&B service, Housekeeping, Bakery and F&B Production. Infrastructure costs are covered by non profits through grants, and curriculum is provided by Taj. Six centers have been set up in partnership with Pratham across India. These centers train students in the above mentioned hospitality skills and have a campus placement program where Taj as well as other hotels can recruit these trained students. In addition, training of trainers is also carried out at these facilities to maintain high quality of trainers. Students and trainers are often brought to Taj hotels and properties for on the job training.

## EMPLOYABILITY SNAPSHOT

Focus	Impact	Non-financial Contribution	Public, Private, People Partnerships (PPPP)	Governance and Staffing
<p><b>Sectors:</b> Hospitality</p> <p><b>Geography:</b> Pan-India. Taj leverages its expertise in the hospitality industry to set up skill training programs. These locations are often chosen based on the presence of a Taj property around the area to ensure on the job training leading to placement.</p>	<p>Social impact is high with over 2500 students trained. High placement rate is achieved due to constant focus on quality of training provided and presence of industry partnerships.</p>	<p>Taj employees are engaged in training students as well as trainers. The academic team at IHM Aurangabad is very closely associated in designing course curricula. In addition, equipment, machinery, linen and furniture are regularly donated by Taj to the training centres.</p>	<p>NON PROFITS FOR MOBILIZATION AND IMPLEMENTATION: Pratham, Don Bosco and DEEDS</p> <p>GOVERNMENT BODIES: DVET (ITI)</p>	<p>The senior management at IHCL is very committed to the Corporate Sustainability programs. The Director of Corporate Sustainability reports directly to the Senior Vice-president of Human Resources.</p>

**THE BASICS**HEAD: **Rajiv Williams**WEBSITE: [www.jslstainless.com/CSR-Vision.aspx](http://www.jslstainless.com/CSR-Vision.aspx)

HEAD OFFICE: New Delhi

CSR PROGRAM AREAS: Community Development, Healthcare, Non-formal and Formal education, Skills Training, Women Empowerment, Micro-credit and Micro-finance, Environment protection, Youth and Sports, Human rights and Business, Advocacy and networking

CSR ACTIVITIES INITIATED: 2007

STAFF STRENGTH – CSR TEAM: 45

ANNUAL CSR BUDGET: ₹30 CR (includes hospital and school related CSR activities)

ANNUAL EMPLOYABILITY BUDGET: Approx 23.5% of CSR budget

JSL Stainless Ltd.'s CSR philosophy is to address key social developmental issues and engage all stakeholders to achieve the overall vision of becoming a socially responsible corporate. JSL's initial focus on education-related activities brought to light the need for skilling youth and providing them the opportunity become economically independent. Marginalized youth living in areas around the company's plants have been the major target group of skill development interventions. Skills gap assessments have been conducted to ensure that interventions capitalize on human resources in the areas around JSL's plants.

Programs implemented by JSL include activities aligned with JSL's core competencies such as Stainless Steel training to fill the gap between industry needs and the skill sets currently available with the local communities. Training is also provided in other areas such as tailoring, pisciculture, rain water harvesting and vermi-composting.

**EMPLOYABILITY PROGRAMS**

JSL has designed a variety of short- and long-term programs to provide adequate vocational training to economically disadvantaged youth:

**Skill Training Institutes:** The Skill Training Institutes close to plant locations at Hisar (Haryana) and Jajpur (Orissa) have been providing rural and semi-urban youth various skill based trainings. These include computer hardware, computer software, dress designing and fashion technology, beauty culture and electronics. Each year the institutes train over 600 rural youth and assist them in job placements, both at JSL as well as at other corporates in the area. The institutes have modern training infrastructure and instructors who individually mentor the students. The trainees are also taken for exposure visits to industrial units for firsthand experience.

**Industry Partnerships:** To ensure that the training programs are at par with the industry requirements, JSL has forged strategic partnerships with various corporates and non profits such as NIIT, Schneider Electric and Usha International. Discussions are underway with Rural Shores for establishing a Rural BPO and with Don Bosco, L'Oreal and Lakme for other courses. The partners have been engaged in designing the relevant course content, with a focus on soft skills and English speaking.

**Public-Private Partnerships:** The company has also adopted two ITIs in Haryana (Hisar and Nalwa) under the public-private partnership scheme of the Govt. of India. The ITI at Hissar is a women-only institute. JSL is also in the process of setting up Stainless Steel Skill Training Institutes at Delhi, Manesar and Jajpur (Orissa) under a PPP model, which will impart special stainless steel application skills and will be the first of their kind in the country. A stainless steel application course has been developed in partnership with IGNOU and the Govt. of Haryana and is being implemented through the community college initiative.

**EMPLOYABILITY SNAPSHOT**

Focus	Impact	Non-financial Contribution	Public, Private, People Partnerships (PPPP)	Governance and Staffing
<b>Sectors:</b> Stainless Steel Application, Electrical, IT, Hospitality, Tailoring, Beautician, BPO  <b>Geography:</b> Haryana, Orissa, Andhra Pradesh, Delhi & NCR	Each year, JSL's Skills Training Institutes train over 600 rural youth and help them get suitable jobs. JSL's employability initiatives have been shown to have positive impact on communities in and around the plant locations. As these initiatives are strengthened and scaled, JSL will place increasing importance on measuring impact.	There is an effort toward greater sensitization of not only the CSR work within the organisation, but also external stakeholders.	JSL has forged strong partnerships with corporates such as Schneider Electric, NIIT, Rural Shores in curriculum development and with non profits such as Don Bosco, Humana People to People India and Global Cancer Concern India to mobilize youth and strengthen initiatives. It has also worked with various state governments to implement courses and has adopted ITIs in Haryana and Orissa.	There is an effort toward greater sensitization of not only the CSR work within the organisation, but also external stakeholders.

**THE BASICS**

CSR HEAD: N/A  
 WEBSITE: www.larsentoubro.com  
 LOCATION: Mumbai  
 CSR PROGRAM AREAS: Vocational Training, Mother and Child, Healthcare, Education  
 CSR ACTIVITIES INITIATED: 1995  
 ANNUAL EMPLOYABILITY BUDGET: N/A

Larsen & Toubro undertakes social initiatives in every sector in which it operates to interweave business and social responsibility. L&T has carefully defined its Corporate Social Initiative (CSI) policy and identified three main thrust areas – mother and child healthcare, education and skill building. Initiatives are implemented through the CSI department, which works with local leaders to assess needs, and applies management experience to develop long-term solutions for identified needs. The L&T Charitable Trust also plays a role in bringing about sustainable development of communities.

L&T believes that the development of human capacity is an essential component of CSI. Given that the construction industry is the second largest employer in India after agriculture, providing employment to 33 million people and accounting for 5% of GDP, L&T’s emphasis has been on regulating and promoting Construction Vocational Training (CVT). The company has set up state-of-the-art Construction Skills Training Institutes (CSTIs) which address the need of rural youth for marketable skills on one hand and meets the growing requirement of the construction industry for skilled manpower on the other.

In addition, L&T Charitable Trust leverages the company’s competencies to implement vocational training solutions in partnership with reputed non profits.

**EMPLOYABILITY PROGRAMS**

**Construction Skills Training Institutes (CSTIs):** L&T established its first CSTI in 1995 in Chennai. Since then, campuses have been set up in 6 locations – Mumbai, Delhi, Kolkata, Ahmedabad, Bangalore and Hyderabad – with a combined monthly present capacity of 6000 trainees. CSTIs recruit rural youth and school drop-outs between 18-35 years of age and provide them with free of cost training, on-site accommodation and a monthly stipend of Rs.2000. Recruits can choose between 1-3 month courses in formwork, carpentry, masonry, etc. The modules are practical, with 80% of training being hands-on. A majority of trainees are absorbed into L&T’s workforce across different construction sites. Given the migratory nature of construction workers, attrition rates are high. To overcome this, L&T provides every student who has completed training with a referral card, which allows them to apply for employment at any L&T site in the future.

**Public-Private Partnerships:** L&T has tied up with the Ministry of Rural Development as well as various state governments to implement site based trainings through 27 ITIs across the country. L&T serves as the knowledge partner, providing curriculum, training to the trainers and also financial support.

**L&T Charitable Trust:** L&T Charitable Trust has a mission of making unemployed youth employable. It carries out field-based vocational training in various fields such as construction and welding for men and tailoring and food processing for women. Programs are implemented through partnerships with over 35 well-reputed non profits such as Pratham, with L&T serving as a knowledge partner. Efforts are made to connect trainees to placement agencies to ensure that they obtain gainful employment.

**EMPLOYABILITY SNAPSHOT**

Focus	Impact	Non-financial Contribution	Public, Private, People Partnerships (PPPP)	Governance and Staffing
<p><b>Sectors:</b> Construction and allied trades, women’s trade (tailoring, food processing, beautician)</p> <p><b>Geography:</b> Pan- India. CSTIs have been set up in key Tier 1 cities - Mumbai, Delhi, Kolkata, Ahmedabad, Bangalore and Hyderabad to maximize reach to candidates.</p>	<p>● Over 5,000 youth were trained through CSTIs in 2009-2010, with another 1,200 trained through L&amp;T Charitable Trust initiatives. Moving forward, the annual target is to train 15,000 candidates.</p> <p>● Overall placement rate for students is nearly 100%, in L&amp;T as well as in other companies. Students start earning an average salary of Rs. 5,000 per month following graduation from CSTI.</p>	<p>L&amp;T employees play an active role in the company’s CSI initiatives. 4,500 volunteers took part in various education, healthcare and environmental initiatives in 2009-2010. Efforts are being made to engage employees in the company’s skill building initiatives by carrying out soft skills training.</p>	<p>L&amp;T has partnered with the Ministry of Rural Development, state governments of Punjab and Gujarat as well as over 35 high-impact NGOs to implement vocational training programs. While CSTIs are set up independently by L&amp;T, the company is willing to partner with other corporates who may wish to sponsor batches of students.</p>	<p>Skills training initiatives at L&amp;T are planned and implemented by several departments and teams including Corporate Social Initiatives (CSI), Construction Skills Training Institutes (CSTI) and Corporate Training.</p>

**THE BASICS**

CSR CONTACT: **Manju Dhasmana**, Community Affairs Coordinator  
 WEBSITE: [www.microsoft.com/india/msindia/msindia\\_up\\_jobs.aspx](http://www.microsoft.com/india/msindia/msindia_up_jobs.aspx)  
 HEAD OFFICE: New Delhi  
 CSR PROGRAM AREAS: Employability and Skills development  
 CSR ACTIVITIES INITIATED: 2004  
 STAFF STRENGTH - CSR: 2  
 ANNUAL EMPLOYABILITY BUDGET: ₹7.2 CR  
 EMPLOYABILITY AS % OF CSR ACTIVITY: 70%

Microsoft's global CSR strategy is to create digital inclusion for populations that need employment as a means to empower them. To this end, Microsoft's employability approach in all countries is three-pronged:

**Transforming Education:** working with educational institutes to bring technology into teaching and learning.

**Fostering Local Innovation:** bringing together local governments, independent software vendors (ISVs), universities, small businesses, and investors, to foster innovative ideas and then help communities translate those ideas into business success

**Enabling Jobs and Opportunities:** Leveraging the right tools and the right partnerships to help people connect to valuable skills and new jobs, and help businesses run and grow. In India, this is hinged on partnerships with non profits and governments to deliver IT skills, life skills and English. This is the main thrust of Microsoft Employability Programs for marginalized rural and urban youth.

**EMPLOYABILITY PROGRAMS**

Microsoft India's flagship employability programs for bottom of the pyramid populations include:

**Project Rozgar:** Project Rozgar is an initiative carried out in partnership with the government of Madhya Pradesh that aims to enhance the employability of India's youth by training them in IT, spoken English and interview handling skills through a 110 hour program carried out in the IT laboratories of government schools. Government school teachers are trained on employability enhancement and in turn train higher secondary school students. On completion of the training, students are assessed through an online assessment portal and certified based on their performance. The biggest value add of Rozgar is Microsoft's tie-up with India's largest employment agency-TeamLease, which will map job opportunities for the candidates based on their online assessment scores and capabilities and help them face interviews confidently.

**Project Jyoti:** The program is focused on empowering unemployed youth, marginalized women and rural communities by imparting IT skills training and enabling them to explore employment and sustainable livelihood options. The pivot of the program is a Community Technology Learning Centre (CTLC) which is a free or low cost place where people of all ages can come to learn about computers, develop technology skills, explore new careers and participate in community activities. Till date, close to 290,000 persons trained in IT skills and more than 1,300 CTLCs have been established across the country in partnership with implementing non profits that are funded by Microsoft. The range of impact on the beneficiaries include IT-related jobs and IT-enabled vocational training leading to self-employment and income generation.

**EMPLOYABILITY SNAPSHOT**

Focus	Impact	Non-financial Contribution	Public, Private, People Partnerships (PPPP)	Governance and Staffing
<p><b>Sectors:</b> Pan India initially focused on rural India as having the largest perceived need for this type of program. However, the focus has shifted towards peri-urban populations as the return on investment in terms of young people placed is much higher.</p> <p><b>Geography:</b> Aligned with Microsoft's core business product</p>	<ul style="list-style-type: none"> <li>● Microsoft measures its impact in terms of number of students trained and placed. Over the past 7 years it has reached out to 350,000 students with training of which 250,000 have been placed.</li> <li>● Microsoft's programs have an annual reach of around 50,000 candidates with a 71% placement rate.</li> </ul>	<p>Microsoft's Employee Engagement Policy gives employees 3 days off per year to volunteer with non profits it funds and partners with.</p>	<p>Since 2004 Microsoft India has partnered with 14 non profits including Saath, Aide et Action and NASSCOM Foundation to deliver the employability programs in rural and peri-urban populations. It has also partnered with TeamLease, India's largest employment agency, to facilitate placement of candidates.</p>	<p>Microsoft India is staffed by a 2 person CSR Team. In addition, a Citizenship Cabinet drawn from the leadership team at Microsoft India oversees CSR activities and guides major investment on citizenship needs. The India CSR office is very strongly connected to the Global CSR office and aligns its activities with the global strategy.</p>

**THE BASICS**

CSR HEAD: **GS Uppal**  
 WEBSITE: [www.tatamotors.com/sustainability/sustainability.php](http://www.tatamotors.com/sustainability/sustainability.php)  
 HEAD OFFICE: Mumbai  
 CSR PROGRAM AREAS: Health, education, employability and environment  
 CSR ACTIVITIES INITIATED: N/A  
 STAFF STRENGTH: 25 full-time  
 ANNUAL CSR BUDGET: ₹9.99 CR (2010-2011)

Tata Motors plays an active role in community development, serving rural communities adjacent to its manufacturing locations. The organization follows the Tata Corporate Sustainability (CS) protocol to assess the progress of its community initiatives, which has helped them mature from having a community-based focus to a business-linked strategic initiative. Its employability initiatives are guided by the growing need for trained commercial vehicle drivers.

India has the highest road fatalities in the world with over 1,20,000 deaths reported every year. 78% of these accidents happen due to driver error. Existing working conditions and inadequate training make driving an unattractive profession. However, the Indian automobile industry is growing rapidly, with over 6,00,000 commercial vehicles sold each year. Tata Motors aims to address this issue by filling in the skill gap in this sector. The organization has an aggressive plan to train 3.4 million drivers in 10 years by setting up driver training institutes in partnership with its dealers, governments and non profits. It is also committed to contributing its industry expertise to improve existing public provisions in vocational training.

**EMPLOYABILITY PROGRAMS**

Tata Motors has implemented the following skill building initiatives:

**Driver Training Course:** Tata Motors has designed a 45 day training course in partnership with reputed professional agencies in the field to address the growing demand for skilled drivers. It is a part-time curriculum, with enough flexibility for trainees to be employed elsewhere. Tata Motors plans to scale up this initiative by partnering with other organizations to open co-branded training centers. The centers employ a fee based model where each student pays Rs.4,500-7,500 for the course to ensure sustainability.

**Public-Private Partnerships:** Tata Motors has adopted 21 ITIs and assisted them in improving their infrastructure and updating their curriculum to suit industry requirements. Tata Motors provides trainer trainings to improve quality and arranges exposure visits for students at manufacturing units. It encourages employee engagement by providing volunteering and guest lecture opportunities to its staff. The company has a target of adopting a total of 100 ITIs. In addition, the company has inaugurated a State Institute of Automotive & Driver Skills Institute at Muktasar in partnership with Punjab State Government and supports the institute with curriculum, management expertise and equipment.

**Apprenticeships:** Tata Motors recognizes the importance of practical training and provides apprenticeship opportunities at its manufacturing units. Seats are reserved in these programs for SC/ST youth. Over 400 candidates have been trained over the last three years.

**Community-based Initiatives:** Tata Motors has partnered with non profits to provide skills training to women and underprivileged youth. It works with Ramakrishna Mission, a non profit working for rural upliftment, to impart Mechanic Motor Vehicle training to tribal youth. More than 170 students have been trained since 2004.

**EMPLOYABILITY SNAPSHOT**

Focus	Impact	Non-financial Contribution	Public, Private, People Partnerships (PPPP)	Governance and Staffing
<p><b>Sectors:</b> Motor Mechanics, Driving, Livelihoods</p> <p><b>Geography:</b> Pan-India, with driver training institutes currently in Maharashtra and Punjab.</p>	<ul style="list-style-type: none"> <li>● Tata Motors has trained over 500 students in driving and motor mechanics.</li> <li>● In the next three years, the annual capacity will be increased to 25,000 students.</li> <li>● Over 2,000 apprentices are being trained across its 5 manufacturing locations in India.</li> </ul>	<p>Tata Motors provides support in the form of course development, Train the Trainer programs, course materials and visual aids, co-certification with partnering agency, on the job training at company's dealerships and soft skills training through employee engagement.</p>	<p><b>NON PROFITS FOR MOBILIZING YOUTH:</b> Ramakrishna Mission, Don Bosco, Ambuja Cement Foundation</p> <p><b>CORPORATES: B-ABLE,</b> Commercial Motors, Everonn, Laurus Edutech, Pipal tree venture</p> <p><b>GOVERNMENT BODIES:</b> Govt. of Punjab</p>	<p>Tata Motors is staffed by a 25 person Corporate Sustainability (CS) team. The CS Committee, comprised of senior executives, including the Managing Director and Executive Directors, reviews, monitors and guides the company's CS initiatives across all locations. Around 2,500 volunteers cutting across several departments have taken the lead in conceptualizing and implementing CS activities.</p>

# Dasra's research process

Dasra has over a decade of experience of researching the social sector in India. As an organization we pride ourselves on being analytical and research-focused with many of our team coming from analytical roles in the financial and corporate sector. We transfer those well-honed skills to the social sector.

We are used to working on reports in sectors where access to reliable primary research can be limited and hard to verify. We have developed systems and processes to ensure we can paint an honest picture.

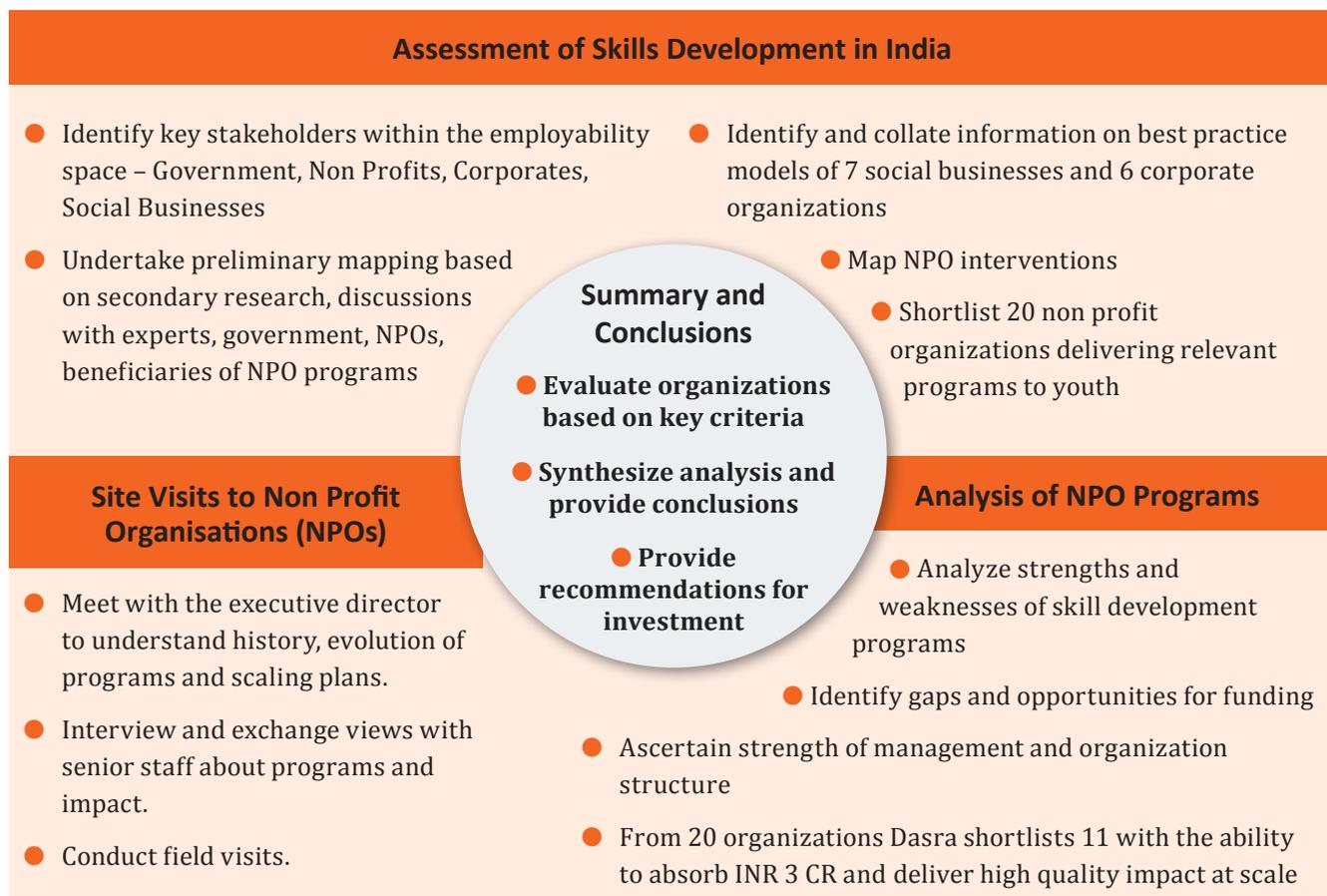
Skills development in India is in its early stages. There is currently very limited quality research that explores the causes of and approaches to tackle the significant skill gap existing amongst the marginalized youth in India. The absence of a comprehensive skills development framework has impeded the cohesive collection, documentation and sharing of prevalent data and best practices at a national level. This created

a huge challenge for our research team who undertook time-intensive secondary research to ensure our data was accurate and gave us a true reflection of the issues and current state of the problems from various perspectives.

Dasra undertook 4 months of detailed interviews with experts, academics, government officials, non profits, social businesses, corporate organizations and disadvantaged youth in order to understand the challenges and issues in skill development and how these are addressed by non profits, corporate organizations and social businesses.

Our research was not just restricted to India; we looked at global best practices to benchmark them against the current interventions being undertaken to enhance employability of underprivileged youth.

Dasra's research design followed a mixed approach as described below:



# Dasra's Selection Criteria

In this study Dasra has focused on non profits that fulfill the following key criteria:

## Direct Impact on Wage Earning Potential

Most of the non profit organizations highlighted in the report are exclusively aimed towards enhancing employability of marginalized youth. Dasra aims to direct investment to programs that exclusively cater to the employment needs of the identified target group. Given that initiatives within skills development are still evolving in India, measuring impact as opposed to reach or outcomes can be significantly challenging. Wherever available, Dasra includes impact measurement; in other cases we rely on the organizations reach.

## Ability to reach high volumes

Given the sizable volume of marginalized youth affected by skills deficit, non profits need to reach out to large numbers to create large scale impact.

## Partnerships

All stakeholders are linked and have key roles to play within the employability value chain. The absence of any one stakeholder could potentially hinder the wage earning potential of the youth. Forging partnerships and leveraging existing infrastructure is essential as it ensures smooth functioning of the employability value chain, decreases cost and enhances impact.

## Scalability

Dasra defines scalability as:

- The evident availability of required resources: for example, the need for skilled medical practitioners to provide a service in urban slums may be a constricting factor to scale; on the other hand training community members to provide a service is an example of a scalable intervention.
- Gestation period: the time required to realize impact from the start of the program
- Cost per beneficiary

# Dasra's use of statistics

## How reliable are the official statistics on Skills Development?

Comprehensive data on skills development in India is hard to find and is one of the biggest challenges facing the State and the non profits who want to understand what works. Whilst some government sources do provide key statistics, significant amount of information remains undocumented due to the sizable issue, its recent emergence and several stakeholders. Key points to be noted include:

- Official data (including 'National Sample Survey Organization') collects data on employment and unemployment of youth at a national and state level. their effectiveness targeted towards skills development.
- National surveys do not typically include performance on all cornerstones and best practices. In addition, there is a paucity of information on government schemes and
- The lack of a common framework and fragmented approach by various stakeholders towards skill development deters collection and consolidation of data such as skilling needs and gaps, initiatives undertaken and best practices.

# Glossary

## Apprentices Act

Formulated in 1961, The Apprentices Act monitors the functioning of the apprentices' training program and ensures that the capacity in industry is fully leveraged to place and provide on the job training to candidates as apprentices.

## Community Colleges

Educational institutions that offer skill programs relevant to community needs, mostly to students that are not academically; personally or economically ready to begin education in the formal system. They provide bridging courses that enable the transfer of a student to a regular college or university after completion of the course.

## ITC

Industrial Training Centers are privately-run training institutes constituted under Directorate General of Employment & Training (DGET), Ministry of Labor & Employment that provide post school training in specific technical trades with an objective to provide skilled manpower to industry.

## ITI

Industrial Training Institutes are government run training institutes constituted under Directorate General of Employment & Training (DGET), Ministry of Labor & Employment that provide post school training in specific technical trades with an objective to provide skilled manpower to industry.

## Kothari Commission

The Education Commission also popularly known as the Kothari Commission was appointed in 1964 to advise the Government on policies for the development of education at all stages. The recommendations of this committee are believed to be a turning point

in the field of Indian education. For the first time, vocational education was highlighted as an essential part of education and recommendations were made to introduce vocational courses in colleges, increase student enrollment and subsidize vocational education through scholarships so as to direct more students towards vocationalization and reduce the pressure on higher education.

## National Skill Policy

The National Skill Policy is the first comprehensive strategy document on Skills Development that was formulated by the Ministry of Labor & Employment in 2009 to articulate the roles and responsibilities of various stakeholders establish skill development initiatives and compose governing bodies to regulate these initiatives so as to build a framework for skills development.

## NSDC

The National Skills Development Corporation is a Public Private Partnership set up by the Ministry of Finance to facilitate the development and upgrading of the skills of the growing Indian workforce through skill training programs.

## Polytechnic

Polytechnic colleges are institutes constituted under the Ministry of Human Resource Development that offer undergraduate and postgraduate diploma courses in engineering or technical trades and other vocations.

## TVET

TVET refers to Technical and Vocational Education and Training that prepares trainees for jobs that are based on practical activities, traditionally non-academic, and related to a specific trade, occupation, or vocation.

# Bibliography

## PUBLICATIONS

- Asian Development Bank, Education and Skills: Strategies for Accelerated Development in Asia and the Pacific, 2008
- Asian Development Bank, Good Practice in Technical and Vocational Education and Training, 2009
- Asian Development Bank, Improving Technical Education and Vocational Training - Strategies for Asia, 2004
- Asian Development Bank, Outlook 2011 Update: Preparing for Demographic Transition, 2011
- Asian Development Bank, Understanding Poverty in India, 2011
- Association for Stimulating Know How (ASK), Youth and Employability, New Delhi
- CII, Case for setting up Sector Skill Councils in India, 2009
- CII, Skill Development in India Demographics & Emerging Opportunities
- Department for International Development, Educating out of Poverty: A synthesis Report on Ghana, India, Kenya, Rwanda, Tanzania and South Africa, 2007
- Economic & Political Weekly, The Kothari Commission and Financing of Education, March 10, 2007
- FICCI, The Skill Development Landscape in India and implementing Quality Skills Training
- Goel V., Technical and Vocational Education and Training (TVET) System in India for Sustainable Development
- IDFC, Indian Education - Long way from graduation, January 16, 2009
- ILO, Industrial Training Institutes of India: The Efficiency Study Report, 2003
- ILO, Learning and training for the knowledge society, Report IV (1), Geneva, 2003
- ILO, Skills for improved productivity, employment growth and development, Report V, Geneva 2008
- ILO, Asian Decent Work Decade Resource Kit, Second Edition, 2011
- INSSO, International Perspectives on Labour Market intelligence
- Laurus Edutech, Challenging the Future: Imperatives for Transforming Vocational Education
- LSN, Business as Usual – Increasing Employer Investment in Skills, 2011
- Muyanga M., Intergenerational Poverty Transfer: Evidence from Rural Kenya, 2007
- NSDC, Human Resource and Skill Requirements in the Auto & Auto Segments Sector (2022) – A Report
- NSDC, Human Resource and Skill Requirements in the Banking, Financial Services & Insurance Sector (2022) – A Report
- NSDC, Human Resource and Skill Requirements in the Building, Construction and Real Estate Services Sector (2022)– A Report
- NSDC, Human Resource and Skill Requirements in the Chemicals & Pharmaceuticals Sector (2022)– A Report
- NSDC, Human Resource and Skill Requirements in the Electronics & IT Hardware Sector (2022)– A Report
- NSDC, Human Resource and Skill Requirements in the Food Processing Sector (2022)– A Report
- NSDC, Human Resource and Skill Requirements in the Furniture and Furnishings Sector (2022)– A Report
- NSDC, Human Resource and Skill Requirements in the Organized Retail Sector (2022)– A Report
- NSDC, Human Resource and Skill Requirements in the Unorganized Retail Sector (2022)– A Report
- Oxford, India Infrastructure Report, 2008
- Paul B., Jobless growth to inclusive growth: Employability as an alternative planning strategy, Tata Institute of Social Sciences, March 2007
- Prayas, Bridging the Gap, Volume 3, June 2011
- Raddon A and Sung J., The Role of Employers in Sectoral Skills Development: International Approaches, University of Leicester
- Richardson S., Employers' Contribution to Training, NCVET, 2004
- TeamLease, India Labour Report, 2007
- TeamLease, India Labour Report, 2008
- TeamLease, India Labour Report, 2009
- Technopak, Vocational Education in India: Key Challenges & New Directions, Volume 03
- Times of India, <http://educationtimes.com/educationTimes/CMSD/Editor's-Pick/69/2011031620110316173915462825895e/Community-Connect>.

html

- Wolf A., Review of Vocational Education, March 2011
- World Bank, A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory, October 2007
- World Bank, Development and the Next Generation, 2007
- World Bank, The Role of Youth Skills Development in the Transition to Work: A Global Review, 2007
- World Bank, Skill Development in India – the Vocational Education and Training System, Human Development Unit, January 2006
- World Economic Forum, Stimulating Economies through fostering Talent Mobility, New Delhi, November 7, 2009
- UNESCO, 'Best Practices' in Technical and Vocational Education- China, the People's Democratic Republic of Korea and Mongolia
- UNESCO, Training in the Informal Sector of India – An Asian Driver, New Delhi, February, 2007
- UNESCO, Adult Learning and the Changing World of Work, March, 2005
- UNESCO, Linking Vocational Training with the Enterprises -Asian Perspectives, Germany

## GOVERNMENT SOURCES

- Meera Shenoy, Jobs for Rural Youth – The PPP Way, Rural Development Department, Govt. of Andhra Pradesh, India
- Ministry of Labour, National Skills Development Policy
- NSSO, Employment and Unemployment in India, Department Of Statistics, 2005 – 06
- NSSO, Status of Vocational Education and Training in India, Department Of Statistics, 2004 -05
- NSSO, Unemployed in India - Salient Features, Department Of Statistics, 1993 – 94
- Planning Commission, Report of the Taskforce on Skills Development, New Delhi, 2007
- Santosh Mehrotra, Planning Commission, The International Market for Public Policies on Skills Development – The Special Case of India, Government of India

## WEBSITES

- [www.nlm.nic.in](http://www.nlm.nic.in)
- [www.planningcommission.nic.in](http://www.planningcommission.nic.in)

## EVENTS

- CII, 2nd National conference on Skill Development, New Delhi, September 30th, 2011
- Observer Research Foundation, The Skilling Challenge – Leveraging India's Demographic Dividend, Mumbai, September 22nd, 2011

# Acknowledgements and Organization Database

**Dasra** would like to extend its sincere thanks to all the individuals, academics, experts, government officials, non profit organizations, social businesses and corporates that have made invaluable contributions to its research and this report.

**In particular:** Austin Thomas, Dilip Chenoy, Dr. Bino Paul, Jitendra Kalra, Kapil Gaba, Manish Sabharwal, Meera Shenoy, Nimesh Mehta, Rajesh Gopal, R.N Mukhija, Sushil Ramola

A special thanks to the teams of all the organizations that participated in the research for this report:

## CORPORATES

Ambuja Cement Limited	<a href="http://www.ambujacement.com">www.ambujacement.com</a>
Godrej Industries	<a href="http://www.godrej.com">www.godrej.com</a>
Indian Hotels Company Limited	<a href="http://www.tajhotels.com">www.tajhotels.com</a>
JSL Stainless Limited	<a href="http://www.jindalstainless.com">www.jindalstainless.com</a>
Larsen & Toubro	<a href="http://www.larsentoubro.com">www.larsentoubro.com</a>
Microsoft India	<a href="http://www.microsoft.com/india">www.microsoft.com/india</a>
Tata Motors	<a href="http://www.tatamotors.com">www.tatamotors.com</a>

## NON PROFITS

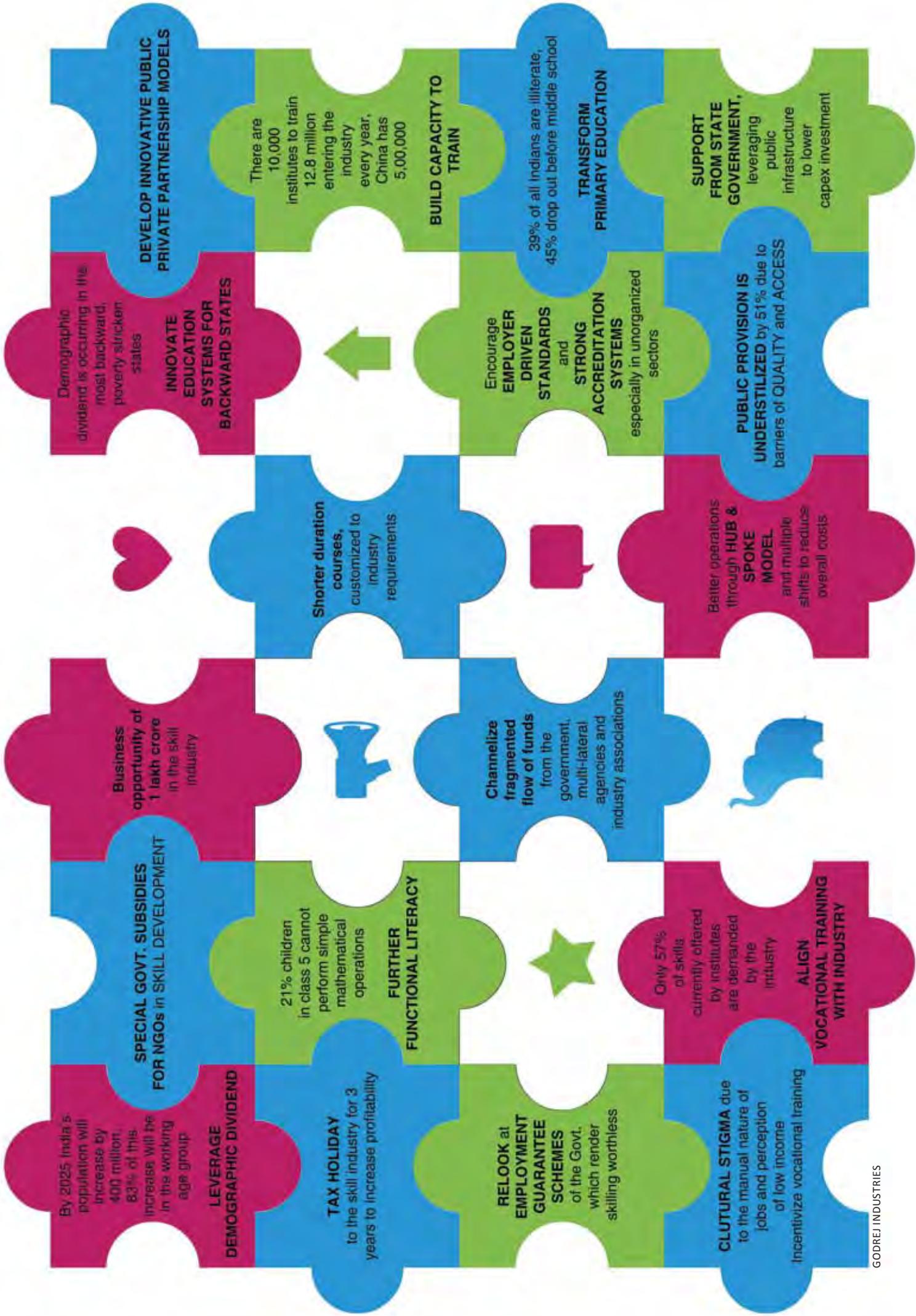
CAP Foundation	<a href="http://www.capfoundation.in">www.capfoundation.in</a>
Center for Civil Society	<a href="http://www.ccs.in">www.ccs.in</a>
Don Bosco Tech India	<a href="http://www.dbtech.in">www.dbtech.in</a>
Dr. Reddy's Foundation	<a href="http://www.drreddysfoundation.org">www.drreddysfoundation.org</a>
Kherwadi Social Welfare Association	<a href="http://www.yuvaparivartan.org">www.yuvaparivartan.org</a>
Lend-A-Hand India	<a href="http://www.lend-a-hand-india.org">www.lend-a-hand-india.org</a>
PanIIT Reach for India	<a href="http://www.parfi.org">www.parfi.org</a>
QUEST Alliance	<a href="http://www.questalliance.net">www.questalliance.net</a>
Saath	<a href="http://www.saath.org">www.saath.org</a>
Smile Foundation	<a href="http://www.smilefoundationindia.org">www.smilefoundationindia.org</a>
Unnati	<a href="http://www.unnatibl.org">www.unnatibl.org</a>

## SOCIAL BUSINESSES

B-ABLE	<a href="http://www.b-able.in">www.b-able.in</a>
Edubridge Learning Private Limited	<a href="http://www.edubridgeindia.com">www.edubridgeindia.com</a>
Empower Pragati	<a href="http://www.empowerpragati.in">www.empowerpragati.in</a>
Everonn Skill Development Limited	<a href="http://www.everonnskill.com">www.everonnskill.com</a>
Gram Tarang Employability Training Services	<a href="http://www.gramtarang.in">www.gramtarang.in</a>
IndiaSkills	<a href="http://www.indiaskills.com">www.indiaskills.com</a>
Laurus Edutech	<a href="http://www.laurusedutech.com">www.laurusedutech.com</a>

# Endnotes

- <sup>1</sup> TeamLease, India Labour Report, 2009
- <sup>2</sup> Ministry of Labour, National Skills Development Policy, 2009
- <sup>3</sup> Ministry of Labour, National Skills Development Policy, 2009
- <sup>4</sup> World Bank, Skill Development in India – the Vocational Education and Training System, Human Development Unit, January, 2006
- <sup>5</sup> Based on Dasra field research
- <sup>6</sup> TeamLease, India Labour Report, 2008
- <sup>7</sup> TeamLease, India Labour Report, 2008
- <sup>8</sup> TeamLease, India Labour Report, 2009
- <sup>9</sup> TeamLease, India Labour Report, 2008
- <sup>10</sup> CII, Skill Development in India Demographics & Emerging Opportunities
- <sup>11</sup> CII, Skill Development in India Demographics & Emerging Opportunities
- <sup>12</sup> TeamLease, India Labour Report, 2008
- <sup>13</sup> Technopak, Vocational Education in India: Key Challenges & New Directions, Volume 03
- <sup>14</sup> Planning Commission, India Human Development Report 2011, Oxford University Press
- <sup>15</sup> Pratham, Annual Status of Education Report (Rural), 2006
- <sup>16</sup> Technopak, Vocational Education in India: Key Challenges & New Directions, Volume 03
- <sup>17</sup> World Bank, Skill Development in India – the Vocational Education and Training System, Human Development Unit, January 2006
- <sup>18</sup> ILO, Industrial Training Institutes of India: The Efficiency Study Report, 2003
- <sup>19</sup> Technopak, Vocational Education in India: Key Challenges & New Directions, Volume 03,
- <sup>20</sup> Ministry of Labour, National Skills Development Policy, 2009
- <sup>21</sup> Technopak, Vocational Education in India: Key Challenges & New Directions, Volume 03
- <sup>22</sup> Technopak, Vocational Education in India: Key Challenges & New Directions, Volume 03
- <sup>23</sup> World Bank, Skill Development in India – the Vocational Education and Training System, Human Development Unit, January 2006
- <sup>24</sup> World Bank, Skill Development in India – the Vocational Education and Training System, Human Development Unit, January, 2006
- <sup>25</sup> Report on Conditions of Work and Promotion of Livelihood in the Unorganized sector, National Commission for Enterprises in the unorganized sector, August 2007
- <sup>26</sup> World Bank, Skill Development in India – the Vocational Education and Training System, Human Development Unit, 2006
- <sup>27</sup> Construction and Real Estate NSDC
- <sup>28</sup> NSDC
- <sup>29</sup> Ernst & Young, Strategic and Implementation Framework for Skill Development in India, September, 2011
- <sup>30</sup> Ernst & Young, Strategic and Implementation Framework for Skill Development in India, September, 2011
- <sup>31</sup> Ernst & Young, Strategic and Implementation Framework for Skill Development in India, September, 2011
- <sup>32</sup> IDFC, Indian Education - Long way from graduation, January 16, 2009
- <sup>33</sup> ILO, Industrial Training Institutes of India: The Efficiency Study Report, 2003
- <sup>34</sup> Based on Dasra Research
- <sup>35</sup> TeamLease, India Labour Report, 2007
- <sup>36</sup> Asian Development Bank, Education and Skills: Strategies for Accelerated Development in Asia and the Pacific, 2008
- <sup>37</sup> McKinsey & company, How the World's Best performing School systems come out on Top, September, 2007
- <sup>38</sup> Ernst & Young, Strategic and Implementation Framework for Skill Development in India, September, 2011
- <sup>39</sup> Ministry of Labour, Directorate General for Education and Training
- <sup>40</sup> World Bank, Skill Development in India – the Vocational Education and Training System, Human Development Unit, January 2006





catalyst for  
social change