

**Ek-Mouka Employability Training
Program
&
Work Force Development
Institute**

**“Program of Preparing Disadvantaged
Youth for 21st Century Jobs”**

Chapter – 1

Brief Introduction of CAP Foundation

1. Community And Progress (CAP) Foundation: A Paradigm Shift

The CAP Foundation projects for the last six years have been addressing many of the immediate and intermediate causes of employment gaps among most disadvantaged young women and men at different locations in the country. So far CAP's sustainable model of workforce development for new economy jobs has been tested and demonstrated at various urban locations and, in some cases under demonstration. The proposed program seeks to upscale CAP's Ek Mouka Employability Training model by - consolidating its footprints in terms of experiences and lessons, developing sustainable institutions and institutionalizing partnerships to influence underlying causes of increasing unemployability among India's high youth segment and meet the demand for entry level workforce development for growing new economy sectors and sub-sectors.

Most of the CAP's initiatives and interventions for workforce development are inspired and informed by the key gaps in policies and systems of education, vocational training and (self or wage) employment. Therefore CAP's projects are designed to address the key gaps in a) education and vocational training, b) demand and supply of work force development and employment, c) coverage and equity and quality in training and employment opportunities, d) vocational training center and employment industry interface e) certification of entry level new competencies for new economy sectors. Informed by the key gaps and trends of education, vocational training and employment systems, CAP's core programming principles and strategies indicate paradigm shift in workforce development.

Initiated in 1997 as a public private partnership project and instituted as an independent registered organisation in 2003, CAP Foundation is known for its innovative Teen Channel and Ek Mouka Employability Training and Placement support program for diverse profiles of vulnerable young men and women in different rural and urban set ups. The Foundation specializes in working with the most deprived, vulnerable and difficult to reach sections of young and women communities at risk and has a very strong gender perspective. A sample list of activities and projects in the last 2 years is enclosed.

The program supports both employment opportunities oriented workforce preparation as well as micro-enterprise development, specifically oriented towards identified labor market requirements and opportunities. It bridges the emerging demands in the new economy with changes that need to happen in the educational pipeline for workforce preparation in the country. This implies involvement of business and industry professionals in developing integral components to education reform including contextual employability competencies; work based learning, career academies, acquiring workplace skills and advancement of employability competencies.

Its holistic education and livelihood promotion module combines academic competencies with vocational training skill development training, life skill modules, job placement and career exploration opportunities. Delivered through an experiential mode the training programme is aimed at developing confident individuals capable of self directed growth

through access to labour market oriented opportunities that in turn propels an inspirational learning mode and enables the individual to move towards long term career option and sustainable livelihoods.

1.1.CAP Foundation’s Mission/vision

CAP will endeavor to reduce poverty and enhance access to sustainable livelihoods for disadvantaged youth and women. To this end CAP’s Mission is

Mission: To build safer, healthier and productive communities of young people capable of supporting self-directed growth and positive citizenship

Vision: To be an end-to-end community based solutions provider in linking quality learning and sustainable livelihoods for vulnerable communities of children and young people

1.2.CAP Foundation’s Objective

We facilitate exchange of resources, opportunities and competencies between businesses, communities through public-private partnerships that contribute to long-term and sustainable livelihood development benefiting the difficult-to-reach sections of young people.

1.3.CAP Foundation’s Core program

Offers a range of services that addresses continuum of needs to link learning and livelihoods for young people in , out and post school between 14-25 yrs age. CAP Foundation works with the range of difficult to reach groups and provides community based interventions for in – school (SCOPE – School Community Partnerships and Education), out of school adolescents (Teen Channel) and post high school youth (Ek Mouka – Employability Skill Development Programme). The CAP Foundation has an impressive foot print in terms of its approach, training methodology and content, capacity building of service providers, placement support trainees and sustainability of its market oriented entry level work force development initiative with active collaboration with local NGOS, CBOS, corporates, businesses, professional mentors, govts., development and funding agencies.

1.4.Core Values

- Every young person has a demonstrated need for access to learning intervention and therefore must be provided to access opportunities that meet their life long learning needs at the pace and level required.
- Adolescents in transition from school to work should have access to non-exploitative, family supporting income-earning opportunities.

- The learning modules should address the need for an alternate educational opportunity for formal high school and higher education and skill training through an integrated curriculum that includes like skills, career exploration, workplace preparedness and service learning opportunities for every adolescent.

1.5. Approach and Broad Strategic Framework

CAP's Ek Mouka Employability Training model's uniqueness is the combination of the following priorities incorporated in the module Linking Learning & Livelihoods including:-

- an access barrier free aspiration learning mode specific to vulnerable youth-age, location & category,
- market - oriented competency - based Employability skill development,
- a feeder line for higher education,
- active and continuous participation of corporate at every stage,
- institutionalized process tools.

The model now adopted by several NGOs, governments and corporates has demonstrated a new paradigm in community based sustainable replicable integrated learning and livelihood promotion opportunities for disadvantaged youth. Most importantly, it effectively addresses the issue of disconnect between youth, vocational training and 'employment of choice' through a wide area of networking emphasizing on working in line with the government's policies for creating employment in emerging sectors to take advantage of its policies and schemes and at the same time partnering with corporate houses, which are the emerging sources of employment, using them for placement as also for business mentoring. The proposed program will ensure systems of tripartite interaction between government, NGOs and corporate partners.

Newer players such as the Special Economic Zones and the city Manager's under the Jawahar Lal Nehru Urban Renewal Mission (JNURM) are other potential channel partners being identified for the proposed program.

CAP model presents a paradigm shift-

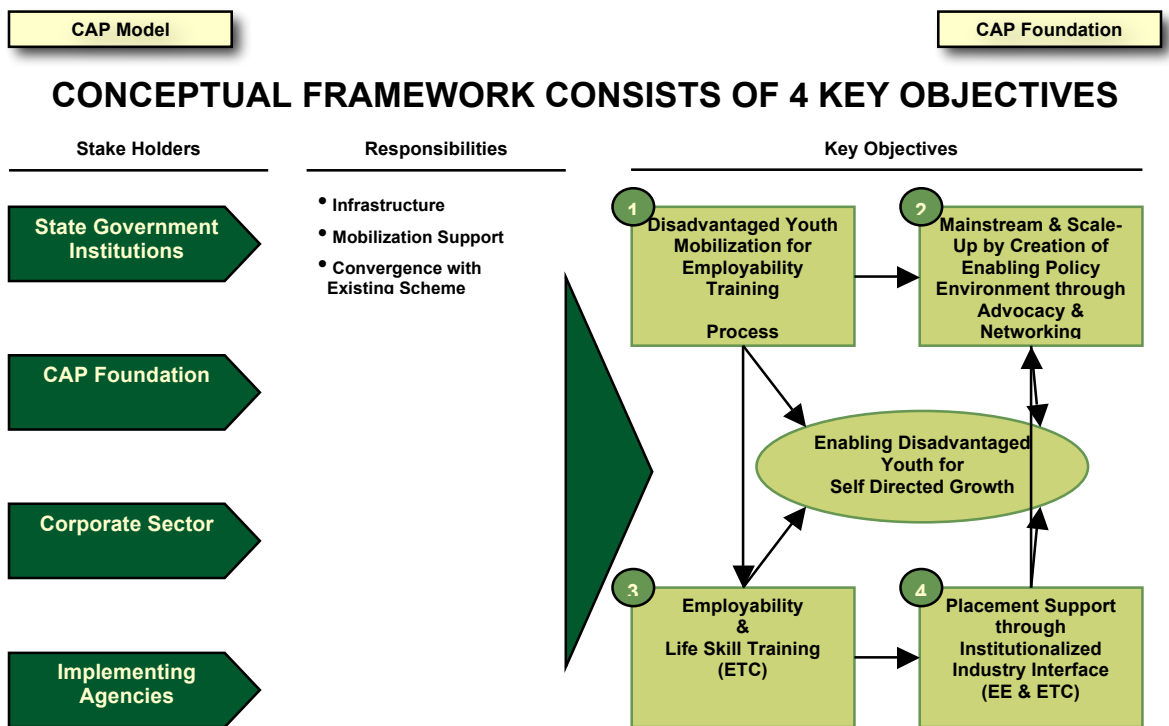
- A dichotomy of livelihood and learning for self growth, to an integrated perspective to the two
- Rigid institutional system of vocational training having limited reach to flexible system, and contemporary and quality training for the most disadvantaged youth
- Supply driven to demand driven perspective on workforce development for growing sectors
- Training without any placement support to institutionalized training institute-industry interface for placement support
- Working in isolation to partnerships with government, corporate and NGOs to mainstream its model or best practices of its approach and strategies
- Experimental small scale intervention (like NGOs and corporate CSR initiatives) to tested approach of replication in diverse situations and different disadvantaged youth profile

Linking learning with livelihoods' is one of the key strategies of CAP that promotes aspiration and flexible learning module to facilitate educationally disadvantaged youth to become life long learners and move towards security and growth stages in their career. Institutionalizing the Government, Private and civil society partnerships based on their key strengths and roles, is another key program strategy that CAP intends building upon

its existing experiences. The key strategy Public-Private-Civil Society partnership also refers to leveraging civil society, corporate and government sector resources, participation and leadership to institutionalize tested mechanisms to

- Identify most vulnerable and disadvantaged youth in most vulnerable areas,
- Deliver market driven quality training,
- Benchmark quality delivery (certification, standards and procedures)
- Transfer successful business practices and skills (including Labour Market Inventory, Business Mentor Network, Corporate Social Responsibility, mentoring).
- Facilitate easy access to jobs and entrepreneurship opportunity in the growing economy

CAP’s demonstrated footprint has clearly vindicated its model as positioned at the right time right place for right target group in transition economy. Its program has so far ensured placement of around 75% of their trainees and almost 60% trainees have opted for higher education after placement. CAP’s core programming principles and strategies indicate paradigm shift in workforce development strategies and practices.



1.6. Activities to Date

- Institutional Employability Training Centres in over 36 urban and sub urban location across the country as well as in Srilanka, Vietnam, Nepal, out of which

- 28 are in India.
- Placement cell for the training programs
- Reskilling support to retrenched workers of the garment sector
- Outsourcing of the training & placement
- Recareering support for the Tsunami affected youth
- Corporate Feeder recruitment
- Building new cadre of community based home health care nursing assistants.
- Ek Mouka – Udaan: livelihood hub demonstration with Ahmedabad municipal Corporation
- Community enterprises for safe water distribution

Currently, with more than rupees six crore (60 millions) of budgetary support of 20 donors including international NGOs corporates and government agencies CAP has been working with in seven states, with 115 communities, helping 11,239 youth in urban in 2005-6, across rural and tribal settings across India. With the support of 245 staff and 28 Employability Training Centres (ETCs) across the country, it has grown beyond India, with livelihood reconstruction projects for tsunami-affected youth in Tamil Nadu, and Sri Lanka, as well as retrenched garment workers in Nepal and Bangladesh. CAP has a multi disciplinary team consisting of youth specialist, urban planners, management graduates, trainers social development professionals, bankers, pedagogical & MIS specialists.

List of the projects of CAP Foundation in the last 3 years:

| LIST OF PROJECTS OF CAP | | |
|--------------------------------|--------------------------------------|---|
| Sl. No. | Name of the project | Brief Description |
| 1 | Pepsi co | Tsunami affected community |
| 2 | CAP PLAN | Child centered community development |
| 3 | USAID – Madrasa | Access of education to Muslim minority children |
| 4 | CAP – HSBC | Women Groups of the Children of CAP |
| 5 | Post MFA program (3 country program) | ESDP and reskilling program for retrenched workers of garment manufacturing units |
| 6 | CCF – Mysore | Teen Channel: academic and employability skills |
| 7 | SARI/Q – Highway | Employability program for the trafficked victims |

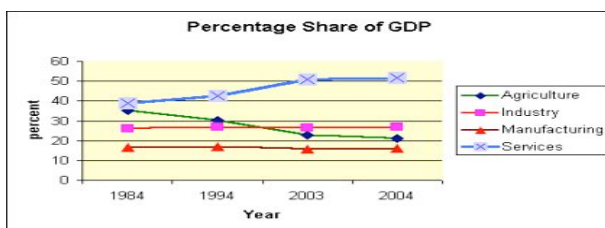
| | | |
|----|-------------------------------------|---|
| 8 | SARI/Q – Mumbai | Employability program for the trafficked victims |
| 9 | Gudivada, Repalle, Tenali and Delhi | Teen Channel: academic and employability skills |
| 10 | ILO Mumbai & Aurangabad | Child labour rehabilitation |
| 11 | Lucent – IYF | Preparation of tool kit for facilitators of Community learning centres |
| 12 | EK Mouka – Udaan | BOT model of building the capacity of the partner to continue after the project period |
| 13 | Bed Side Assistants Program | Customised training program for BSAs for Heritage Hospital |
| 14 | Acumen Project | A community based water supply program to demonstrate that safe reliable supply of drinking water can be a revenue generating model |
| 15 | Tsunami Srilanka | Employability training program for 17-25 years in four provinces of TN |
| 16 | CAP SST program | Employability training program for 17-25 years in Chennai |
| 17 | Youth Services | Employability training program for 17-25 years in Andhra Pradesh |
| 18 | Micro soft (5 country programs) | IT skills training for migrants and trafficked victims across 5 countries |
| 19 | Creative Associates | |
| 20 | NMDC | Employability training program for 17-25 years for displaced youth in Chattisgarh |
| 21 | Quest | |

| | | |
|----|-----------|---|
| 22 | GUDM | Employability training program for 17-25 years for youth in Gujarat |
| 23 | Reliance | Employability training program for 17-25 years for displaced youth in Gurgaon |
| 24 | Moserbaer | Employability training program for 17-25 years in Greater Noida |
| 25 | TSRDS | Employability training program for 17-25 years for displaced youth in Chattisgarh |

Chapter – 2 Situation Analysis

2. Background- Trends of Economic Growth and Sectoral Analysis

It is an accepted fact in economic analysis that economic growth should be accompanied by adequate employment opportunities. Therefore employment generation has remained a concern for India, especially since the country is faced with a jobless growth. After averaging of 3.6 per cent per year in the 30 years between 1951-81, GDP growth accelerated to 5.6 per cent in the eighties and stayed at this level in the final decade up to 2000-01. Not only in an absolute sense, it is argued that India's performance is good even in international perspective as it ranks sixth in the world growth league after China, Korea, Thailand, Singapore and Vietnam. On the other hand, India's Planning Commission estimates unemployment rate to exceed 10 percent from 9.2 within the next five years. In this context the service sector, and especially the private organized sector, will be the key to creating jobs in the future. The Planning Commission has recommended special schemes for the development of these sectors, which would create greater growth and employment potential in these sectors.



The unemployment rates among youth are significantly higher reaching in certain states as much as 35 per cent against the national average of 13 per cent, higher in the poorer classes and higher among youth and women. The unemployment rate among youth 15-24 years old is further higher than the rest of the population, and youth themselves form a massive proportion of the population. A Times Foundation study showed that 55per cent of Indians [550 million people] are below 30 years of age and 70 per cent [700 million people] are below 35 years of age. It stresses that more efficient vocational training is required to prepare this mass for employment in the growing service sector. One set of estimates states the following growth of labour force in various age groups.

What should also be noted for workforce development is the changes in the patterns of migration as noted after the 2001 census, with a relative decline in working class or agricultural migration from rural to urban areas and an increase in urban-urban white collar migration; also seen is fast 'peripherilization' of urban poverty and growing suburbs around metros. Suburbs are emerging as big enough markets in themselves. New consumers, new industries, new money, along with the workforce, are coming together in these sub-urban towns impacting the demand for land and real estate due to booming Information Technology (IT) and BPO (Business Process Outsourcing), and retail services sectors.

Any future strategic intervention for work force development, first, needs to identify the key gap areas needing intervention and then an assessment of strengths and

weaknesses of the current policy environment as well as range of government, corporate and civil society institutional networks and their initiatives for vocational training and education. Findings of such assessment will be crucial to inform the program design in terms of building upon the current strengths of existing institutions and ongoing initiatives and finding mechanisms to address the gap areas of the same.

2.1. Policy gaps in Linking Learning with Livelihoods and business-labor relations

In India there is hardly any legal framework for vocational education policies or national law to regulate the efforts in this area, as in many other countries. The Indian Constitution is silent over any specific thoughts or directives on vocational education, while education attracted major concerns and policy directions. While Constitutional Amendment Act was passed by the Parliament making elementary education Fundamental Right, but right to work is still awaited. The states also have not resorted to legislation on vocational education. Indian Education in general is non-legislative in nature. Besides, the recent education policies have completely divorced the learning with vocational training or livelihoods, both go parallel in the present school education system.

The restrictive policy environment for the growth of business and labor relation is a contested political ground, however, planning commission is in the favor of reform in Contract Labor Act 1970, not permitting contracted or temporary workers beyond a limited number of days; Industrial Disputes Act 1947; no allowing retrenchment or bankruptcy and interstate barriers to commerce of agriculture products. From the worker's perspective there have been issues of lack of compliance of labour and environment standards and gender friendly work environment.

Gaps in demand and supply and partnerships to address the gap

Anomaly is further noticed in the direction or courses offered by most major institutions for vocational and technical training (ITIs, ITCs, private and government polytechnic), as they prepare skilled workforce mostly for organized sector, while most of the work force (92%) is in unorganized sector. These have further contributed to the growing gaps between increasing employment opportunities in new sector economy and availability of skilled or suitable workforce for a) the lack of institutional mechanisms to develop demand driven work force for newly growing employment industries b) lack of institutionalized interface between vocational institute and such industries. The solution is difficult to find also for the lack of good programming to institutionalize partnerships between Youth groups (represented by NGOs or other civil society groups), Corporate and Government with an aim to create enabling environment and mechanisms for demand driven employable skills for both organized and unorganized sectors of new economy. These are the key gaps inviting intervention on a large scale to generate best practices for mainstreaming replication, as the existing system of vocational training and education has failed with its innumerable access barriers for the disadvantaged youth and supply driven training programs mismatching the demand.

The final problem analysis for the program design observes that a ***booming economic growth is threatened by increasing unemployability and inequity*** on account of ineffective education and vocational training system that excludes a majority of aspiring disadvantaged youth to access equitable and inclusive labour market oriented employability opportunities. Therefore the need and opportunity for public private partnerships to facilitate sustainable work force development in growing economy sectors through linking learning and livelihoods in an enabling policy environment. The proposed program is primarily designed to contribute in making the workforce development inclusive, equitable and effective for new economy jobs and arrest the declining trend of unemployment by institutionalizing partnerships, in addition to demand driven contemporary and quality training programs.

Participatory Problem Analysis for increasing unemployment and lack of workforce for growing new economy employment opportunities -

| Hierarchy of Causes | Causal Analysis |
|----------------------------|--|
| I. Immediate causes | <ul style="list-style-type: none"> a) Lack of information and awareness about opportunities for accessing skills and employment b) Lack of required qualification for availing training opportunities c) Lack of market oriented skill and training opportunities d) No secured job for Training e) Mismatch between aspiration and skill sets f) Declining demands for ITI and polytechnics courses, Enrollment and quality and employability of training |
| II. Intermediate Causes | <ul style="list-style-type: none"> a) Declining job opportunities in traditional economic sectors b) Lack of livelihoods opportunities in rural areas leading to migration and indebtedness, making any training opportunities unaffordable c) Poor outreach of traditional vocational training and education system to those who have least ability to find employment, especially Youth male and female d) Inaccessible and ineffective education system e) Supply driven skill development programs mainly for organized sectors and fragmented local markets f) Lack of assessment parameters and tools for defining market oriented opportunities. g) Limited access to new skill up gradation |
| III. Underlying causes | <ul style="list-style-type: none"> a) Shift in trends and direction of economic growth shaping employment opportunities unaccompanied by policy, legislation and |

| | |
|--|--|
| | <p>institutional system for demand driven work-force development</p> <ul style="list-style-type: none">b) Missing policy direction and institutional inclination to develop linkage between formal schooling, vocational training and life skills developmenta) Lack of institutional mechanisms of interface and strategic engagements and participation of youth, civil society, private institutions and the government in evolving common purpose and common language for work force development.b) Lack of investment by the government and corporate sector in workforce development |
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Chapter – 3

Program Goal, Purpose and Objectives

Based on problem and stakeholder analysis and current programming direction of CAP, the proposed program intends achieving its **goal** “*Develop employability skills for self directed growth* of disadvantaged youth by enabling easy access to market oriented sustainable economic opportunities through linking learning with livelihoods and institutionalized mechanisms for PPPs*”.

The key **purpose** of the project is to test and demonstrate scalability of CAP’s employability skill model with multiple partners to effect a paradigm shift in workforce development for disadvantaged youth. The program experiences and lessons will be documented and analysed to inform the planning cycle as well as to disseminate and advocate best practice elements. The program will monitor the number of ETCs set up by corporate, govt. and NGOs and EE’s or similar initiatives based on key principles of the CAP’s model.

- i) ETC- Employability Training Centres to provide access to market oriented employability & entrepreneurship training to the most deprived, youth, with a strong gender perspective.
- ii) EE-Employability Exchanges to develop dynamic relationships between local labor market players, training service providers and youth through capacity building, partnership management, operations support & learning development domain
- iii) WFDI- Workforce Development Institute to promote institutionalized mode for offering design and support services to EE and ETCs. through national, state & city level program advisory councils with representatives from local govt, corporates & citizen sectors. WFDI will also be the Program Management Unit for the proposed program

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

- *Enabling the most disadvantaged youth especially young women* in most vulnerable locations to sustain mobilization for increased and equitable participation in work force development through effective alumni network and local partnerships.
- *Customized, contemporary and quality training* for market oriented work force development by institutionalizing mechanism to systematically build competency of trainers and partners to sustain the training program and ETC
- *Institutionalized program interface with industry*, relevant govt. and other institutions for placement, accreditations, certification and resource mobilization
- *Mainstream the program model* or its best practices (processes, procedure, partnerships and pedagogy) in the work force development and positively influence policy and regulatory barriers through research, advocacy and networking

The term ‘self directed growth’ refers to disadvantaged youth being capable of making informed choice options for sustainable livelihoods and self-development

Many of the program process are already in place and the CAP's model of equitable workforce development through employability training and employment support is documented best practice. The ongoing and proposed program processes also explain their tested potential to address the issues of vulnerable young men (15-24) and women (15 to 30) of different profiles in diverse situations through partnerships between government, corporate and civil society and creating sustainable institutions and systems for demand driven employability training and placement.

The key strategic processes of proposed program are-

