Mid-Term Review

of

Disha

Prepared by IDF

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Contents

1. Introduction

Disha is a four-year long project and we are now two years into the project period. A brief summary of the work done so far follows:

Year 1 (2015): Project scoping, establishing the theory of change, finding proof for project viability and making elaborate conceptual as well as programmatic preparation for implementation. After the successful completion of the scoping phase, Disha was officially launched in Mumbai in October, 2015

Year 2 (2016): Commencement of implementation and pilot testing phase, according to three verticals --- job, enterprise and bridging the information gap (BIG). 60 pilot proposals have been approved, 15 of which have been completed, 24 are on-going and 19 are yet to start and two were discontinued. The project shows a bias towards BIG vertical pilots with 33 out of 60 approved falling under it, all led by UNDP. Also, UNDP is leading, or has led, all 11 pilots in enterprise vertical. Of the 16 in job vertical, UBDP has led, or is leading, 11 and the remaining 5 are with Xynteo. (Annexure 1)

At the end of 2016, Disha is in a position to test models (rather than pilots) in the BIG vertical as many different pilots have been tested and some potential candidates for scale-up have been identified.

In terms of job and enterprise pilots, Disha is still in the pilot testing mode. Since enough pilots have not been launched, the knowledge gained by partners on what works and what does not is as yet limited. Year 2017 will see the launch of some good pilots in these two spaces and 2018 will be the year when models in these two verticals can also be tested. The partners agree on a set of recommendations, embedded in this report which will allow this to take place.

Therefore, overall, the project has made good progress since the beginning of 2016 and the implementing teams have gained valuable insights on how to work with other stake-holders in the eco-system. This should contribute to an acceleration in the scale of Disha in the next two years.

The extension of one year from December 2017 to December 2018 will be sufficient as per our implementing partners, UNDP and XYNTEO.

2. Steps followed for MTR preparation

1. The first step was to draft the MTR terms of reference (ToR) for the implementing partners by the M&E partner, IDF
2. IDF prepared the ToR based on its understanding of the project requirements and the data available to it through the on-line MIS and also off-line, which formed the basis for identification of issues to be raised in the MTR
3. Communication of the ToR to the partners and taking their concurrence. Partners did not suggest any modifications and the ToR was accepted as the final one (Annexure 2)
4. UNDP and XYNTEO organised consultative meetings with all the stakeholders involved in the implementation including, and not restricted to, government officials, sector skill council representatives, training partners, mobilisation partners, bankers and other private sector entities and provided their reports to IDF.
5. Data and other sources:
   a. Disha MIS and Baseline data (www.thedisha.org)
   b. Data and reports gathered from UNDP and XYNTEO
   c. M&E team visits to all states and structured and unstructured interviews with a number of different stakeholders
   d. Monthly progress reports, quarterly progress reports, follow-up study report, pilot review reports, annual progress report and one tracking report prepared by IDF
   e. Interviews with implementing partners, NGOs, CSOs, government officials and select women beneficiaries during field visits by IDF
   f. The proceedings of a three-day strategy retreat held by UNDP for all partners with the agenda set as per the ToR
   g. Minutes of the various project partners' meetings

3. The big picture

The four-year project, which is a joint collaboration between IDF, UNDP and Xynteo supported by IKEA Foundation, aims to help women become economically self-sufficient so they, their families and future generations can have better opportunities in life. The basis for this collaboration is a programme with three overarching objectives:

   a. To create a positive impact (possibly transformational in some cases) on the lives and livelihoods of 1 million women through education, training, employment and entrepreneurial skill development.

b. To test and establish an innovative and scalable model of Public Private Partnership (PPP) that responds to the aspirations and needs of women, and the identified needs of the private sector and the markets.

c. To establish a continuum that connects education to skills, jobs, and growth by creating the right eco-system with all the concerned stakeholders.

At mid-term, a review of how well we have progressed towards meeting these three objectives has been carried out. In separate sections we discuss each one of the above from the point of view of 'what is' and how Disha is attempting to change it through innovative pilots and models.

4. Assessment of impact on women

IDF has analysed the baseline data collected from the women participants and prepared a note based on the descriptive statistics. By and large, the women are from our target group. Majority women are in the age group 15-45, from underprivileged backgrounds, with BPL ration cards and from the non-general social categories. (Annexure 3)

4.1 Impact assessments

The years 2017 and 2018 will be the years when research relating to evaluations will be carried out by IDF. It would be premature to do a proper impact assessment now and it should be done after the 3 years. However, small assessments are being planned by IDF to assess the emergent models for impact. There are 10 models that are emerging as potential candidates for scale-up and IDF will carry out assessments for (most of) them.

Based on the telephonic **follow ups** with women who participated in 8 of Disha's pilots we find that about 70% of the women who were interviewed stated that they found participation in BIG vertical pilots useful and the information received would enable them to make informed choices regarding their careers. (Annexure 4)

IDF has also carried out reviews of some noteworthy pilots – Self-shakti (Financial literacy in the enterprise vertical) (Annexure 5), CIPET (Job vertical) (Annexure 6), Female Sex Workers (entrepreneurship education), Sewa Bharat and Career Yatra (BIG vertical) (Annexure 7). The purpose of these reviews was to assess how well the processes were working on the ground taking all the stakeholders and their views into account.

IDF has carried out a **tracking study** with two women who participated in the JSL pilot, one who is currently working and one who left within a few months of joining JSL. The pilot helped the

women overcome their social circumstances and take the first steps towards empowerment. A brief extract of this study is presented below.

4.2 The JSL Pilot – Tracking Study

Table 1: Progress of women through the pilot		
Pilot Node	**No. of women**	**Status**
Enrolment	25	4 came only for the first day. The fifth left after five days citing health problems
Training	20	All completed
Certification	20	All awarded
Placement	20	All placed with JSL; one was underage and joined after completing 18 years of age
Employment status	16	Four women quit, 1 after 15 days, 1 after two months and 2 after four months of joining

A tracking study on the experiences of some JSL participants was carried out among those who continue working in JSL and others who have quit JSL. We find that our study subjects want to be in jobs. They recognise that Disha provided opportunities, and created the enabling environment, that made it possible for them to surpass the limitations imposed on them by their social circumstances, and be employed in a 'reputed company'. Whether they are still working at JSL or not, our study subjects say they are more confident of themselves now. They are more capable of leveraging their training and employment experience at JSL to work elsewhere. (Annexure 8)

5. Assessment of progress towards results keeping the big picture in mind

Table 2: KPIs (Actual and Projected)						
Sl.no.	**Output/Outcome (KPIs)**	**Responsible**	**Year-1 (Target)**	**Proposed KPIs of approved pilots**	**KPIs achieved**	**Year-2 (Target)**
1	No. of women provided with entrepreneurship information	UNDP	50,000	145,650	20,173	100,000
2	No. of adolescent girls educated	UNDP	40,000	162,939	64,219	100,000

3	No. of women coached on jobs	UNDP	20,000	81,120	27,349	150,000
4	Total (1+2+3)		110,000	389,709	111,741	350,000
5	No. of women skilled for jobs	UNDP/Xynteo	5,000	3,860	295	40,000
6	No. of women placed in jobs	Xynteo	5,000		369	30,000
7	No. of women skilled for enterprise (training & skilling)	UNDP	10,000	11,550	1,034	20,000
8	No. of women started enterprises	UNDP	0	0	70	15,000
9	Total (4+5+6+7+8)		130,000	405,119	113,509	455,000

Data Source: www.thedisha.org (MIS)

A cursory glance at the table above reveals the basic weakness in project Disha. We have fallen far short of the 2016 target in the Job vertical. The target set for 2017 is also unlikely to be met based on the status of the current approved pilots. We need some major course correction to be put in place soon. Jobs and enterprises will contribute to long term impact on the lives of women and are very critical for the success of Disha.

As per the Disha MIS, in terms of KPIs, Disha has exceeded the target in BIG vertical (1.11% more). Some spill over KPIs will come in during 2017 from the pilots launched/approved late in 2016. By the middle of 2017, the approved pilots will give additional KPIs of about 277,000 over the 111,741 already achieved in BIG vertical. In the Enterprise vertical, the target for 2016 for training in enterprise was 10,000 and actual achieved is 1,034 which falls short by 88%. However, by the middle of 2017, the current approved pilots are expected to fetch KPIs of 11,550. Assuming 100% success, the projected KPIs will contribute about 42% of the total target for 2016 and 2017.

The good news here is that already 70 enterprises have been started by the women trained in Disha.

In jobs, 3860 jobs are expected from approved pilots by the middle of 2017, over the 369 already achieved. Assuming 100% success, these numbers add up to about 6% of the total target for 2016 and 2017 taken together.

5.1 Has the project identified potential models for scale up?

Since January 2016, 60 pilots have been approved, 15 are completed, 24 are on-going, 2 have been discontinues and 19 are yet to start. In 2017 and 2018, we expect that the total number of new pilot launches will shrink in the BIG vertical and increase in the Jobs and Enterprise verticals. The

consistency of each pilot with the ITOC is checked by IDF and the process maps for each one is individually generated.

The 'Skill Sakhi' model developed by Disha and Pratham for Maharashtra has been appreciated very well and the Niti Aayog has recognised it as model of best practice, recommending the same for scaling up across India.

The training of trainers' models of Disha are a very practical way of bringing about scale because many training agencies lack man power.

Based on the experience and learning, some models have been designed for potential scale-ups with some in-built innovations.

5.1.1 The BIG vertical

Under the BIG vertical, 33 pilots have been approved, 12 are on-going, 12 completed and 9 are yet to start. A substantive amount of work has been done on the ground. We need to ensure that the quality, relevance and usefulness of the training and counselling content and the quality of the counsellors, is good.

We have identified 4 genres of models that have the potential for scale up in the BIG vertical. These models will be tested in 2017. Some new and innovative models will also be tested in the two years ahead and a brief description of these is offered in section 10 below.

    a. Standalone Model (independent CGC Centre)
    b. School based Model (CGCC in schools)
    c. College CGCCs (including Industrial Training Institute (ITI) based model)
    d. Online Portal (such as Pankh), which could be a support to the other models

Models b, c and d above are the innovations brought in by Disha based on working in and learning from the field.

New extended CGCC model

This is a cluster based model where CGCC is physically located in industrial clusters and employment opportunities are linked to it. On the establishment of the skill value chain continuum, the new model is a refinement as far as the thinking about BIG vertical pilots are concerned. Instead of taking a narrow vertical-based view of operations, this takes an integrated value chain based approach. The model to be tested in 2017 will use the career guidance and counselling centres (CGCCs) located in industrial clusters, as the hub of activities for the entire value chain. In other words, we will see how well we can enable the girls and women who participate in these to find jobs or start enterprises as well that make them participate directly with the activities of the cluster.

The apprenticeship models that are being proposed will enable us to connect the dots along the value chain. The model derives its usefulness from the fact that mobilising the right women and girls for the right activity is recognised to be the toughest challenge. Disha's own experience has established this as well. The extended CGCC Model will help greatly in overcoming this challenge. Through the established psychometric tests and counselling, women's needs and aspirations and capabilities can be taken on board before training for skills leading on to jobs and enterprises. The other critical issue of travel for work can also be addressed by localising the livelihood opportunities.

5.1.2 The Job Vertical

Under the Job vertical, 16 pilots have been approved, 5 are on-going, 2 completed and 8 are yet to start. In principle, we have learnings from 2 pilots only. However, during the process of designing the pilots, many challenges have come to light and these are discussed below.

Disha's major thrust is to develop a demand driven skilling eco-system, to support our claim that this is what works through implementation of successful pilots and models that emanate from them. To make the value chain demand driven, it is important to have assessed the demand for jobs and the skills in the first place. This can be done at least for the new sectors that have been recently identified for pilots like retail, hospitality and facility management. This will help us in managing our own expectations regarding scale-up.

While JSL is a success, it cannot be brought into the mainstream in its present form unless someone is willing to bear the cost of training. The problem here is that there is no SSC in stainless steel. As a result, the course cannot get approval for government funding. If we can effectively address this issue, Disha would have made a contribution to the eco-system as well.

In the pilots that UNDP has led, the challenge has been placements. The reliance is on the training partners to find jobs and we are back to the government style of functioning. The demand orientation is absent. UNDP state teams attempt to do this but find themselves ill-equipped to manage the private sector.

In sum, we are not in a position to identify pilots for scale-up in this vertical. This is owing to the paucity of pilots launched in 2016 and the dearth of KPIs. The consultative meetings did highlight a number of opportunities that can be exploited to Disha's benefit in various sectors and we expect our partners to initiate actions in the coming months.

However, partners have put together a new model that leverages the government support for apprenticeships.

New Jobs Model - Apprenticeships

This is an innovation that is being brought in in the Job vertical. Apprenticeships are counted as jobs by governments and also by Disha implementers. Globally, apprenticeship is considered to be the main highhway to a skilled workforce. Countries such as Germany, Japan and China, to cite a few examples, have 3, 10 and 20 million apprentices, respectively, demonstrating the superior

skills profile of these nations. Yet, though the Apprenticeship Training Scheme has been functional in India since 1959, only about 300,000 candidates are enrolled under this scheme.

There is a huge potential to be tapped since the government subsidizes the stipend to be paid out during the apprenticeship period. Companies, especially the MSMEs and SMEs in the formal sector can use the provision to offer jobs to Disha participants. This is an untested and innovative approach which will require buy in from the private sector to be established during the next phase of engagement. The MSMEs and SMEs will need to meet Disha's standards on working environment including safety and hygiene.

The pilot (Disha education society), has been launched recently and the progress has to be assessed for success. This is a combination pilot which is basically one of career counselling with the implementing partner signed up to bring in apprenticeship opportunities as well.

5.1.3 Enterprise Vertical

Under the Enterprise vertical, 11 pilots have been approved, 8 are on-going, 0 are completed, 2 are yet to start and 1 failed. In 2016, the KPIs expected from this vertical was 0. But the actual achieved for year 2016 is 70 enterprises. The target for training for enterprises was 10,000. The actual achievement was 1,024. The steps taken and the pilots approved so far indicate that the targets for 2017 may not be met. Based on the achievement so far and the assumption that all on-going pilots will achieve 100% success, 42% of the training target is expected to be met in this vertical in 2017.

The Humana pilot launched in Haryana in November 2016 is already showing success with 70 enterprises started. This pilot reaches out to very poor women and the enterprises are micro in nature, but IDF expects to see huge impacts coming from this.

Picture-1: A Disha Entrepreneur – Humana Pilot (Haryana)
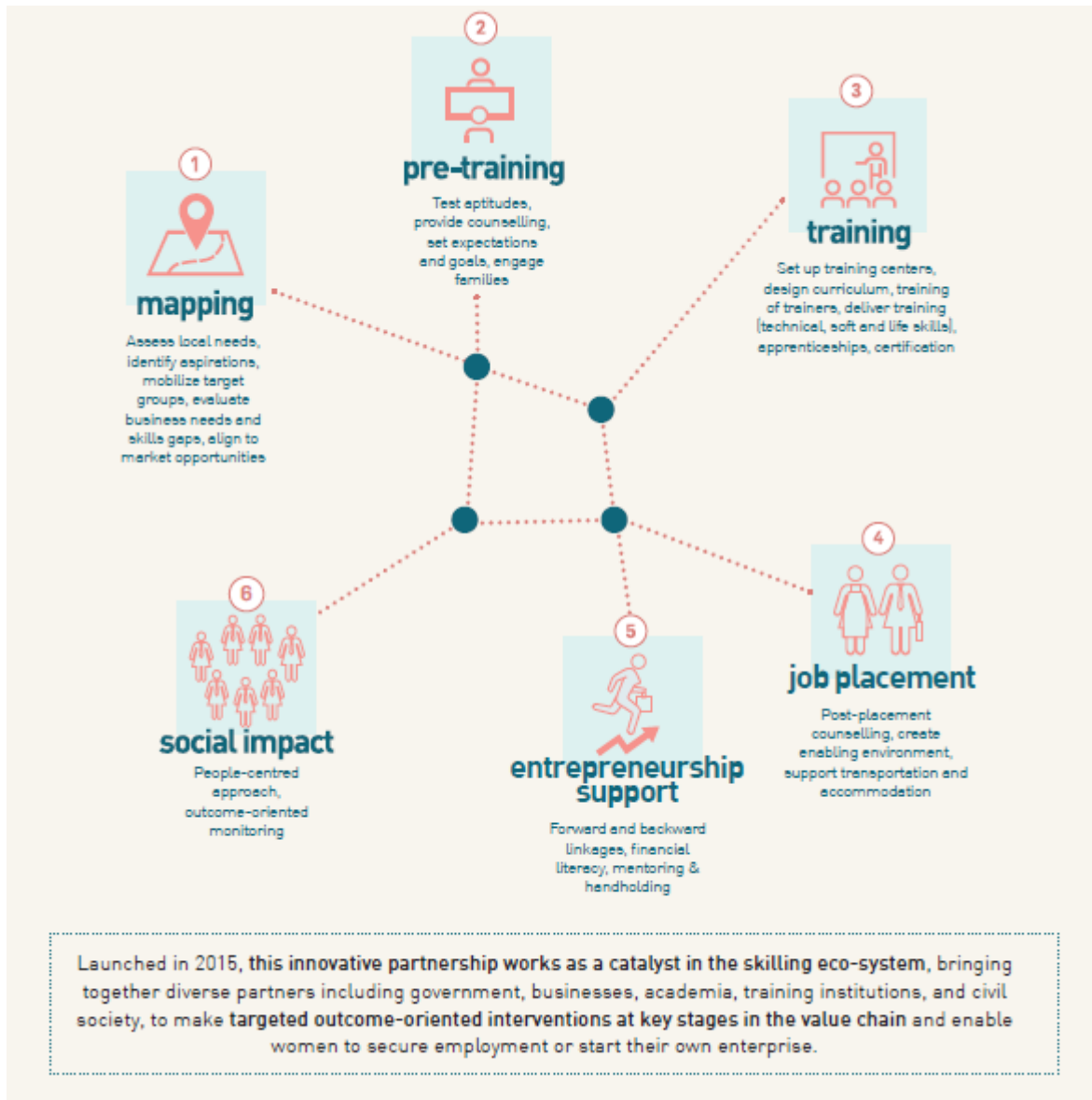
6. Assessment of the emerging eco-system

A right or an ideal skill eco-system for women would be one where governments and private sector work in tandem and in a co-ordinated way, paying attention to all elements of the skill value chain from mobilisation to placement and enterprise, through relevant training in skill. This end-to-end intervention is special to Disha and all the partners are committed to implement this.

The current skilling eco-system in India is largely a government led, supply driven system and focussed entirely on skilling men and women for jobs. The eco-system also often fails to take into account the demands and requirement from employers. Some recent attempts are being made to facilitate entrepreneurship development after the 'Start up India' campaign gained ground and funding. Career guidance and counselling service are completely missed. The focus is mainly on outputs (number of people trained) and rarely on outcomes. The aspirations of the participants and attempts to match the aspirations with reality (in terms of jobs, salary etc.,) are missing.

On the positive side, governments at all levels have created a landscape dotted with institutions for skill development. The government skill development institutions like the NSDC do not have the necessary skill to facilitate research and evaluation of their various programs. As a result, they initiate many schemes, allocate a lot of money but the outcomes are disproportionately small.

In order to develop an eco-system, therefore, new institutes do not need to get created, they are already there. The need of the hour is to tweak them, establish linkages between them, plug the institutional gaps and bring behavioural change in the existing institutions and people.

Skilling value chain Disha will embed in the legacy eco-system – First cut

pre-training
Test aptitudes, provide counselling, set expectations and goals, engage families

mapping
Assess local needs, identify aspirations, mobilize target groups, evaluate business needs and skills gaps, align to market opportunities

training
Set up training centers, design curriculum, training of trainers, deliver training (technical, soft and life skills), apprenticeships, certification

social impact
People-centred approach, outcome-oriented monitoring

entrepreneurship support
Forward and backward linkages, financial literacy, mentoring & handholding

job placement
Post-placement counselling, create enabling environment, support transportation and accommodation

Launched in 2015, **this innovative partnership works as a catalyst in the skilling eco-system**, bringing together diverse partners including government, businesses, academia, training institutions, and civil society, to make **targeted outcome-oriented interventions at key stages in the value chain** and enable women to secure employment or start their own enterprise.

6.1 The three main missing elements in the current eco-system

i. **Career guidance and counselling system:**

Though the governments of India, at centre and states, have many skills and entrepreneurship development programs, there is no institutionalised career advice and counselling offered to young graduates from schools and colleges. These students, who pass out of government institutions, are mostly from underprivileged backgrounds and they do not have access to good quality advice from their friends and relatives either. This is a huge gap that needs to be filled.

ii. **Public Private Partnership Models:**

Despite government spending a lot of money on skill development projects and the growing demand for jobs in almost every industry, there are many gaps in connecting employers with prospective employees. The main reason is that the government and private sector, which need to work together, are not doing so. They work in silos, mistrusting each other and not leveraging each other's strengths.

iii. Lack of accounting of the aspirations of beneficiaries:

The existing eco-system, being supply driven, also does not take into account the needs and aspirations of the beneficiaries in terms of their requirements for building livelihoods. Unless this is addressed, women cannot play any major part in the 'Skill India' Initiative. The under-privileged women who form our constituency especially face an uphill task when it comes to building careers or improving their livelihoods.

Most women in this segment are already engaged in underpaid or unpaid work, have the double burden of taking care of the family including the elders and cannot take up full-time work. Even those who can take up full-time work, find it impossible to negotiate distances to work places from home. As a result, attrition rate shoots up post-placement. The Matrix pilot demonstrated this. The expectations from the women are multi-dimensional, and totally ignored in the existing eco-system. These also place huge challenges for team Disha in the Job vertical.

iv. Lack of alignment with private sector:
Demand for skills are not properly assessed because of non-alignment with the needs of the recruiters. This is a huge gap and as a result, the outcome of employment generation gets missed.

Disha, by and large, takes a holistic view of the entire continuum of skilling. The starting point for Disha is to put the people (and especially the women) at the centre of the ecosystem. We have thus created a comprehensive value chain / continuum that links community needs assessment / mobilization / counselling / training / post placement support. The importance of counselling pre and post placement is also being increasingly felt by the state teams and steps are being taken to address the issues.

One of the main objectives of Disha is to assess the demand and then match supply of trainees to fulfil the requirements. The other distinguishing feature of Disha is that by ensuring that the whole value chain is connected, the focus is on outcome much more than the output. This discourse has been very well accepted by all stakeholders and has allowed Disha to take a place that was laying vacant, thus ensuring clear differentiation and value addition within the ecosystem itself.

6.2   A summary of how Disha contributed to the eco-system

6.2.1 Has there been a 'Big Bang' effect on the skill eco-system?

a. To some extent yes. More and more government participation is forthcoming and they are approaching UNDP with requests. This is a big step forward from where Disha was in 2015. This is seen in all state governments and UNDP members are requested to advise high level skilling related committees and other state led initiatives. We have evidence to claim that Disha has made a significant impact in the government circles.

b. UNDP has also received support from industry associations such as CII (which is a partner in one of the pilots) to push the apprenticeship opportunity forward.

Annexure 9 gives a listing of committees and forums for policy advocacy relating to skill development that UNDP is a part of as representatives of Disha.

c. Xynteo has brought on board pilots with large corporates like Sodexo, Taj Hospitality, JLL, JSL, IKEA Retail and Mahindra Retail. This is a start.

d. Xynteo has finalised a certification model which will provide the second layer of certification in the five pilots it will lead.

6.2.2 With governments:

Government agencies like Commissioner of College Education and TKSC in Telangana, SNDT and MAVIM in Maharashtra, as well as the state government in Haryana, are closely associated with the Disha project pilots. Disha members are on the advisory committee for a high-level Karnataka Skill Development Society, coming directly under the Chief Minister of the state.

At the central government level, the project engages closely with different skill development and entrepreneurship ministries and agencies including NSDC, MSDE, MoRD and PPP bodies like Sector Skill Councils.

The main challenges faced are the following:

- For CGCCs and other BIG vertical pilots the governments are very willing to co-operate in terms of opening doors to their educational institutions like schools, colleges and technical education institutions. But they are not funding these activities. There are no government schemes that can be tapped either. Disha is breaking fresh ground and the governments are being made to realise the importance of career counselling services to young people.
  (The governments of Karnataka and Maharashtra are now willing to consider embedding our CGCC models into the regular curricula of educational institutions. If this is done, the program can run in perpetuity. This is one of the biggest breakthroughs of project Disha.)
- Delays in getting orders passed at the lower levels, even after obtaining an in-principle nod from the very top of the bureaucracy.

6.2.3   With private sector:

A sectoral focus is emerging in the Job vertical. In the consultative meetings held for the MTR in January 2017, a sectoral approach was seen. The retail, hospitality and facility management sectors are now identified as the high growth with high employment potential sectors. Some pilots have been designed with a major company in each of these and they are to be launched in 2017. Renowned brands such as IKEA Retail, TAJ Hospitality, JLL, Godrej and Sodexo have been roped in for generating jobs and the Future Group along with Disha will focus on entrepreneurships. We need to leverage these pilots for scale ups within the sectors.

The main challenge faced in engaging large corporates is that the incubation period for the pilots from design to implementation can sometimes go up to one year (JSL being a good example). Convincing the company top brass is one thing but convincing the line managers downstream is another matter altogether.

6.2.4   Bringing Private sector and government together:

There are examples of Disha creating linkages between government and private sector. JSL and government of Haryana is one good example wherein each party co-funded and co-supported the pilot in Haryana. Similar linkages have also been achieved in Maharashtra where the government of Maharashtra through its ITI is supporting the hospitality sector training program with the Taj Group of hotels. It is also supporting the MAVIM entrepreneurship development pilot. In Telangana the Commissioner of Colleges and TKSC are both supporting the IKEA Retail project.

Disha has established that it is "technically feasible" to train women and "culturally possible" for them to work in the male dominated factory floor, provided the right eco-system is in place.

More demonstrations of this through successful pilots are needed for Disha to succeed in its goals, and generate a snow-balling effect, especially on the jobs front, during the proof of concept phase and also during the scale-up phase.

The workshops and round tables, CEO's forums conducted by Disha have elicited good participation from the private sector and government. They provided opportunities for the Disha team to communicate our project work to the larger audience and elicit partnerships. The success is very limited so far, but it is hoped that this will improve in the future.

7.   Assessment of emerging public-private partnership and business models

The objective of Disha's showcasing of PPP models is to emphasise to the governments and private sector that working together is the only way of solving the problem of unskilled labour force and improving the productivity of the corporate sector. The PPP models should also

highlight the significance of cost sharing. Proper business models need to be developed and show cased. If private sector pays for the training/counselling they will ensure that value addition takes place.

Many new high potential PPP models have emerged and are emerging from the project. Some examples are

- In Telangana career guidance and counselling is being carried out in educational institutes with corporate support
- In Maharashtra, training is being carried out in a government ITI in Lonavala which combines government support for mobilisation and private sector support for training and employment

These models are mostly confined to the BIG vertical pilots, so far.

7.1 Government presence in Disha

- Governments offer infrastructural facilities free of cost for our activities
- Governments fund the training programs, if the curriculum is SSC approved
- Governments give access to their educational institutions to carry out our CGCC activities. But as of now the governments have no provision to fund this.
- Government takes Disha as a partner in their regular programs like Career Yatra (student career counselling) in order to improve the quality of the counselling services. In this case the government of Karnataka funded the counselling agency that UNDP had identified for the counselling30.

7.2 Private sector presence in Disha

- Private sector has supported in JSL and JLL pilots with infrastructure, curriculum development and placements for trained women
- In the other job pilots, private sector has hired some of the women trained.
- In 2017, some new pilots will be launched in partnership with Sodexo, IKEA and Mahindra Retail, Godrej and Taj Hospitality. These are good efforts and need to be studied for scale-up potential.
- In all, more than 30 companies would have participated in the job vertical pilots that have been approved for launch. Out of these, 8 are large corporations and the others are medium scale companies.

- The smaller companies usually participate in placement activity and the larger corporations work with team Disha during the entire pilot phase.

7.3 Cost-sharing

In all the verticals, governments have only made in-kind contribution by way of providing infrastructure and funding SSC approved training programs. In BIG vertical, since there are no SSC approved counselling courses, UNDP has borne the entire cost of training/counselling. The contribution of private sector also has been in-kind and the percentage is good in the case of the Job vertical.

However, cost sharing by Disha, government and private sector together is seen in less than 10% of the pilots. About 50% of the pilots, mostly in BIG, are funded entirely by Disha and in about 9% of them the cost is entirely borne by government.

Clearly there are challenges to be overcome before we establish cost-sharing PPP models.

8. Challenges – program implementation level

In the following we present the challenges identified during the consultative meetings with all the stakeholders, including Disha state teams.

8.1 Bridging the Information Gap and CGCCs (BIG) – based on experience and analysis

- Mobilization of the students has been a major challenge
- Lack of awareness among community members leading to disinterest or even distrust
- Lack of uniformity and structured approach in conducting psychometric tests and counselling.
- Lack of uniformity in curriculum
- Lack of availability of assessments in local languages
- Need for competent and motivated mobilisers
- Need for trained and qualified counsellors
- Need for information repository with the counsellors

8.2 Skills to Jobs – based on experience and analysis

- Need for effective mobilisation strategies and capabilities
- Need for collation of specific role based jobs with specific employers, post training
- Large attrition at every stage from mobilization to registration to training to employment
- Difference between aspirations of participants and the reality especially on nature of jobs and initial salaries
- Need for participants for industry awareness and exposure before or during training
- Lack of necessary education among participants to be able to fully benefit from skill development
- Mismatch between employer's expectation of required skills & their salary offers and participants actual skills & aspirations
- Difficulty in convincing participants to see the importance of moderate salary jobs/ small self-employment initiatives in the short term with their long terms aspirations
- Need for more partnerships between CGCCs and employers/ training institutes
- Lack of employment opportunities for participants with very low educational qualifications or with very few skills
- Standardisation of the training so that its dependence on quality of trainers is reduced.
- Objective methods in evaluating training quality efficiently
- Need for funding from employers or governments outside of the current government skill development schemes
- Need for post placement support

8.3 Value Chain and Enterprise development

As of now, these are largely untested waters. The potential challenges identified during the consultative meetings are

- Finding the right business activity for the women which will fulfil their aspirations and match their capability
- Linking them to markets is a huge challenge since the buyers, being large corporates, need quantity and quality assurances, which the women may not be able to give

- Finding project and working capital finance is also a huge challenge for the women who are untrained in basic business skills. The women lack in capacity at several levels.

9. Learnings

The project teams have learnt a lot during the past one year of implementation. The leanings, by respective verticals are summarised below.

9.1 Bridging the Information Gap and CGCCs (BIG) – based on experience and analysis

- It is important to understand the aspirations of target women and then design the CGCC with the right curriculum and counsellors
- The use of door-to-door campaign and local ambassadors, use of example and role models from the community and leveraging existing community leadership is important even as institutional mobilisation helps achieve larger numbers of beneficiaries.
- Close proximity of CGCC centre to the community helps reduce attrition. Women in general find it much harder to travel longer distances.
- A uniform curriculum needs to be developed depending on the prior educational levels
- A standardized model for assessment and counselling with well defined, communicated and understood forms, formats, templates, checklists, eligibility criteria for counsellor will enhance the effectiveness of assessment and counselling
- Make it mandatory for our training partners to hire at least one well qualified and senior woman counsellor per 30-40 women in the BIG vertical pilots.
- Women should be given good quality and market relevant counselling.
- The quality of the counsellors needs to be strengthened. If this can be done, many of the challenges listed above can be overcome.
- Disha partners should try to put in a certification mechanism for this vertical as well
- Disha partners should try to go that extra mile to take the women from counselling to actual job placements or enterprise start ups

9.2 Skills to Jobs – based on experience and analysis

- It takes a very long time, sometimes up to a year to bring a large company to lead a pilot
- Attrition during training and after placement in jobs is common which can be tackled through post-placement counselling
- Clarity of job roles and salary levels with participants ensures that during mobilization and actual deployment there is no over commitment and under performance
- Mobilisation is more effective in educational institutions- final year students of government colleges interested in and committed to a career in certain sector and ready to work immediately on completion of their academic schedule at the college will be appropriate candidates for training
- The Curriculum needs to be in agreement with the employers who need to be engaged during development of the same
- On-the-job training needs to be built into the curriculum
- Make it mandatory for training agencies to hire counsellors to provide necessary support to women participating in Disha pilots, at least one per pilot.
- Providing post placement support for women and girls employed is also. This is new ground as there is no system in place to do this. IDF's follow ups and the tracking study indicate that this is critical for retention.
- If the women's aspirations are met, mobilisation challenge can be overcome. This approach will also lead to mobilising the right kind of women for the job roles.
- To reduce post-placement attrition, mobilise women closer to the places of work pre-identified
- Large-scale participation of private sector at various stages of the value chain like curriculum development, guest lectures during training and field visits to offices, placement and post-placement support, is required.
- In addition, counselling for women should be given mandatorily at all stages of the value chain

9.3 Value Chain and Enterprise development –based on stakeholder consultations

Access to finance

- One of the main challenges for start-up activity is money. Self-help groups have a better access to finances from formal sector, given the current institutional and legal provisions in India. Therefore, the entrepreneurship vertical can focus more on SHGs to start enterprises.
- Efforts should be taken to link women entrepreneurs to existing government schemes like Mudhra

Capacity building

- Recognition of Prior Learning (RPL) through a certification mechanism will establish their talent. This will enable market access for selling to retailers and others.
- Training can be given in performing market surveys, accessing market intelligence, developing business plans, and on other aspects of entrepreneurship
- In some areas training in basic literacy and numeracy may be required before enrolling women in entrepreneurial skills programs. Confidence-building measures may also be necessary

Others

- Exchange or exposure visits for entrepreneurs will help
- Producer groups can be an alternative solution to address the issue of scale of production and quality control
- A step-by-step process of capacity development is required, with the producer groups taking on more tasks as their ability to access market opportunities, services, and investments improves
- Handholding and mentoring women entrepreneurs is essential at least during the first year of a start-ups life. We need to identify such people from within the communities who can provide the necessary support to the budding entrepreneurs.

9.4 Leveraging the enabling aspects of the eco-system

a) In India, the big push for skilling is coming from the governments. Aligning Disha sponsored training programmes with NSQF/QP-NOS will help fund the training programs.
b) Foraying into non-traditional, non-SSC approved skills requires corporate buy-in. Funding these skill training programs is not feasible for Disha. Efforts must be taken to get these courses approved by SSC. This will be a lasting contribution made by Disha to the entire eco-system.
c) Find more opportunities to talk about Disha in high-level corporate forums will help.
d) Advocacy for women friendly work place policies based on successful pilots in these forums will create a larger awareness in the corporate sector
e) Guest lectures by industry leaders into women groups, counselling sessions, training sessions etc. to build confidence for women and buy-in for corporate organisations
f) Advocate for women's financial inclusion so that women can have better access to financial products, with simpler regulations and procedures
g) Build a strong apprenticeship vertical within the jobs vertical
h) Organise industry visits for women participating in Disha

10. Proposed Models to be tested in 2017

The pilots run in the duration of project Disha thus far have provided a number of lessons. Some have built our knowledge in terms of what is needed for effective mobilization, while others have shown the time and effort required to implement quality and outcome driven pilots. Based on these lessons, the project partners have noted 10 models that have emerged from the first year of implementation. Three address the CGCCs, three Skills to Jobs, and four Entrepreneurship. We believe that in adhering to the fundamentals described in these models, the project will be able to meet its objectives. It is important to note that these 10 models are not mutually exclusive and will mutually reinforce each other.

There are the models that we believe are ripe for implementation and scale. In accordance with the strategy of the project, we are increasing our focus on these models, and transitioning into a replication and scale approach from a pilot testing approach.

As noted in the mid-term review report, each of the project verticals is at a different stage of maturity; the Career Guidance and Counselling Centre models are fairly developed and primarily require fine-tuning – *in particular in linking to employment opportunities*, while the skills to jobs and entrepreneurship models will require *investment and additional capacity* and a certain amount of piloting before they can be scaled.

The models that we have compiled put together the objectives of the model, its basic premises and assumptions, and the costs, targets, and timelines that we can extrapolate from there. In particular, the MTR exercise provided an excellent opportunity to reflect on the underlying business model and factors important for scale and sustainability. Thus, these models while built on certain conceptual robustness are fully tuned into challenges and opportunities related to implementation. (Annexure 10)

11. Assessment of program management and project delivery

11.1 Project Extension-time line

UNDP and XYNTEO agree that the current timeline of December 2018 is sufficient to complete project Disha. The team is confident that scalable models can be developed by then, in all the verticals. IDF's assessment is that the project can be completed by December 2018 in BIG vertical and possibly in enterprise vertical also but we risk not meeting the numeric target in the jobs vertical unless some modifications to the strategy. Some of these are addressed in the MTR recommendations.
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11.2 Project Delivery and Partners' performance

The performance *in terms of outcomes* can be carried out with the women at the centre. This will give an indication of the quality of KPIs. IDF's initial follow up surveys indicate that the BIG vertical pilots have been found to be useful by a majority of the girls who participated.

But, *from a project point of view*, we can evaluate each partner's performance based on the number of pilots brought into Disha in the verticals they are expected to lead. The challenge is in crafting the pilots that are also innovative and can address all the objectives of Disha.

The Job vertical is to be led by Xynteo. UNDP is to lead BIG and Enterprise verticals. UNDP requires support from Xynteo for bringing in private sector engagement in this vertical given the integrated nature of the pilots that will be launched in 2017. Similarly, Xynteo will require support from UNDP for mobilisation of women and engagement of training providers.

Broadly speaking, cutting across verticals, Xynteo has the mandate of bringing in the private sector into our pilot activities. UNDP has the mandate of bringing in the government support and take charge of mobilisation of women. IDF is contracted to extend concurrent monitoring support to the project partners and set up an on-line MIS to track the progress and report back to the implementing partners.

In terms of pilots led and KPIs generated UNDP is on target (or slightly exceeded the target) for 2016 and 2017 on the BIG vertical. Team UNDP is confident of reaching 1.1 million women and girls in the BIG vertical alone.

On the UNDP led enterprise vertical, the KPI target for training the women for enterprise is 10,000 for 2016 and the achievement is 1024. While the KPIs for starting of enterprises is 0 in 2016, the achievement is 70. Based on the pilot proposals approved, UNDP's efforts would lead to 11,550 by the middle of 2017. But the cumulative target for training for 2016 and 2017 is 30,000. More efforts need to go into this vertical.

Xynteo led jobs vertical has not been able to bring to the table enough number of pilots. As a result, their contribution to the KPI targets are also falling short. We suggest that Xynteo bring in more pilots. The focus on large corporations has not delivered the expected results. Since it is now understood that these pilots take a long time to fructify and given the time-bound nature of the project, we suggest a rethink of the strategy in this vertical. We need to balance the value that large corporations bring with the opportunity presented by a wider pool of employers.

Table 3: Pilot leads by partners				
Vertical		**UNDP led**	**Xynteo led**	**Total**
Job		11	5	16
Enterprise		11	0	11
BIG		33	0	33
Total				60

The total jobs we are likely to generate as per all approved proposals in Job vertical at the end of 2016 is 3,660. These KPIs will come on board by middle to late 2017. Out of this, Xynteo led pilot proposals add up to an expected KPI count of 390. The target for the first two years is 35,000. However, the learnings coming from this may be used to adapt and innovate for future pilots.

Xynteo can play a supportive role to UNDP in all the pilots. Since in 2017 some models that are more integrated (rather than falling under one vertical or the other) will be tested, Xynteo can collaborate with UNDP and bring in private sector participation and not rely too much on company led pilots. The underprivileged women we work with will find it easier to get jobs in MSMEs rather than large corporations, given their educational status etc. Team Disha needs to develop norms on what type of engagements will pass due diligence criteria of the state and the project.

11.3   Change the KPI composition?

This is a logical question that arises. Can we consider changing the composition of the KPIs while keeping the overall target at 1 million? This was discussed in the partners' meeting and it was agreed that we do not want to increase the KPIs from BIG vertical, at least not officially, even though we may end up getting much more than the targeted 770,000 from this vertical.

This leaves us with the option of redistributing KPIs among the Job and Enterprise verticals. While both are expected to be highly impactful from the outcome perspective, we do not have enough data to recommend any reconfiguration. Since we will launch a few more pilots in these two verticals in 2017, the partners agreed to take this call at the end of 2017.

11.4 Program management to improve project delivery mechanism

Disha project demonstrates a unique programme management model with each of the partner (IDF, UNDP and Xynteo) sharing responsibility for effective and efficient implementation of the project. While UNDP has been entrusted with implementation of the pilots on ground; Xynteo brings in the private sector engagement and IDF provides the concurrent monitoring and strategic support. In this context, the three major components that define the project are – due diligence process, knowledge management and communications.

For 2017 and 2018 the project will be strengthening and streamlining the processes and procedures as under-

a. Due diligence is required for ensuring that the project enters into a partnership with relevant, committed, capable, reliable and righteous private sectors and NGOs- in compliance with UN codes regarding business practice, labour rights, environment management, financial soundness,

risk mitigation, etc. While Xynteo is responsible for due diligence of the private sector (as per UN norms), UNDP is responsible for undertaking due diligence of CSOs and private entities (for implementation) through capacity assessment and desk reviews. With new procedures in place in UNDP, for NGOs/CSO/private entities, Capacity Assessment and Desk review will commence prior to issuing RPA as before, but for issuing RPAs beyond USD 30,000, micro assessment is required. With lessons learned after one year in implementation, the process has been modified to ensure the selection process will be demand and not supply driven.

b. A sound **knowledge management** practice for the project will bring in efficiency at all levels and will also support the M&E process in creating blueprints for models for scale up beyond the life of this project. It will of course play a key part in improving project communications. Backed with credible data, communications outputs will drive favourability for Disha's unique public-private partnership models with key stakeholders, including national and state governments and private sector, to achieve impact at scale. In this regard, a standard operating procedure (SOP) manual has been created that equips the team members with a shared understanding of what needs to be done and by who. Also specific procedures have been created to facilitate procurement and contractual agreements with implementation agencies (creation of two roasters, one for CSO/NGO and one for private sector training providers) and potential partners (due diligence in place for private sector potential partners) – as detailed above.

In 2017 and 2018, capturing learnings from pilots (from inception to end), documenting for each meeting /external partner engagement and preparation of various knowledge products like white papers on themes across the skilling eco-system; Case studies on pilots and studies include productivity studies, demand mapping, scoping studies for non-traditional sectors like construction, plumbing etc. will be undertaken. These will build the knowledge base of the project. As the project is a proof of concept, it is critical to ensure a sound knowledge management system to ensure we capture not only successes but also challenges for each and every pilot.

c. Communications efforts around the Disha project are aimed at increasing awareness about the partnership and drive the favorability for the project's unique public-private partnership models with key stakeholders, including national and state governments and private sector, to achieve impact at scale. The Strategic Communications Plan developed by IDF, UNDP and Xyntéo teams in 2016 proposed a phased approach to help build momentum gradually around the project as it scales. In 2017-2018, for consistent positioning of the project among stakeholders, update key project messages will need to be prepared and shared with state teams, and knowledge management will play a key part in improving project communications. Annual and monthly progress reports, MIS dashboard, and tracking studies to be referenced regularly to align communication activities and products. A range of knowledge products including case studies, white papers, pilot leaflets, newsletter, and video documentation to engage broader target audiences will be developed, and the project will also establish a thought leadership position for the project, increase credibility as well as amplify the project brand.

11.4 Is the project adequately resourced?

UNDP does not need any additional budget to complete the project and the KPIs. However, in case of funds availability, they would like to request for Euro 500,000 to create, in collaboration with MSDE and NSDC, a research and knowledge center for skilling. The is to ensure we can focus on outcomes and not only on outputs. Getting the right evidence and data will be critical to achieve this objective. This could help for example strengthen the model of the CGCC and its usefulness on retention, or the idea of higher productivity due to skills, or help create the business case for more women participating in the workforce. Manish Kumar (CEO NSDC) is excited about the idea as the findings from the data and research will improve NSDC's knowledge base. In this exercise IDF will partner with UNDP to set up the skill centre.

IDF and XYNTEO do require additional funding. IDF, being the concurrent monitoring partner will need to employ its resources for an extended time. In this case the time extension works out to 42 per cent (initial funding was for 28 months from September 2015 to December 2017). To begin with, IDF's role and hence the budget was under estimated also. IDF requires funding for 2 resources and some additional funding for research, data collection and other expenses. Since IDF's funding is being routed through UNDP they will ask for the same from IKEA Foundation. (Annexure 11)

XYNTEO requires additional funding for 2 full-time employees and they have committed to putting 4 full-time local persons on the ground for whom they do not require funding. They have given a short note on their requirements (Annexure 12).

It is agreed among the partners (not including IF) that any negotiation on this will be bi-partite, with Ikea Foundation.

12. Recommendations

IDF's recommendations have already been presented in the various sections, contextually. Some broad-based recommendations are presented here. These recommendations can be discussed during the SG meeting and finalised for action.

- Disha needs to seek expert help definitely for the Job and possibly for the Enterprise verticals. We can have a carefully chosen advisory committee to support us not only with strategies but more importantly contacts with other like-minded entities in the corporate sector. They should also advise us regarding the phase II as envisaged. IDF perceives that there is a need for new ideas to make a big push.
- Private sector engagement is negligible, given the scope and size India presents and the enormity of the challenge that Disha has set for itself. Since Xynteo is entrusted with the task of engaging the private sector, the next few points deal with what Xynteo should or could do.

- Xynteo's on the ground presence must increase. This is strongly felt by the other major partner UNDP, at all levels of their program teams. Their team members need to work in collaboration with UNDP teams on the ground and in tandem. Their team members need to be stationed in India, preferably distributed in the states where Disha is working.
- Xynteo should find innovative ways to engage private sector participation, possibly from the MSME sectors, in the integrated models that have been identified for launch in 2017, and perhaps rework its strategy around this. The advisory committee be effectively used by them.
- In order to be more effective and also perhaps make the going a bit easier, Xynteo can try hiring some Indians with experience for bringing in more private sector engagement. This is required to deal with the MSME sector, where the line managers may not speak much English.
- Xynteo (with UNDP support) can also help in bringing in CSR funding for the CGCCs and entrepreneurship training/development programs. This will help in establishing full-fledged PPP models in this space.
- On the enterprise vertical front, Xynteo can leverage its connections with large corporates to get the supply chain opportunities for women. This will go a long way in helping underprivileged women establish businesses and find funding from the formal financial sector. The Future group pilot will lead to some learnings but a few more such efforts will lead to some systematic evidence for the scale up phase.

- IDF also needs to strengthen its team to be supportive to the implementing teams by providing effective buddying at the time of pilot design and later during data generation.
- IDF also needs to provide effective support during data generation.
- Team UNDP needs to now focus much more on the quality of the CGCC operations, now that the pressure of KPI generation has eased. The quality has been good, but questionable in one or two pilots reviewed by IDF. There is scope for improvement.
- The UNDP led models put up for scaling should also have systems in place that ensure high quality of counselling.
- Disha can foray into other states with their pilots. The last steering group meeting recommended this and we endorse this through this MTR. It was decided that Disha funds will not be spent in new states, but technical assistance can be given.
- Men and women both participate in some of the pilots. This is unavoidable and sometimes necessary to avoid the negative effects of over-positive discrimination, especially in education institutions when working with governments. This should continue, but only the number of women will be counted as KPIs.

13. Conclusions

In conclusion, we find that there is much to be optimistic about, in project Disha. The partners, along with their teams have learnt a lot and achieved a lot during the last one year. There has been

a lot of progress even from the last steering group meeting in August, 2016. Some new models have already emerged or they are in the making. The eco-system influence of Disha is also enormous, with governments coming forward to embed Disha's career counselling models into the regular curricula of government schools and colleges. Private sector presence is weak, but can be strengthened with some shifts in thinking and approach. This has to happen if we are to establish Disha as a trend setter in the skilling landscape in India. The one year's experience of working on the ground has enabled a lot of learnings. Many challenges have been overcome with learnings. The ten new models being put up also incorporate the learning of all the partnering teams and have better chance of success.

Annexure-1: Pilot wise status

Pilot wise status									
Sl. No.	Pilot	Vertical	Sub Vertical	State	Status	Led by	KPI target proposed	KPI target achieved	KPI target achieved
1	Telangana ITE&C Dept	BIG	Coached on enterprise	Telangana	Ongoing	UNDP	9000		
2	TARA	BIG	Coached on enterprise	Delhi NCR	Ongoing	UNDP	3800	3858	
3	Humana BIG	BIG	Coached on enterprise	Delhi NCR	Ongoing	UNDP	14000	11443	
4	Quest Alliance_BIG_Delhi	BIG	Coached on job	Delhi NCR	Not Started	UNDP	7000		
5	Unifiers Social Ventures Pvt Ltd	BIG	Coached on job	Telangana	Completed	UNDP	500	2319	
6	Unifiers Social Ventures Pvt Ltd	BIG	Coached on job	Delhi NCR	Completed	UNDP	3000	2162	
7	Unifiers Social Ventures Pvt Ltd	BIG	Coached on job	Maharashtra	Completed	UNDP	750	1108	
8	Unifiers Social Ventures Pvt Ltd	BIG	Coached on job	Karnataka	Completed	UNDP	750	1478	
9	Pratham	BIG	Coached on job	Maharashtra	Ongoing	UNDP	15000	13349	
10	Hero MotorCorp	BIG	Coached on education	Delhi NCR	Not Started	UNDP	600		
11	Career Yatra – Karnataka	BIG	Coached on education	Karnataka	Completed	UNDP	2600	1572	
12	Amravati Job Fair	BIG	Coached on job	Maharashtra	Completed	UNDP	3000	1149	
13	CII Job Fair	BIG	Coached on job	Telangana	Completed	UNDP	1000	3568	
14	YES_BIG_Karnataka	BIG	Coached on job	Karnataka	Not Started	UNDP	7920		
15	Career Yatra - Karnataka Scale Up - GUMBI, SIGMA	BIG	Coached on education	Karnataka	Ongoing	UNDP	100000	47399	
16	Entrepreneurship Awareness - GUMBI	BIG	Coached on enterprise	Karnataka	Not Started	UNDP	100000		
17	Entrepreneurship and Financial Literacy with NSS	BIG	Coached on enterprise	Karnataka	Completed	UNDP	100	150	
18	Entrepreneurship Awareness and Livelihood Awareness Programme for FSWs	BIG	Coached on enterprise	Karnataka	Ongoing	UNDP	50	28	
19	Restless Development	BIG	Coached on job	Delhi NCR	Ongoing	UNDP	5000		

20	Disha Chat	BIG	Coached on education	Delhi NCR	Ongoing	UNDP	10000		
21	Karnataka Job Fair	BIG	Coached on job	Karnataka	Not Started	UNDP	500		
22	Mumbai Job Fair	BIG	Coached on job	Maharashtra	Completed	UNDP	1000	2216	
23	ToT to Govt women ITI trainers	BIG	Coached on enterprise	Karnataka	Completed	UNDP	2500	469	
24	ToT on Career Guidance & Scholarship Awareness Programme - CIGMA	BIG	Coached on education	Karnataka	Completed	UNDP	15000	1328	
25	BPSMV CGCC	BIG	Coached on enterprise	Delhi NCR	Ongoing	UNDP	2500	1865	
26	Telangana CGCC	BIG	Coached on enterprise	Telangana	Ongoing	UNDP	6000		
	Telangana CGCC	BIG	Coached on education				9000		
27	SEWA	BIG	Coached on education	Delhi NCR	Completed	UNDP	7000	13920	
28	Career Disha BMC	BIG	Coached on education	Maharashtra	Not Started	UNDP	14239		
29	BIG for school and college girls and rural women in Mewat	BIG	Coached on education	Delhi NCR	Ongoing	UNDP	4500		
	BIG for school and college girls and rural women in Mewat	BIG	Coached on enterprise	Delhi NCR	Ongoing		3000		
	BIG for school and college girls and rural women in Mewat	BIG	Coached on job	Delhi NCR	Ongoing		700		
30	Disha Education Soceity	BIG	Coached on job	Delhi NCR	Not Started	UNDP	25000		
31	Mumbai Yes Centre	BIG	Coached on job	Maharashtra	Not Started	UNDP	10000		
32	Capacity enhancement of SHG Federation Leaders	BIG	Coached on enterprise	Karnataka	Not Started	UNDP	1500		
33	Telangana EDC	BIG	Coached on enterprise	Telangana	Ongoing	UNDP	3200	2360	
34	Telangana ITE&C Dept	Enterprise		Telangana	Ongoing	UNDP	1000		
35	TARA	Enterprise		Delhi NCR	Ongoing	UNDP	500		
36	Humana Enterprise	Enterprise		Delhi NCR	Ongoing	UNDP	700	150	70
37	DRISHTEE_Haryana	Enterprise		Delhi NCR	Ongoing	UNDP	100		
38	DRISHTEE_Maharashtra	Enterprise		Maharashtra	Not Started	UNDP	100		

39	Vanity Cube	Enterprise		Delhi NCR	Failed	UNDP	50		
40	EDCs Telangana	Enterprise		Telangana	Ongoing	UNDP	500	790	
41	CEDOK Pilot (Karnataka)	Enterprise		Karnataka	Ongoing	UNDP	1000		
42	Self Shakti	Enterprise		Karnataka	Completed	UNDP	100	94	
43	Organic Farming – MEDAK	Enterprise		Telangana	Ongoing	UNDP	2500		
44	Lveraging gender responsive, nutri sensitive technologies for women farmers	Enterprise		Delhi NCR	Not Started	UNDP	5000		
45	TARA	Job		Delhi NCR	Ongoing	UNDP	500		
46	Vanity Cube	Job		Delhi NCR	Failed	UNDP	70		
47	CIPET	Job		Delhi NCR	Ongoing	UNDP	50	7	14
48	ISL	Job		Karnataka	Not Started	UNDP	200		
49	Mandamus JLL	Job		Karnataka	Completed	Xynteo	60	12	3
50	AVTEG	Job		Delhi NCR	Not Started	UNDP	200		
51	Yuva Healthcare	Job		Delhi NCR	Ongoing	UNDP	300		
52	Technopak	Job		Karnataka	Not Started	UNDP	1000		
53	IKEA Retail	Job		Telangana	Not Started	UNDP	150		
54	Retail Pilot (Maharashtra)	Job		Maharashtra	Not Started	UNDP	300		
55	SSCAMH	Job		Delhi NCR	Not Started	UNDP	500		
56	Matrix	Job		Delhi NCR	Completed	UNDP	200	276	305
57	JSL	Job		Delhi NCR	Ongoing	Xynteo	180		47
58	JLL Gurgaon	Job		Delhi NCR	Not Started	Xynteo	100		
59	Hospitality Skill Building pilot	Job		Maharashtra	Ongoing	Xynteo	30		
60	Hospitality Skill Building ITI Model	Job		Maharashtra	Not Started	Xynteo	20		
61	**Total**						**405119**	**113070**	**439**

Annexure-2

Terms of Reference for Mid Term Review of Disha (2016-2018)

The project has completed a year and it is important to review our efforts towards achieving the overall objectives of the project, identify challenges and put in course corrections wherever necessary. The purpose of the mid-term review is to assess against the objectives set out below whether any changes need to be made in the project design, whether the project partners are adequately resourced and to identify the path towards scale and impact.

Partners have agreed to present the mid-term review to the Steering Committee on 21 March 2017 according to the following schedule.

ACTION	DEADLINE
1. Revision of project documents covering analysis of project design, processes, outputs + corrective actions including revised budgets	Latest by 1st March 2017
2. SC Presentation	21 March 2017
3. Final documents In IF format with feedback from SC incorporated	31 March 2017
4. Review and approval by IF (a) IKEA Foundation receives the Revised document including supporting budgets (b) IF reviews the document and circles back its feedback report (c) IF and partners carry out their back and forth rounds of discussions and revisions (d) Finalized version of the documents submitted to IKEA Foundation (e) IF reviews the final documents and conveys its final decision (f) Payment of the next instalment by IF, subject to the approval of Revised documents	 1 April 1-30 April 1-15 May 15 May 15- 30 May

Partners will work collectively in preparing the review documents based on the agreed framework outlined in this TOR. Budgetary implications will be dealt with separately between partners and the IKEA Foundation.

Broad objectives of Mid-term review

1. Assessment of progress towards results keeping the big picture in mind
2. Assessment of Ecosystem creation
3. Assessment of implementation strategy and program management to improve outcomes
4. Assessment of realistic time lines, resourcing and budgets
5. Related key questions

8. The big picture

The three year project, which is a joint collaboration between IDF, UNDP and Xynteo and supported by IKEA Foundation, aims to help women become economically self-sufficient so they, their families and future generations can have better opportunities in life. The basis for this collaboration is a programme with three overarching objectives:

- To create a positive and transformational impact on the lives and livelihoods of 1 million women through training, employment and entrepreneurial skills development.

- To test and establish an innovative new model of Public Private Partnership that:

  o responds to aspirations and needs of women, and identified needs of the private sector and,
  o has the potential to scale up

- To establish a continuum that connects education to skills, jobs, and growth by creating the right eco-system with all the concerned stakeholders.

At mid-term, a review of how well we have progressed towards meeting these three objectives should be carried out.

9. Eco-system creation

One year of Disha has established that it is "technically possible" to train women and "culturally possible" to have them working in the male dominated factory floor too, provided the right ecosystem is in place.

- What elements would constitute the 'right' eco system for the success of such an initiative as Disha?
- What are the enabling factors for creating the 'right' eco system? Can this be sector specific?
- How is the program influencing the existing eco system into one that is conducive for achieving our project goals?
- How do we ensure its sustainability beyond the proof of concept phase?

10. Strategy (Implementation and program management)

The success of the project can be ensured only when the government and the private sector work in tandem or in a coordinated manner with a focus on creating income generating opportunities for women through skill development and education.

- How far have our implementation and the program management strategies helped in catalysing such a co-ordinated approach by all stakeholders towards the achievement of the goals?
- Is the project adequately resourced to deliver on all strategic streams of activities including pilot scoping and implementation, coordination of governance, on the implementation of the communications plan and on monitoring and evaluation?
- How well can such co-ordinated but the current pilot specific efforts be scaled up to sectors/regions/country-wide?
- The program is complex and technical. Project partners are doing it for the first time. What is the mechanism in the program to bring independent expert's views from time to time?
- Can we have a project advisory group, with those who have hands on experience in doing similar work?

11. Time line, project resourcing and budgetary implications

- The Steering Committee agreed to extend the life of the proof of concept phase from December 2017 to December 2018. Is the current time line of 2018 a realistic for meeting the program goals? If not, by when?
- Can we develop a scalable blue-print by then?
- What would be the budgetary implications of the time extensions? (the details can be annexed)
- What would be the budgetary implications of additional resourcing to deliver on the streams of activity like coordination of governance and communication strategy?

12. Related key questions

I.   What is the one thing the project implementers would do differently if they were to launch the first pilot, now? If nothing, second pilot? Third?

II.   Is there a need for a change in strategy? How well is the PPP model working? How is our program different than many we see around on PPP model?

III.   Is our program only piggy riding the govt. led initiatives or it is adding a new dimension to the current initiatives?

IV.   Why are pilot launches getting delayed even after approval? (the answer to this will have a bearing on the ecosystem or lack thereof as of now)

V.   What are some criteria that can be developed to measure the success or failure of pilots during the proof of concept phase? How do we select 'SMART' pilots for scale up? (Specific to the program overall objectives, Measurable- with targets defined at the beginning of its selections, Attainable, Realistic in up-scaling the PPP model in the eco-system, in specific Time aligned with the project).

VI.   Are the project partners facing manpower, budgetary, logistics related and other constraints in carrying out their respective roles and responsibilities expected in the program? How can the constraints be overcome?
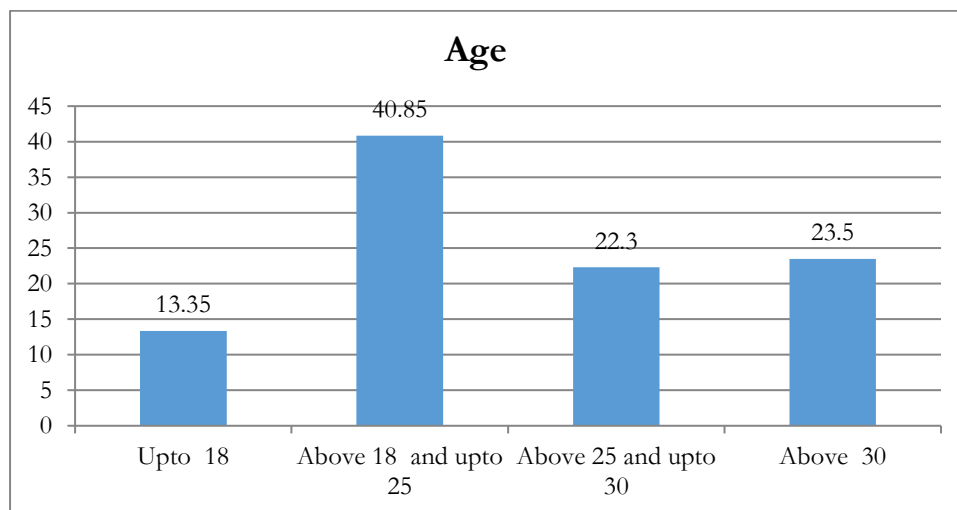
13. Any other?

Annexure -3

Descriptive Statistics and its Analysis

1. Job Vertical

Under the job vertical, the baseline data is available for 749 women. This data is presented for the following pilots:

1) JSL batch 1 , 2 and 3 (91 women)
2) Matrix batch 1 and 2 (581 women)
3) JLL Mandamus (15 women)
4) CIPET batch 1 and 2 (52 women)
5) YUVA batch 1 (10 women)

1.1. Age (in years)

From the table chart it can be seen that in the job vertical, the 41% of the women lie between 18 to 25 years of age. 23.5% of the women are above 30 years of age and 22% of the women lie between 25 to 30 years of age.

**1.2 General education**
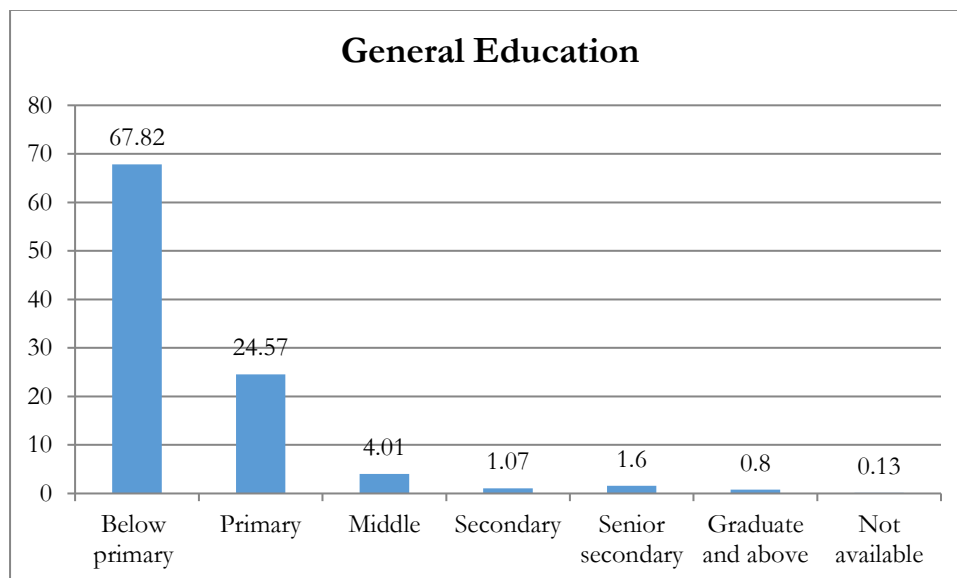
General Education

In terms of highest level of general education completed, majority of the women at 68%, have completed below primary level of education. Then as we move above in education levels, the numbers keep on reducing. 25% of the women have studied up till primary level of education, 4% have studied up to middle school, and only 0.8 of the women are graduates.

1.3 Technical Education
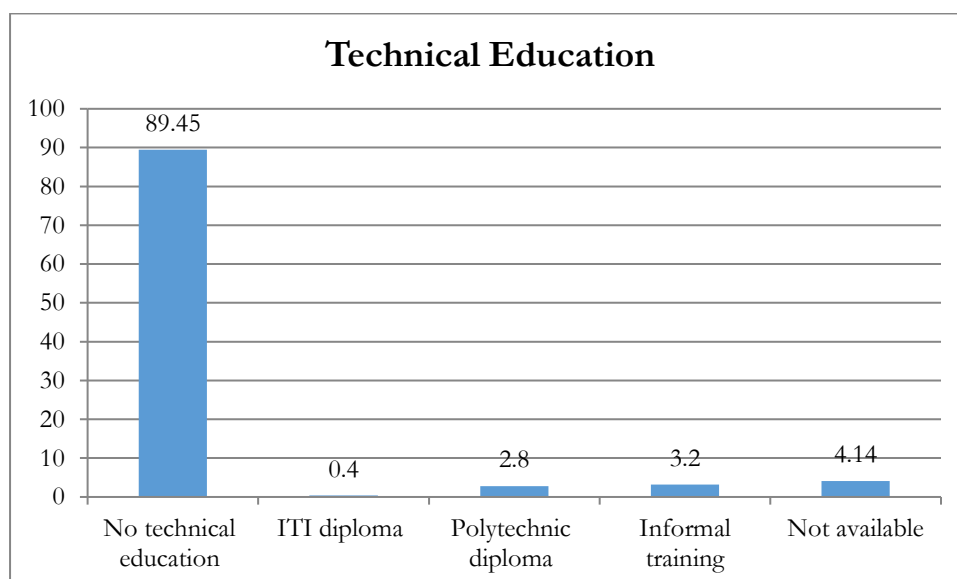
It can be seen that most of the women, at 89% have no technical education. A negligible 0.4% of the women possess an ITI Diploma. For 4% of the women, data for this indicator is not available.

1.4 Marital status

Marital status
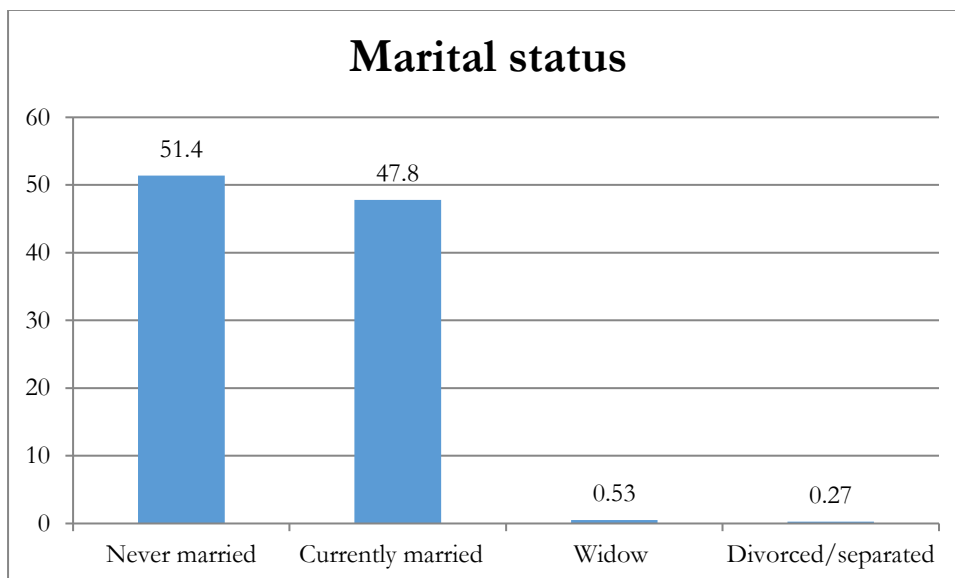
51% of the women are unmarried and 48% of the women are currently married. 0.53% of the women are widows and 0.27% are divorced or separated.

1.5 Social category
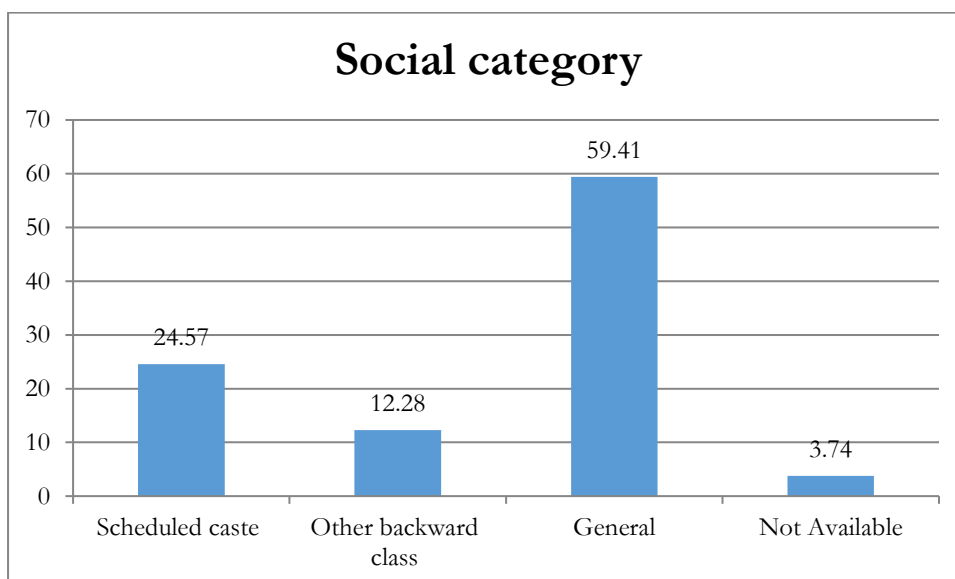
It can be seen that majority of the women at 59% belong to the general category, 25% of the beneficiaries belong to schedule caste category and 12% belong to other backward classes. This is very crucial information for understanding the women being targeted, which is not available for 4% of the beneficiaries.

1.6 Ration card

Type of Ration Card
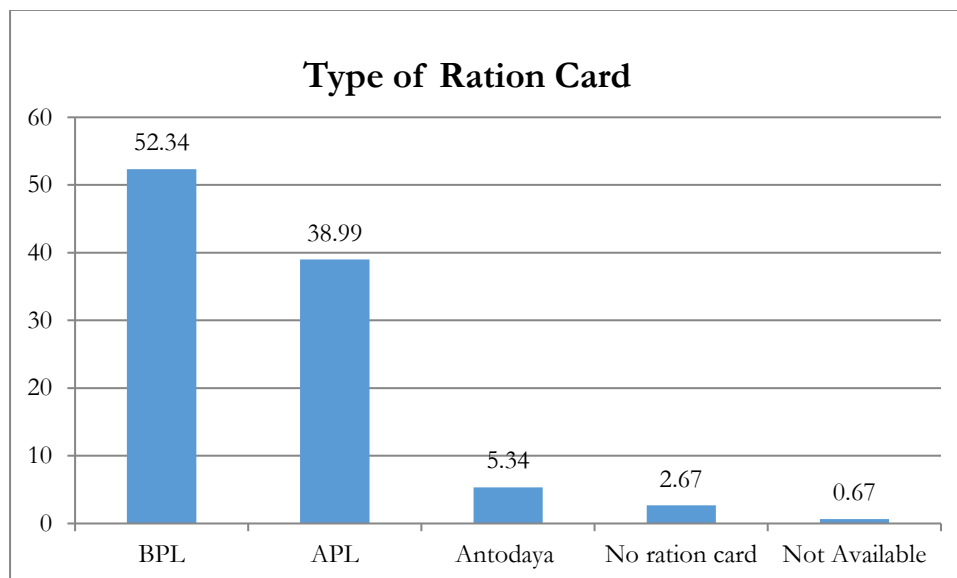
This is an encouraging figure as 52% of the beneficiaries possess a BPL ration card, 39% of the beneficiaries possess APL ration cards and 5% of the beneficiaries possess an Antodaya card. This information is not available for 3% of the beneficiaries.
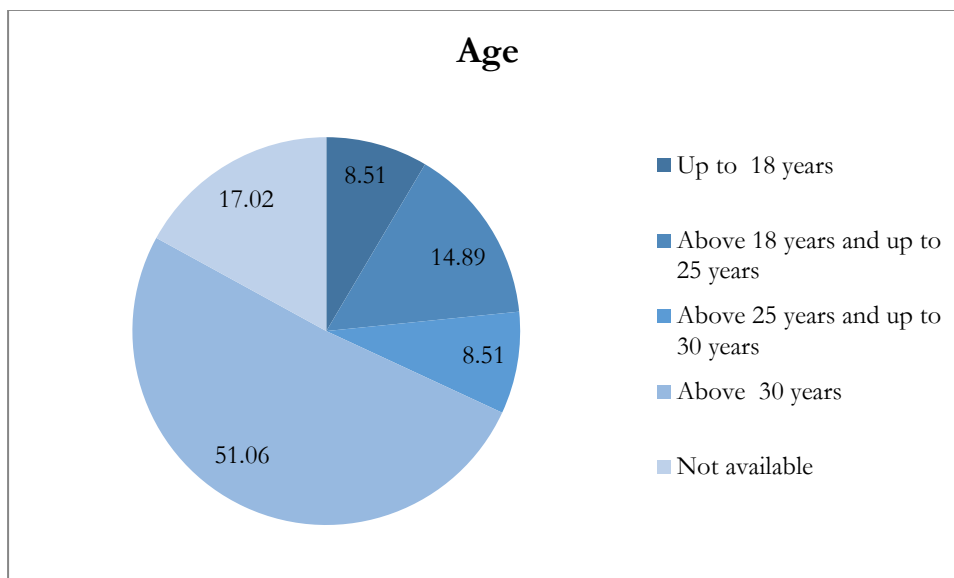
1.7 Currently employed
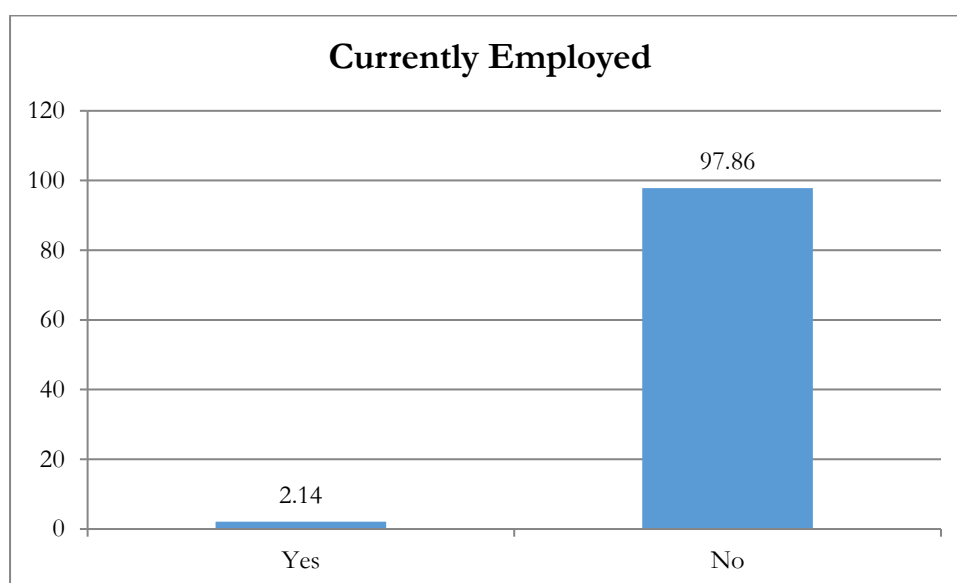
This table tells us whether the beneficiaries were already employed or not when they came for the training programme. So it can be seen that 98% of the women were not employed and 2% were employed when they enrolled for training programmes under this project.
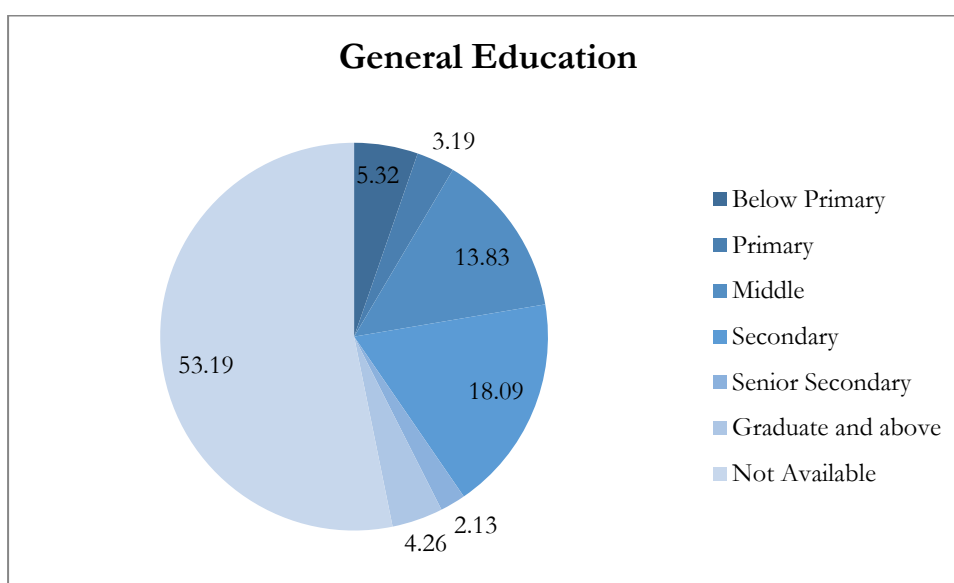
2. Enterprise Vertical

Under the Enterprise vertical, the baseline data is available only for one pilot, i.e. Self Shakti, Karnataka for 94 women. In this pilot the training was focused on the financial literacy component under the Entrepreneurship Development Programme (EDP).

2.2 Age (in years)

Age

8.51	■ Up to 18 years
14.89	■ Above 18 years and up to 25 years
8.51	■ Above 25 years and up to 30 years
51.06	■ Above 30 years
17.02	■ Not available

We can see that 51% of the women are above 30 years. For 17% of the women, information about their age is not present. 15% of the women were in the age group of 18 to 25 years.

2.2 General education

General Education

3.19	■ Below Primary
5.32	■ Primary
13.83	■ Middle
18.09	■ Secondary
2.13	■ Senior Secondary
4.26	■ Graduate and above
53.19	■ Not Available

In terms of general education background of the women, it can be seen that for majority of the women, i.e. 53%, this information is not present. For the women for whom this information is present, it can be seen that maximum number of women have studied up till Secondary level, then around 14% of the women have studied up to 8th standard.
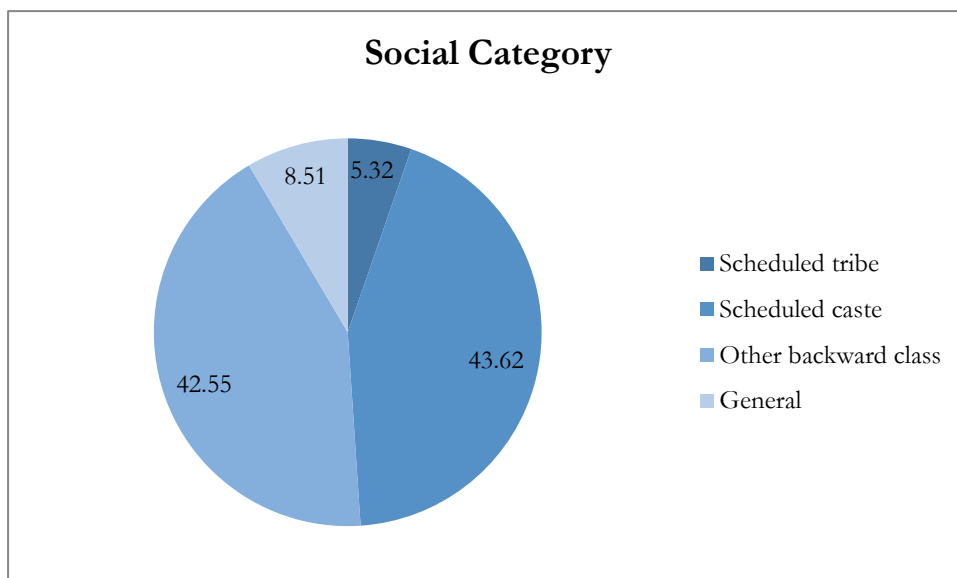
2.3 Marital status
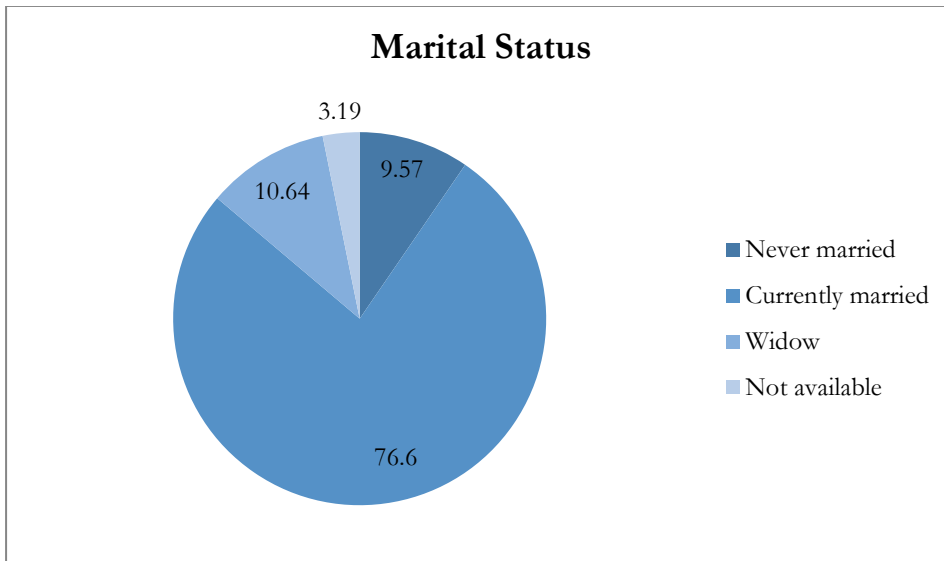
Marital Status

77% of the women are married. 11% of the women are widows and 10% of the women are unmarried. For 3% of the women, their marital status is not present.

2.4 Social category

It can be seen that 43% of the women belong to schedule caste category, 43% of the women belong to other backward classes, 9% of the women belong to general category and 5% of the women belong to scheduled tribes.

2.5 Ration card

Type of Ration Card

4.26 — 2.13
1.06
5.32
87.23

- BPL
- APL
- Antodaya
- No ration card
- Not avilable
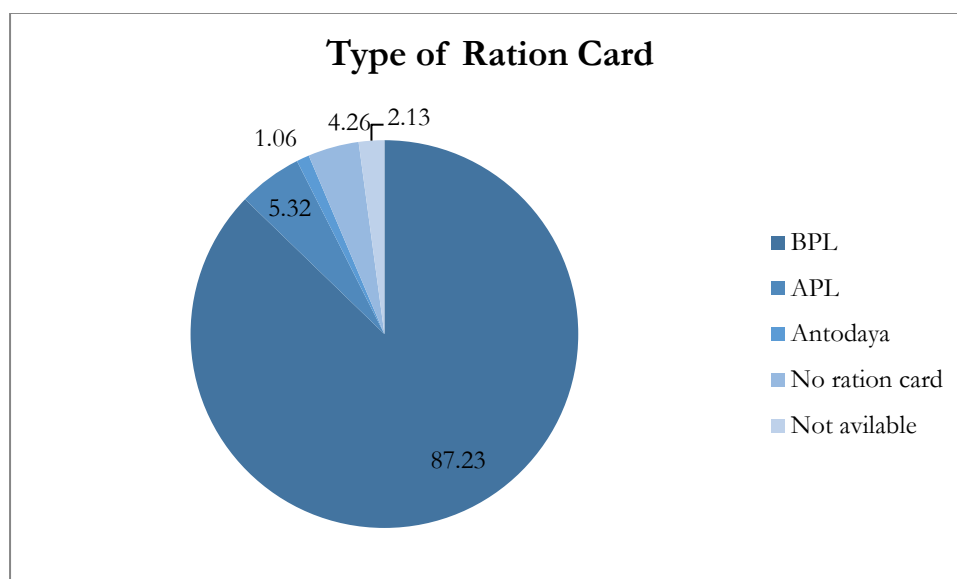
The ration card information is encouraging to see, as 87% of the women possess BPL ration cards, 5% of the women possess APL ration cards. For 2% of the women, this information is not present.

3. BIG Vertical

Under the BIG vertical, the baseline data is available for 1, 18,326 women. But for calculating the descriptive statistics, only those beneficiaries' data has been considered for whom information is present on all indicators. This number stands at 78,737. The rest of the data points were not considered as it would not have allowed an accurate analysis to take place, since for 33% of the data, complete information was not present which a large percentage. The number of data points considered for each pilot for the analysis is:

1) BPSMV
2) Entrepreneurship and Financial Literacy Program
3) Entrepreneurship Livelihood Awareness Program for Female Sex workers
4) Career Yatra - Karnataka Scale Up - GUMBI CIGMA
5) Entrepreneurship Awareness and start-ups in Haryana - Humana
6) Pratham
7) SEWA
8) TARA
9) ToT on Career Guidance Scholarship Awareness Programme CIGMA
10) ToT to Govt women ITI trainers
11) Unifiers social ventures Maharashtra
12) Unifiers social ventures Karnataka
13) Unifiers social ventures Telangana
14) Unifiers social ventures Delhi

3.1 Age (in years)

Age
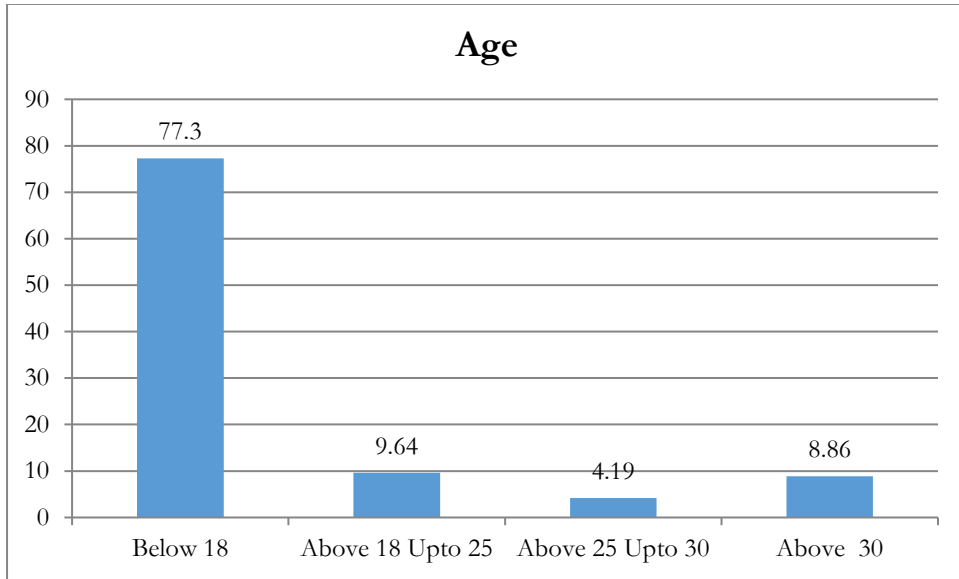
It can be seen from the above chart that majority of the beneficiaries at 77% are below 18 years of age. Around 10% are between 18 to 25 years of age and 9% of the girls/women are above 30 years of age.
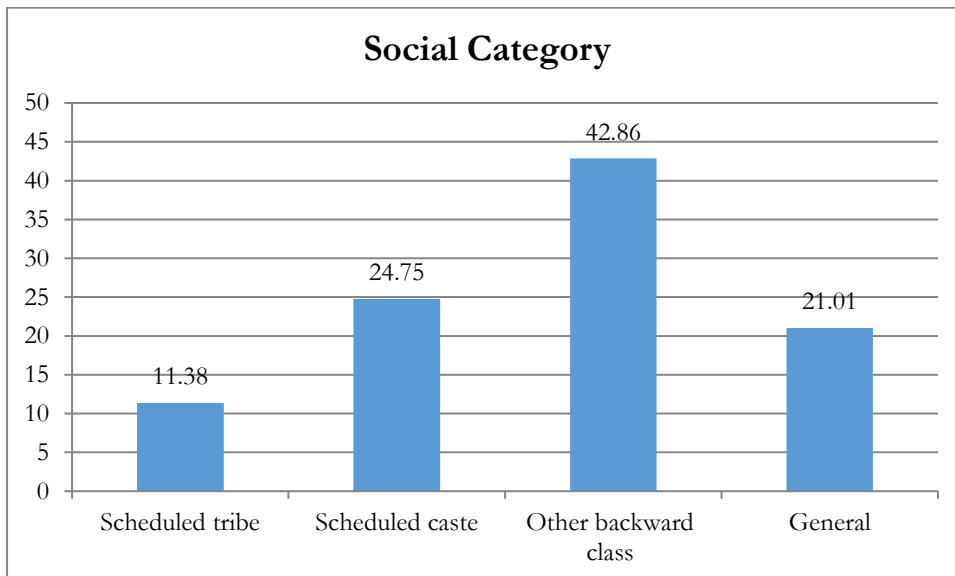
3.1 General education
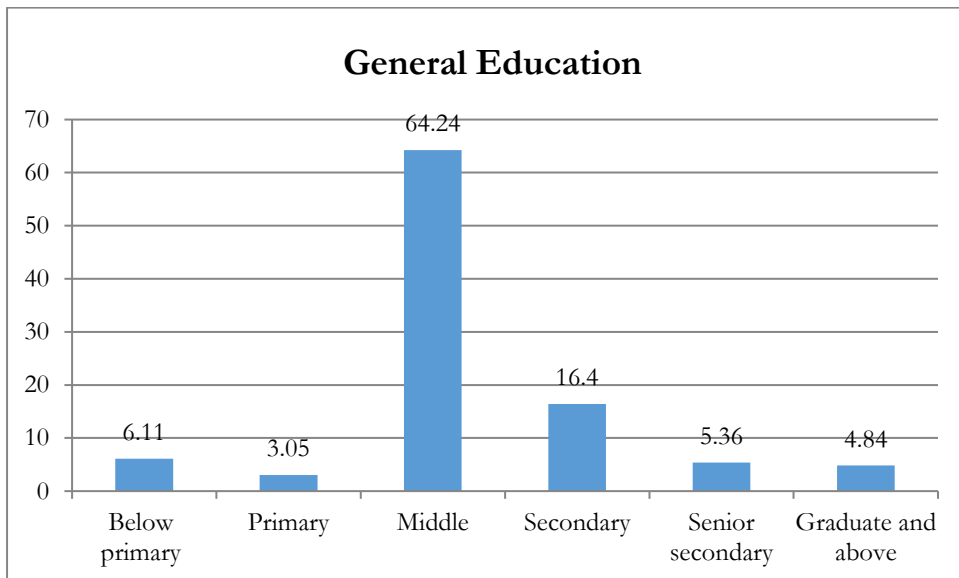
It can be seen that majority of the beneficiaries, i.e. 64% have completed general education up to middle school. 16.4% have studied up to secondary level and only 5% of the beneficiaries are graduates and above.

3.2 Marital status

Marital Status

A bar chart titled "Marital Status" showing percentages:
- Never married: 82.97
- Currently married: 16.31
- Widow: 0.69
- Divorced/separated: 0.03
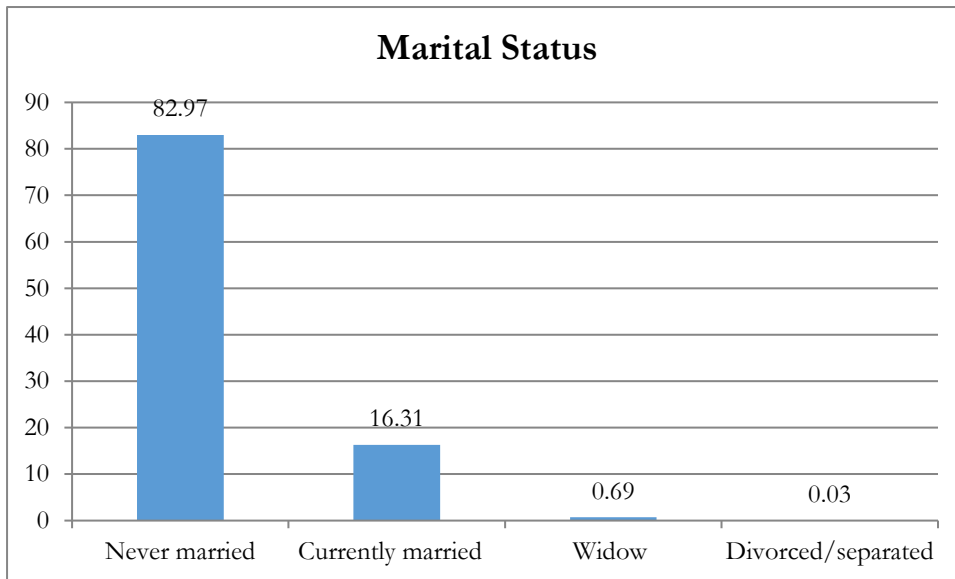
83% of the beneficiaries are not married; this is also in line with the age group of beneficiaries targeted as 77% of them are below 18 years of age. 16% of the beneficiaries are married at present, around 1% is widows and 0.03% is divorced or separated.

3.4 Social category

Social Category

A bar chart titled "Social Category" showing percentages:
- Scheduled tribe: 11.38
- Scheduled caste: 24.75
- Other backward class: 42.86
- General: 21.01

We can see that 43% of the beneficiaries belong to other backward classes, 25% belong to scheduled caste category, 21% belong to general category and only 11% belong to scheduled tribe category.

3.5 Ration card

Type of Ration Card

Type	Value
BPL	56.23
APL	26.77
Antodaya	5.85
No ration card	11.15
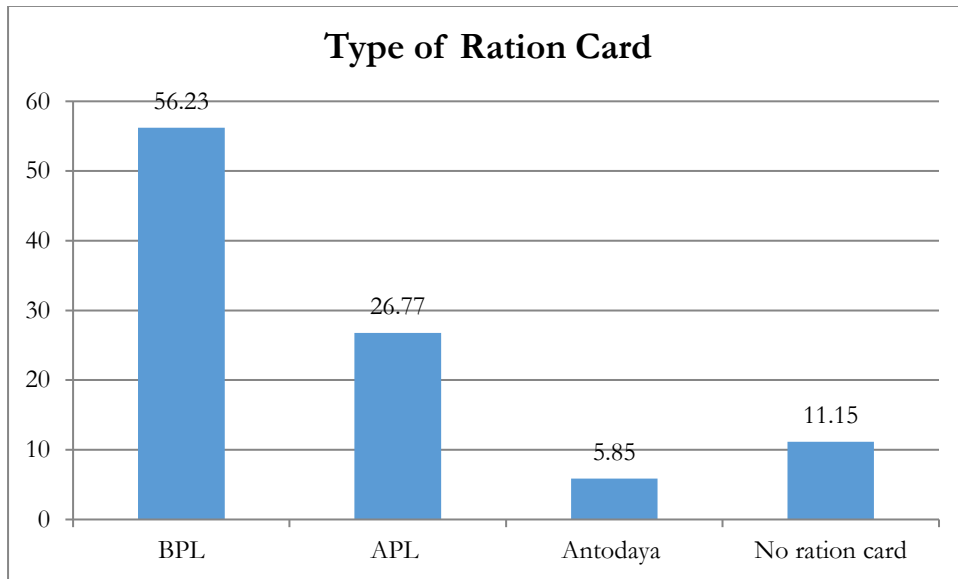
The ration card information for this vertical is also positive since majority of the beneficiaries at 56% possess BPL ration cards. 27% of them possess APL ration cards, 11% do not have any ration cards and 6% of them possess Antodaya cards. The possession of Antodaya cards by some of the beneficiaries shows that our project is reaching the poorest of the poor sections of the society.

Annexure-4

Preliminary analysis of eight pilots

1. Introduction:

This is a report on the effectiveness of eight pilots completed under project 'Disha.' The project is almost one year into implementation and it is a good time to take stock of how effective the completed pilots have been in terms of delivering the Disha goals, specifically with respect to the impact it has had on the women and girls who have participated.

2. Methodology and Sample Size:

We selected three Job vertical pilots with at least one batch completed and five BIG vertical completed pilots for this analysis based on the baseline and feedback/follow up data collected. We randomly selected with the help of Excel package, around 10 women/girls from the data base at IDF. The data was collected telephonically.

For the three Job vertical pilots, the sample sizes were 50%, 50% and 20% of the total for CIPET, JSL and Matrix respectively. They are large enough to give a good representation of the population and the analysis can be taken to be conclusive.

In the case of the five BIG vertical pilots, the sample size is small and hence the analysis can be taken to be indicative.

The three job vertical pilots chosen are:
- CIPET (Batch 1-NCR),
- Matrix (Batch 1-NCR) and
- JSL (Batch 1-NCR)

The two Job Fairs Chosen are:

- Amaravati Job Fair (Maharashtra)
- CII Job Fair (Telangana)

The three BIG vertical pilots (CGCC) chosen for our analysis are:
- FLCC (Karnataka)
- SEWA (NCR) and,
- Pratham (Maharashtra)

3. On Employment:

In **Table 1** below, we present our findings on the three job pilots. From the point of view of job offers got, the CIPET pilot seems to have fared least compared to the other two. In all the three pilots the number of job offers is very high. But in CIPET we find that only 50% of the women offered jobs actually accepted them. Four out of the five that rejected the jobs cited distance to

be the main problem. One cited family reasons and one cited safety issues as the main reason for not accepting the job offers. Two women who accepted the jobs have resigned from their positions.

Eight women who were placed in jobs through the Matrix pilot have since resigned; six of them due to distance to work place and five have cited difficult working hours as the reasons for their quitting jobs.

<div style="text-align:center;">**Table 1: Jobs Vertical**</div>

S. No.	Pilot	Sample Size	Offered Jobs %	Not offered Jobs %	Accepted Jobs %	Rejected Jobs %	Salary Range	Resigned %
1	CIPET	10 (48%)	90	10	50	50	INR 7000 - 10000	20
2	JSL	9 (45%)	100	0	100	0	INR 7000 - 11000	22.22
3	Matrix	10 (19%)	100	0	100	0	INR 6500 - 9800	80

Two women placed in JSL have subsequently resigned. One has cited reasons of lack of safety, public transport and difficult working hours as reasons for leaving the job while the other one did not want to work.

Table 2 presents the data relating to the two job fairs that were studied. For Amaravati Job Fair the sample size was 13 and out of them 8 (61.54%) got jobs and the other five did not. However, all those who got jobs rejected them. The CII job fair has failed to deliver even a single job to the women interviewed. While CII Job Fair did not deliver jobs to the women, in the case of Amaravati even those women who got the jobs did not accept them citing distance, family resistance, job conditions and salary as their criteria for rejection.

<div style="text-align:center;">**Table 2: Jobs and Job Fairs**</div>

S. No.	Pilot	Sample Size	Offered Job %	Did not get Job %	Accepted Jobs %	Rejected Jobs %	Economic Empowerment	
							Yes %	No %
1	Amravati_JF	13	61.54	38.46	0	100	30.77	69.23

2	CII_JF	10	0	100	0	100	NA	NA
3	CIPET	10	90	10	50	50	70	30
4	JSL	9	100	0	100	0	100	0
5	Matrix	10	100	0	100	0	80	20

4. On Economic Empowerment:

70% of the women in the sample felt that participating in the program has helped in their economic empowerment in the sense that they have a greater say in financial decisions of the family. In the case of Matrix, 80% of the women sampled said that their economic empowerment has improved, while JSL pilot shows the maximum impact with 100% of them claiming that they are economically empowered as a result of the program and job placements (Table 2).

Out of the three BIG vertical pilots analysed, SEWA participants have expressed a greater benefit from the information and counselling given to them (90% say they have benefited) while in the case of Pratham and FLCC roughly 40% of the women said that they did not find the information given to them useful **(Table 3).**

> **Table 3: BIG Vertical (CGCC)**

S. No.	Pilot	Sample Size	Counseling Helped?	
			Yes %	No %
1	FLCC_NSS	10	60	40
2	Pratham	11	63.64	36.36
3	SEWA	10	90	10

5. Risk Factors:

Table 4 captures the various risks associated with the project outputs and outcomes and ranks these risks based on the interviews with women who participated in the Jobs and Job Fair plots.

- Distance ranks highest in the list with 35% of the women saying that this led to their not taking up jobs or quitting soon after accepting.
- 20% of the women cited difficult working hours as the main reason for not accepting or quitting jobs.
- Low salary was the reason for rejecting the jobs or quitting for 13% of the women.

- For 10% of the women, safety was the concern, and
- For 8% of the women working condition not being women friendly was the main reason for leaving their jobs.
- Family approval was the reason for only 5% of the women.

	Table 4: Reasons for resignation or not accepting the offer letter (Risk Factors)		
S. No.	**Reasons**	**Frequency**	**Ratio**
1	Distance between home and work place is too far	14	0.35
2	Difficult working hours	8	0.20
3	Low salary	5	0.13
4	Safety concerns	4	0.10
5	Working condition is not women friendly	3	0.08
6	Family's disapproval	2	0.05
7	Young child/pregnancy	2	0.05
8	Unavailability of public transport	1	0.03
9	Health issue	1	0.03
10	**Total**	**40**	**1.00**

6. Concluding remarks: Overall, about 55% of the women project Disha trained and placed in jobs are still in jobs after 3 to six months of job placement. 45% of the women have resigned from their jobs and we identified the risk factors, discussed in the previous section, are based on the reasons given by them. All the risks identified with the data collected are already well documented by IDF both in the ITOC document and in the project strategy review document. Project Disha should address these five risk factors while designing the pilots for implementation during the time left. One way to address the issue of distance could be to mobilise women who are closer to the place of work and provide them with safe boarding and lodging if the training centres are far away.

Job Fairs are the weakest pilots in terms of outputs and expected outcomes (economic empowerment). IDF recommends that Job Fairs be dropped from the future list of pilots.

The surprising finding is regarding the Career Guidance and Counselling Centre (CGCC) pilots. 22 out of the 31 women who participated in these pilots (i.e. 71%) have said that they found the programs useful.

Annexure-5

Pilot review report: Shelf Shakti

1. Introduction

Disha aims to skill one million underprivileged women and enable them to become economically independent and self-sufficient so that they, their families and their future generations are able to have better opportunities in life. The project aims to reach out to one million women through three verticals and one of them is to train women and help them to become entrepreneurs.

Women entrepreneurs may be defined as the women or a group of women who initiate, organise and operate a business enterprise. The Government of India (GoI) has defined women entrepreneurship as "enterprises owned and controlled by women having a minimum financial interest of 51 per cent of the capital and giving at least 51 per cent of the employment generated in the enterprise to women".

The primary objective of the Self Shakti pilot is to provide women with doorstep access to financial literacy and entrepreneurship development skills.

1.1 Study rationale

The purpose of this review is to evaluate the processes followed for the implementation of this pilot, identify challenges faced and learning thereof.

The reasons for selecting the Self Shakti pilot as a subject for study are:

- In most of the Disha pilots participants usually go to the training centres. But in this case, the training agency went to the participants (by bus).

- The training agency in this pilot uses unconventional methods of training. Instead of conventional classroom training, the training is conducted in open spaces. The training agency, Buzz India, uses buses which carry the teaching material. The buses travel from village to village. The trainings are conducted in tents.

- The funding for this pilot was to be provided by a private company the Aditya Birla Group. NABARD was supposed to carry out the mobilisation. Buzz India, a civil society organisation, was the training agency. UNDP's role was to create convergence between these different agencies.

  We wanted to see whether a coherent public-private partnership had indeed been created for this pilot. Also, we wanted to know whether a sustainable ecosystem for entrepreneurship development was being established.

1.2 Methodology

The IDF team visited the Appasandhra and Umuhu villages in Bangalore district, Karnataka to conduct the following interactions:

a) **With pilot participants:**
   i. An FGD with 15 participants
   ii. In-depth-interviews with five women participants
b) **Interviews with stakeholders:**
   i. A Buzz India official
   ii. A Buzz Sakhi
   iii. A NABARD official
   iv. Two UNDP officials

2. Performance matrix

The performance matrix is calculated on the basis of number proposed for all the nodes in the pilot proposal and actual number achieved.

Performance Matrix			
Pilot nodes	**Proposed target**	**Achieved**	**Convergence rate***
Mobilisation	100	97	97%
Training	100	97	97%
Self-employment			

Enterprise			

*Achieved target/Proposed target

3. Mobilisation

According to the plans documented in the pilot proposal, NABARD was to be the mobiliser for the project. But it did not do the mobilisation.

Instead, a local NGO, the Chetna Cooperative Society, was engaged as the mobiliser by the training agency, Buzz India. Buzz India claims that Chetna has field level presence in all the locations selected for the pilot through their network of SHGs. Hence, Buzz India asked Chetna to mobilise women by using their already existing network of SHGs.[1]

Proposed mobilisation strategy	According to the pilot proposal, NABARD was to mobilise rural women through the DCCBs (District Cooperative Central Banks).
Actual mobilisation	Buzz India did the mobilisation with the help of Chetna Cooperative Society. Chetna is a local NGO that creates SHGs and links them to nationalised banks.
Interview with NABARD	NABARD refused to do the mobilisation because they felt that the duration of the proposed training sessions (two half days, amounting to three hours per day, with a week's gap in between) were too short to be impactful. They said that the three hours assigned for the training would be insufficient, considering that that just making the trainees feel at ease would take about one and a half hours. Also, NABARD felt that the training's focus on financial literacy would be of limited use to the trainees if they wanted to become entrepreneurs. NABARD suggested that the training would have be developed as a proper entrepreneurship awareness programme with sessions on marketing skills and preparation of profit and loss statements if women were to learn to set up their own enterprises.
Interview with the mobilisation agency	We could not interact with the mobilisation agency, Chetna Cooperative Society, as the secretary was not available on the day of our field visit. We tried to contact her over phone, but could not communicate due to a language barrier. All information about the mobilisation is based on the information provided by Buzz India and the Buzz Sakhi we interviewed.

[1] The SHGs meet every week. Officials from Chetna meet the SHGs once a month. During one such meeting, the Chetna officials informed the women about the free training sessions that were to be conducted. The women were told that these trainings would assist the women utilise their SHG money better. The women told the Chetna officials of their preference for training timing, and the officials in turn informed the trainers.

Interviews with the participants	The participants said that they are members of SHG groups. And that they got information about the Buzz India training during SHGs meetings that had especially been called to make the training announcement.
Interaction with UNDP	NABARD was supposed to do the mobilisation and also come and attend the training sessions to see how the training is being conducted. But personnel from NABARD cancelled at the last moment. Chetna, therefore, had to be contacted to carry on the mobilisation.

3.1 Deviation

The proposed implementing agency for mobilisation, NABARD, withdrew from the pilot.

3.2 Outcomes

- *Should mobilisation strategies be customized depending on the vertical? Sector? Rural/Urban set up?*

NABARD was the proposed mobilisation agency but the mobilisation was finally carried out by Self Shakti, with the help of the Chetna Cooperative Society. This mobilisation was not targeted. Buzz India was, in fact, not focused on women who wanted to start enterprises. Buzz India's main aim as an organisation is to provide financial literacy training to as many women as possible. If the women did end up starting an enterprise as a result of this training in financial literacy, it is a positive by-product. But training on other aspects of entrepreneurship was not provided in this pilot.

However, since the pilot was conducted in the district Bangalore rural, a community based grassroots organisation, the Chetna Cooperative Society, was engaged as mobilser. Chetna has set up SHGs in the pilot areas, and these SHGS were thought of as a good medium for mobilising rural women.

Since the SHGs met regularly, disseminating information about the training programme through these meetings was easy. It did not require the women to spend additional time attending mobilising meetings.

- *Is mobilisation a way of filtering/targeting the right candidates?*

Buzz India's mobilisation was not focused on women who wanted to be entrepreneurs. They were looking to mobilise women who would participate in their financial literacy training, irrespective of whether they wanted to start businesses or not.

- *Mobilisation helps people to make an informed choice?*

Since the mobilisation for this pilot was not targeted, the information disseminated to mobilise women fell short of helping them make informed choices as to why they would be attending the programme. Those who attended the training, in fact, were not aware of the pilot's larger objective. Expectedly then, the pilot's conversion rate of participants becoming entrepreneurs is not very encouraging. According to Buzz India's experience, only about 14 per cent of the participants typically set-up businesses after being trained by them. [2]

3.3 Challenges

- Fostering partnerships: UNDP did not anticipate NABARD's withdrawal from the project. Our interview with NABARD shows that the bank had serious concerns about the training design.
- Lack of coordination: When NABARD pulled back from the mobilisation, Buzz India was not informed. Neither was IDF, the M&E partner, informed.

3.4 Learning

- Our interviews with officials from NABARD informed us that trainings conducted by public sector bodies are usually much longer and in-depth. Involving the public sector in three-hour-long training programmes is inadvisable, because they are likely to withdraw from such programmes. Since financial institutions such as NABARD provide loans to enable the setting-up of micro-enterprises, they want to ensure do not turn into bad debts. And that the women who are being given the loans are trained substantively, such that they can run their businesses efficiently.
- SHGs are an effective medium for mobilising rural and peri-urban women. NABARD also suggested that SHGs should be engaged for mobilisation. UNDP seems to have understood this, as it is already involving SHGs for mobilisation in many other Disha pilots.

4. Training

Buzz India does not use the conventional methods of classroom training. The Self Shakti trainings were delivered to rural women at their doorstep through a traveling bus which acted as a plug and play open air classroom that could be set up and dismantled within 15 minutes. Buzz India's Chief Changemaker provided the following rationale for their unique training methods:

- **The reason for conducting only two half day training sessions** is that women are not able to spare more time than that for their training because of their household responsibilities. Some do not even get their family's permission to be out of home for more than half a day. Hence, the training which initially used to be six days long was eventually shortened to two half day sessions.
- **Open air training spaces** are preferred by women over classroom training. This is because power supply is erratic in these villages, and training sessions in rooms without

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[2] In the rural area, business means small shops like petty shop

electricity is problematic given that part of the teaching content is on video. Also, classrooms without electricity can often be dark and stuffy.

- **There is a one week interval between the two training sessions** because it allows women to implement learning from the first session over a week's time. The intention is to increase the women's saving capacity, teach them better money management, encourage them to start a new enterprise, expand their existing enterprises, make financial plans and achieve them. At the end of the first session, the trainees are given homework for a week. They are asked to show what they did in the second session that is held after a week.

- One of the important aspects of the training is to create a pool of **Buzz Sakhis who will work as a long-term connection between Buzz India and the trained women**. The Buzz Sakhis are not involved in the initial training of the women, but their role is that of mentors for supporting and handholding women who have undergone training.[3]

- The initial plan was that the potential trainees to be mobilised would mostly be women who already had small businesses. This plan was not actualised. **The training was opened up for all women who were interested** irrespective of whether they ran small businesses or not. The objective was to create a buzz about financial literacy and enable such women to manage their household finances better.

Proposed training strategy	Buzz India was the proposed training agency. Two half day training sessions were to be conducted with the gap of a week between them. The proposal indicated that the Buzz Sakhis would be trainers for the pilot.
Actual training	Buzz India conducted the training programme. Two half day training sessions were conducted with the gap of a week between them.
FGD with the participants	The participants say that they did not know how to maintain accounts before the training, but now they do. Also, they are now able to reduce expenditure, increase savings, and use their savings efficiently. The participants said the training had been effective in teaching them how to start their business.

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[3] The Buzz Sakhis ensure that the trained women still stay connected with the activities of Buzz India. They are chosen by Buzz India from among the women they train. The Buzz India trainers are directed to identify potential Buzz Sakhis, and mark their names on the training registers. These women are then contacted two to three months post the training; this time gap is expected to help the learning from the training settle in. Also, by the end of three months it becomes evident as to whether a potential Buzz Sahkhi has actually managed to set up a business. The Buzz Sakhis then guided by the fact that they have bettered their lives, and can now help other women to follow their lead.

Interaction with the training agency	The training agency used their standard curriculum for training women under this pilot.

The pilot trained both women who have small businesses and those who do not.

Buzz India's training approach includes games, role plays and stories. After the first session, the trainees are given homework for a week. They are asked to show what they did in the second session that is held after a week.

The training is not given by Buzz Sakhis, only the trainers. |
| **Interaction with participants** | The women learnt how to manage finances, what is capital, how to invest it, how to calculate savings and profit. They were given information about bank schemes, insurance schemes, and pension. |
| **Interaction with UNDP** | UNDP said they have modified the curriculum of Buzz India for this pilot. They also said that majority of the women coming for training was already running small businesses. |

4.1 Deviation from plans

- Though UNDP told us that they had modified Buzz India's curriculum to suit the pilot, the head of Buzz India said that no changes had been made to the curriculum.
- The proposal submitted by UNDP had indicated that the Buzz Sakhis would be the trainers for the pilot. This was not the case.
- According to UNDP, most of the women coming for training already had some sort of businesses. But we found that that was not the case. The training is not targeted, but open to all women who want to attend.
- For Entrepreneurship Development Training, training on four components is required: access to markets; access to finance; marketing the product; and financial literacy. For this pilot, however, only training on financial literacy was provided, and the other three components were missing.

4.2 Challenges

- As NABARD pointed out three to six hours of training is not enough to train women to set up enterprises.
- The pilot's training module was inadequate for enterprise training. The teaching content dealt only with the financial literacy.

4.3. Learning

- This type of pilot should not be considered as being under the enterprise vertical. It was allowed to be categorised such because the claim was that women entrepreneurs will be trained in financial literacy which will help them run their already existing businesses better. As we have already stated, there was a major deviation and women who are uninitiated in businesses were trained. Hence this pilot is only fit for the BIG vertical.

  This deviation is regrettable and it undermines the partnership that Disha is. Since the M&E partner was not informed of the change.

  UNDP should have known that the women trained by Buzz India will not be able to start an enterprise in the future, because that is not what they are being trained for. There is in fact no alignment of objectives between the pilot under the enterprise vertical and those of the training agency. Given this mismatch between the objectives, a sustainable ecosystem for skilling the women to start enterprises is not going to materialise. Hence, this pilot should not be scaled up or replicated unless objectives are matched.

- The training agency said that UNDP could be instrumental in bringing together the government and private sectors to attract prospective funding and employers. More effort needs to be directed towards facilitating this.

- Efforts should be made towards the capacity building of training agencies with field presence, such that complete entrepreneurship trainings are delivered to interested women. And pilot outputs are enhanced.

5. Self-Employment

We found that the primary responsibility of the women we spoke to is taking care of household chores and family members. They are allowed to engage in income generating activities only if they have spare time after the completion of their household chores. Starting and running a small business are, in fact, often seen as part of a woman's household responsibilities. Women are not allowed to work in jobs even if they are qualified to do so. A woman we interviewed said that though she scored more than 80 per cent in the matriculation examination and can get a job in the nearby town, her husband is not allowing her because the children and cattle need care. The woman is also trained in tailoring and, if allowed, wants to start her own business. She has conducted an informal market assessment for herself. For women, starting a business is luxury rather than a right.

When asked about what type of business, they would like to start; almost all the women said they would prefer a petty shop, tailoring and animal husbandry. The reason for this is that all these businesses can be managed from the house.

During the FGD and interviews, the women were unanimous that they would prefer a business over a job because of the reasons mentioned above. But on being asked what they wanted for their children, they said that they should get into jobs.

Proposed plan	The proposal stated that supporting system, handholding and mentorship through community mentors would take place in the form of long-term community engagement focussed on changing mindsets and attitudes.
Actual plan	In the next two months, Buzz India is going to identify Buzz Sakhis for the trainees, who will mentor them.
Capital	The women realise that capital is a very important element in starting a business. They have been made aware of various avenues to access loans. They also have an understanding of the amount of capital which will be required for starting a business or scaling up an existing one. Two among the women we interviewed said that they have started saving money for their businesses. One is planning to set up a poultry farm, the other a tailoring business.
FGDs with the participants	The women found the training provided to them sufficient to start a business. It may however be noted, that barring two of them, none of the women had any experience of running businesses. They want to start businesses which can be run from home as they have family responsibilities that have them housebound.
Interaction with the training agency	Out of the 28 women in the first batch, four or five are already into small businesses. It takes around six to eight months to start a business. It involves convincing the family, convincing one's own self, organising the capital. Other success stories are a big push factor to start a business.
Interaction with beneficiaries	They would prefer starting their own business over a job. The preference is for small businesses, which can be run from home. The main barrier to which, they said, is organising the initial investment. According to a Buzz Sakhi, however, the main problem is not capital since that can be arranged from the SHGs, but cooperation from the men of the family. The men feel that since they work, the family's women should focus on the needs of the household.
Interaction with UNDP	Most women who run micro enterprises do so from their homes. They do not even travel five kilometers. Their market is the local community. Even if a petty shop is set up, it's a part of the house itself. They have to take care of their children and husbands, unlike men who do not have these additional responsibilities.

5.1 Deviation

No deviation from plans.

5.2 Challenges and risk

- The conversion of the trainees into the entrepreneurs remains a challenge. Although the trainees we spoke to evaluate Buzz India's training as being sufficient to set up their businesses, but we, as well as NABARD, believe that it is insufficient. Buzz India's training module, in fact, does not specifically train women on entrepreneurship. It focuses on financial literacy.
  It is to be noted that, barring two, none of the women we spoke to had any prior experience of running a business. They were, therefore, unaware of the complexities involved in being an entrepreneur at the beginning of the training. It is significant that, at the end of the training, their confidence in being able to set-up a business based on entrepreneurial skills taught to them over six hours indicates that the training did little to increase their awareness of the challenges involved in setting up an enterprise.
- The most common barriers to women starting their own businesses are the lack of capital and family support. Only one among the women we spoke to said that her family is supporting her setting up a poultry farm. Her family is under a debt of about INR 5 lakh, and their support is motivated by the hope that her business might be able to help repay the loan. The support seems driven by the necessity.

5.3 Learning

- In order to facilitate women's entrepreneurship, a very crucial requirement is sensitising and getting the support of concerned husbands and other family elders. This, even if availability of capital is not an issue.
- The kind of businesses which the participants want to start after attending the training cannot be categorised as enterprise, but as self-employment. Even though this pilot is under the enterprise vertical, and the aim is to train women and facilitate them for growing an enterprise, in majority cases, women who are engaged in some type of business, or want to start a business, cannot be said to be running enterprises. They are self-employed.

6. Enterprise

Proposed plan	Training will help the women to start enterprise
Actual	It will require another six to seven months to know whether any of the trainees start their enterprise or not.
Interaction with participants	The women talked about self-employment rather than enterprise.

Interview with training agency	The training agency said that the women want self-employment rather than enterprise.
Interaction with UNDP	The UNDP team is confident that trainees will set up their own enterprises.

6.1 Deviation

UNDP had said that women will start the enterprises after being trained. The women, however, are looking to be self-employed.

6.2 Challenges

With the limited capital and family support, women cannot start their businesses. And our strategies for pilots under the enterprise vertical need to keep this in mind.

6.3 Learning

It is important to: a) sensitise family members to the importance of women working to earn; b) link women with the banking system.

7. Transformational impact on women

It is understood that economic independence is the most potent agent to change the life of women in a patriarchal society. For purposes of this project, if a woman gets a job or starts an enterprise or becomes self-employed, can we claim that the project has had a transformational impact on them? Or do we need to see beyond. Different research questions and hypotheses will need to be studied to better understand the meaning of 'transformational impact.'

7.1 Outcomes

➢ *Will income generating activities by women lead to increase in mobility outside home?*

All the six women we interviewed preferred to start their own businesses over a job. For five of the women interviewed this was because a business can be run from home. Their priority is taking care of their families, and any spare time that they have over and above can be spent in income earning activities, preferably without stepping out of their homes. Therefore, as an early outcome, mobility is unlikely to increase even if a woman is engaged in an income generating activity.

➢ *Will income generating activities by women affect the division of labour of household activities?*

The household chores are seen as solely the women's responsibility. Also as women's primary responsibility, equally important as taking care of family members. Only if there is some time to spare, can the women think about engaging themselves in income generating activities. It is therefore evident that even if women were to be engaged in

income generating activities, it will not change the division of labour of household activities much, immediately. This may be possible in the long-run.

We will however be able to substantiate this with data only after conducting the follow-up studies that we plan for this pilot.

➤ *Will income generating activities by women affect the involvement of husbands in taking care of the children?*

Taking care of the children, as well as the elderly members of the family, is seen as the woman's responsibility. Husbands do not usually share the household chores. If the woman is unable to take care of her family members, then she is looked down upon by not just the family but even her immediate society.

The husband of a woman we interviewed had said that she could start her tailoring business when their children were older: this despite the couple being under an INR 2 lakh debt, and in need of extra earnings.

Our follow-up study will provide more conclusive answers to this question.

➤ *Does the household size impact the probability of the woman entering the income generating activity?*

One among the women we interviewed belongs to a nuclear family. She has to take care of her family, and do all the daily household chores. So, she is not allowed to work outside home. Another woman we interviewed belongs to an eight-member-strong family, including her in-laws. She is expected to take care of her husband, the children, as also her in-laws. Like the woman in the nuclear family, she too cannot work because of her household responsibilities and obligations.|

More detailed discussions with participants and stakeholders of this pilot, and various other pilots, are required for us to be able to answer this question substantively.

➤ *Will income generating activities by women improve their decision making power relating to household finances?*

Of the five women interviewed, only one is doing a business. She, along with her mother, is running a petty shop within the house. The woman decides on all matters relating to her shop, including the sale items on offer. She can therefore be said to be partaking in the decision making processes relating to her household's finances. This supports the view that if women are financially independent, then their decision making capacity and power within the family might improve.

➤ *Will income generating activities by a woman improve her decision making power relating herself?*

The women who participated in our FGDs said that fights and conflicts happen within the family only when thinking takes place in terms of **'I'** and not **'We'**. The women do not see themselves as independent of their families. For them, the correct way of thinking is to think of their families' welfare. Most women said that the joint family is the

ideal family. Many women said that they had told the trainers to speak of earning not just to better themselves, but also to improve the conditions of their families.

More discussions are needed to understand how the decision making power of the woman relating to everyday decisions would be impacted if she was to engage in an income generating activity.

➢ *Will income generating activities by women improve her decision-making power relating to working outside home?*

The decision regarding a woman working outside her home lies with the members of her family, mostly with her husband. The woman may usually only do businesses from her home.

➢ *Will income generating activities improve her decision making power relating to starting an enterprise, what business to start?*

Most of the women we spoke to want to start tailoring, stitching or petty shop related businesses. The reasoning for this choice is twofold. Firstly, it is expensive to buy clothes form outside the village, so villagers would pay for them to stitch clothes at cheaper rates. Secondly, such businesses can be run from homes.

A woman we spoke to wants to start a poultry farm. She is influenced by the fact that there is a demand for farm chicken and eggs in her village, and her household's income is likely to improve if she starts the poultry business. Another FGD participant said that the women should be given training on how to make candles, making masala powder and animal husbandry.

The choice of business, then, seems to be mostly made by women from among the limited choices available locally — keeping their household responsibilities in mind. But whether the business can be set-up or not is a decision which is largely taken by the male members of the family. The finance for starting the business is usually provided by husbands or fathers. If a loan is being taken for the set-up, permission has to be taken from the family's male members.

➢ *Will the income generating activities ensure that the women get more respect within the household?*

The women we spoke to felt that their family members would feel proud of them if they were to start working to earn money. They would even be seen as role models for other women in their families, and community.

8. Creating an eco-system

An ecosystem needs all the stakeholders to come together and carry out the responsibilities assigned to them in tandem, and with full integrity. Such an ecosystem would be sustainable only if it is ensured that when Disha exits, the work that it has triggered continues.

In this pilot however, not much has been accomplished by way of creating an ecosystem that would nurture and encourage women entrepreneurship.

NABARD backed out of its commitment to mobilise. The involvement of NABARD, a large public sector financial institution, would have enhanced the sustainability and scalability of this programme.

The role of the Disha partners was limited. Buzz India carried on most of the work according to its own mandate, independent of any inputs from the Disha partners — from mobilisation to training and going on to handholding post implementation. Buzz India, in fact, told us that it will continue with its work with or without Disha, just as it had before its involvement with Disha.

Scalability of this pilot to an all India level is not possible unless some large financial entity with pan India presence, such as NABARD, is engaged as a partner.

Also, no attempts have been made to change the mind-set of the menfolk. They were not included in counselling or even during mobilisation when the programme could have been explained to them. No attempts were made to find the male point of view and without this understanding, change is not possible.

9. Creating a new Private Public Partnership (PPP) model

The Aditya Birla Group funded this pilot as part of their CSR funding to Buzz India. With the exit of NABARD, the PPP model as proposed in the original pilot proposal has collapsed.

10. Data Management

While data flow to the MIS is still a major concern, an interesting innovation by the UNDP team is hiring a non-profit organisation AMBA for the data collection and data entry for this pilot. AMBA is using "intellectually disabled adults" for doing this job.

11. Conclusion

It can be said that the pilot was partially successful. The objective was to mobilise 100 women and they mobilised 97 and all of them enrolled. Some of the trained women have begun thinking along the lines of starting their own businesses and have started saving money along with maintaining accounts. And while financial literacy is necessary for women to do well in entrepreneurial ventures, it is not sufficient to get them to start them. So this pilot is a step towards enabling women to get started in the direction of starting an enterprise.

The role of UNDP in the pilot was minimal. It was proposed that UNDP will play three major roles: firstly, bringing all the stakeholders together, secondly bringing NABARD as a partner for mobilisation and thus connecting with Buzz India for possible scale up. NABARD backed out and Buzz India got the mobilisation done through another non-profit CSO, Chetna Cooperative Society. Thirdly, UNDP had proposed that the curriculum used by Buzz India would be modified by them as per Disha's requirements. But according to the Buzz India official no changes were made in the curriculum to suit the requirements of this pilot and their regular curriculum was used.

Buzz India said that the training would have happened even had UNDP not been there. They requested that UNDP puts them in touch with funding agencies and the government in order to scale up and also to create a **sustainable eco-system**.

Our study of the pilot finds that UNDP did not carry out a **risk assessment** exercise before launching this pilot. They had no back up option for a mobilising agency when NABARD backed out. If Buzz India had not been able to mobilise women, then the pilot would have collapsed. UNDP could have played the useful role of connecting Buzz India to NABARD in order to scale up the programme, but this did not happen. Therefore, while the training was successful, there was minimal contribution from Disha partners.

There is a fundamental misalignment of goals between Disha and Buzz India. The focus of Buzz India is on making the maximum number of women possible financially literate; it is *not* to ensure that women start an enterprise. It follows then that their mobilisation is not targeted towards women who are interested in starting an enterprise.

It is therefore apparent that the objectives a project under the enterprise vertical have not been met by this pilot. The objectives could have been met if the women who enrolled were small entrepreneurs to begin with, in which case the programme would have benefited them immensely. Instead, most of the mobilised women turned out to be uninitiated into business.

Whenever a pilot is conceptualised, the objective of the project should be clearly kept in mind and an alignment should be ensured between what is required from the pilot and what the different partnering organisations can offer. Only then can successful pilots emerge, and can be further scaled up such that it contributes to the creation of a sustainable ecosystem.

12. Recommendations

On the basis of assessment of the challenges and risks along with the learning from each step of the review of the pilot, we recommend the following:

1) The approach to the enterprise vertical needs to be revamped. The approach of targeting individual women and focusing on providing them with training to facilitate them in starting an enterprise needs end. Instead, Xynteo and UNDP should start identifying already existing businesses which can be expanded and scaled up. If women become a part of this process, then these numbers can be counted as a part of the KPIs. Further, the impact of this scaling up on the women's lives should be evaluated. For the process of scaling up, access to markets and finance are major requirements. So for finance, an entity like NABARD can be roped in, and for involving the private sector, Xynteo should focus on involving already existing businesses. In this manner, if the businesses start growing, they will be hiring people so it will be a chance for the local women from the community to get involved. If this can be affected, then an ecosystem can be created where a successful model of public private partnership evolves.

A major challenge is to garner the support of the family, especially of the male members of the family, towards a woman who wants to start a small business or enterprise. This is an inherent challenge which needs to be tackled. Even if the other elements required for starting an

enterprise, like finance and access to markets, are present, but family support is missing, then the woman is usually unable to set up an enterprise. For this, local leaders can be approached for sensitising the men and the family to allow women to work, and also to mobilise the women for undergoing training programmes. This will be a cost effective solution and a recipe for a larger impact as the local leader is a very influential personality in villages and peri-urban areas.

Annexure-6

Pilot Review: CIPET (Central Institute of Plastics Engineering and Technology, NCR)

1. Introduction

CIPET (Central Institute of Plastics Engineering and Technology) is a government training institute under the Ministry of Chemicals & Fertilisers, India. In its first training programme with UNDP, CIPET agreed to train women in plastic manufacturing to be able to work in shop floors of different companies. CIPET provided women facilities of a residential training for three months. Faculty members of CIPET provided the training. The curriculum followed in the institute for injection moulding, including theory and practical classes, was used to train the women for this pilot.

1.1 Participant profile

Of the 21 trainees who enrolled, 12 had studied till the senior secondary level in school, eight up to secondary school and one had completed her graduate studies. Eighty six per cent had no

technical education, 14 per cent are diploma holders. Only 33 per cent women had work experience before joining the training programme. Fourteen among the 21 trainees were unmarried.

2. Performance matrix (MIS data)

Performance Matrix			
Pilot nodes	**Proposed target**	**Achieved**	**Percentage**
Mobilisation	100	30	30
Training	50	21	42
Certification	50	21	42
Placed	50	14	28
Self-employment	0		
Enterprise	0		

3. Mobilisation

The mobilisation for CIPET training began in the month of January, 2016. Mobilisation for the pilot was done by UNDP, AIDWA[4], ASHA[5] workers, local NGOs and students at CIPET. The Haryana districts covered for mobilisation were Gurgaon, Jind, Kaithal, Rohtak and Sonipat. The target for mobilisation was women between 18 and 32 years.

Women mobilised by AIDWA were asked to submit copies of their Aadhar cards[6], ration cards[7], OBC certificates[8] and Haryana residential certificates as proof of identity. IDF attended the first

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[4] AIDWA: The All India Democratic Women's Association (AIDWA) was formed in 1981 and is the women's wing of the Communist Party of India (Marxist). According to its preamble, the association works towards organising women across India in an effort to empower emancipate them. See, http://aidwaonline.org/

[5] ASHA: ASHA worker should be a woman of the villages preferably in the age group of 25 to 45 years with education up to class 10. ASHA workers are chosen through a selection process involving various community groups, self-help groups, Aganwadi institutions, the Block Nodal officer, the village health committee and the Gram Sabha.

[6] Aadhar card: Aadhar card is a 12-digit unique identification number issued by the government of India to every individual resident of India. See, https://eaadhaar.uidai.gov.in/

[7] Ration card: An official document entitling the holder to a ration of food, clothes or other goods.

[8] OBC certificate: OBC certificates are given to castes identified by the National Commission for Backward Classes as backward based on their social and economic background. See, http://www.ncbc.nic.in/Home.aspx?ReturnUrl=%2f

mobilisation meeting organised by AIDWA and UNDP on 11 January, 2016 in Laxman Vihar, Ward No. 10, Gurgaon in the NCR (National Capital Region). It was attended by 30 women. Further, UNDP mobilised women in Jind with the help of a local NGO, Himmat. This initiative saw another group of 30 women mobilised. And in all districts, women also came to know of the CIPET training from ASHA workers in their villages, friends and family members.

Twenty one women from Gurgaon, Sonipat, Rohtak, Jind and Kaithal enrolled for the CIPET training.

Proposed mobilisation strategy	There was no documented mobilisation strategy for the CIPET pilot.
Actual	Mobilisation was done by UNDP, AIDWA, ASHA workers, and word of mouth.
Interaction with training agencies	Students in CIPET were informed about this pilot. They, in turn, mobilised their friends and relatives.
Interaction with participants	IDF attended the first mobilisation meeting in Gurgaon where UNDP's representative delivered a motivational speech. The meeting aimed at resolving the doubts regarding the training on offer, and informing the participants that this training would provide them with an opportunity at employment in the fast growing plastic sector. The following concerns were voiced by the participants after attending the mobilisation meeting: o the need for someone to personally convince their parents to allow them join the course and stay at the hostel o their safety at the training institute o would they be allowed to come home during festivals and celebrations o would the training programme allow them to pursue their studies alongside this training, like say a graduation through distance learning
Interaction with UNDP	The mobilising message was: Women would be able to get trained free of cost by CIPET and subsequently absorbed by a Japanese company in Neemrana.

3.1 Research Questions

a) Should mobilisation strategies be different/customised depending on the vertical? Sector? Rural/Urban set up?

Mobilisation has to be customised depending upon the vertical, sector and whether the context is rural or urban. Mobilisation for CIPET was done by UNDP with groups that had a local presence and were aware of the cultural context of potential participants. The Haryana chapter of AIDWA mobilised women in areas near Gurgaon, a local NGO Himmat mobilised women in Jind, and ASHA workers were contacted to disseminate information about the programme in Kaithal, Rothak and Sonipat districts.

b) Is mobilisation a way of filtering/targeting the right candidates?

The mobilisation process kept to the brief of the pilot proposal. The proposal had said that women eligible for the CIPET training should be between 18 and 35 years of age, educated at least up to class 8 and from Haryana. The AIDWA organised mobilisation meeting that we observed, had the organisers asking the participants to submit copies of their Aadhar cards, ration cards, OBC certificates and Haryana residential certificates as proofs of identity, age, socio-economic background and domicile so as to be able to target eligible candidates.

c) Mobilisation helps people make an informed choice?

The CIPET training for women was the first initiative to train women in a skill/industry dominated by men. Thus, the mobilisation drives would have to inform women regarding the training programme such that they could make an informed choice with regard to their careers. In the mobilisation meeting, UNDP informed women regarding the scope of the plastic sector, the new opportunities available to women in this sector, that the training would be provided free of cost and that women would be placed with a multinational company. This sharing of all the aspects of the training and the future prospects enabled women to make informed choices.

4. Training

The CIPET training was to be three months long. But it had to be reduced to two months due to unrest[9] in Haryana and public holidays. The training was attended by 21 women and it started in February, 2016 and was over by April, 2016. There were four classes every day, from Monday to Friday. The medium of training was in Hindi and English.

The course was titled Machine Operator Injection Moulding (MO-IM), and the curriculum comprised the following subjects:

- o Injection Moulding Techniques
- o Polymer Science and Plastic Materials
- o Fitting Tools and Measurement/Mould Technology
- o Maintenance Techniques and Practical

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[9] Jat agitation: Jats belong to the farming community of Haryana. They are among the prosperous landed community of the state demanding reservation under the Other Backward Classes (OBC) category. The demand for reservation started in 2008, in 2014 under the UPA (United Progressive Alliance) government OBC status was given to the Jats in the state of Haryana which was subsequently rejected by Supreme Court of India in 2015. In 2015, the BJP-led government promised to extend support to their demand. After a year in 2016, with no support from the government, agitation broke out across regions of Haryana Jats blocked the highways and other roadways. See, http://www.thehindu.com/news/national/other-states/jats-intensify-stir-for-reservation-haryana-cm-invites-them-for-talks/article8246092.ece

In addition to the subjects above, CIPET also organised classes in communication skills, personality development and soft skills, basic computers and motivational classes on entrepreneurship.

Proposed training strategy	Training was to be held at CIPET in district Sonipat of Haryana for three months.
Actual training	Training at CIPET was held at CIPET, Sonipat. Due to unrest in Haryana and public holidays, the three-month-long training was reduced to two months.
Interaction with training agency	• The trainers said that the trainees were "focussed". However, even as they were appreciative of the "sincerity and earnestness" of the trainees, the trainers expressed concern over the fact that the trainees would often "extend" their stay at home after holidays, and also take excessive leave for festivals and functions at home. On the day of our visit, only three trainees were present at the institute. • Concerned that many among the trainees did not want to join the jobs on offer at Neemrana, the trainers said that the faculty was trying its best to convince them otherwise. • CIPET's technical officer said that the success of the training should not be judged by the placement rate alone. Because the training is equipping trainees such that many of them would be able to set up their own small scale plastic production enterprises, as also trading and marketing businesses after training completion. • The trainers said that the fact that women from rural backgrounds, and many of them dropouts, were a part of the training programme should also be seen as the programme's success. The training, they said, had given its women participants confidence and exposure. These women would leave CIPET aware of the opportunities available to them, and inform others of these.
Interviews with six trainees	• The six trainees we interviewed were satisfied with the training. They said they had experienced many new things in the training period, like handling machines that they had not even known about. They were confident that they would be able to use this learning in their jobs ahead. • Three among the six trainees we interviewed were certain that they would take up the Takahata[10] job in Neemrana. They were unmarried, and said they had their families' support in working away from home. • Three, among the six, said that they found the theory classes difficult. They could not understand many of the English words that are used in class; also, the chemical compounds being referred to. The other three said that the practical classes were tougher. The manual machines require physical strength. And the bigger machines have many complex functions. • However, they also pointed out the following: o Language was an issue with some of them in the training

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[10] Takahata Precision Private Limited is a Japanese multi-national company that manufactures automotive parts. See, http://www.takahata.biz/about/

	o Practical trainings specially use of machine was initially difficult for some o One of the non-residential trainees pointed out that personal issues hampered her ability to follow the training sessions o The three months allotted for training had been insufficient to begin with. And even this had been further reduced to two months due to unrest in the state and public holidays o Some women were not confident of how to conduct themselves in their placement interviews for the lack of interview preparedness. They said this had led to their under performance
IDF's observations on the training sessions	• Attendance was sparse on the day we visited CIPET to observe training sessions. • The teacher used both Hindi and English to explain. • Blackboard usage was ample. The teacher illustrated the polymer chain concept being taught. • The class was interactive. Questions were being asked by the teacher, the trainees were answering. • In the practical class we observed, the trainees were taught to work the manual plastic moulding machines. They seemed familiar with machine, and its processes. • The trainees were being tested on the names of the various parts of the machine — external and internal components — and the function of each. • Special focus was being given to safety concerns, given that the trainees were moulding plastics at very high temperatures. The trainees were at ease.

4.1 Research Questions

a) Does customisation of training according to the target group help in better implementation of the programme?

No customisation of training was affected for the pilot.

b) How can we measure the effectiveness of training?

The effectiveness of training is usually dependent on the placement rate post the training.
However, while some of the measures of training can be quantified, others are beyond numbers.

As CIPET's trainers pointed out that the fact that women from rural backgrounds, and many of them school dropouts, were a part of the training programme should also be seen as the programme's success. The training, they said, had given its women participants confidence and exposure. These women would leave CIPET aware of the opportunities available to them, and inform others of these. CIPET's technical officer said that the success of the training should not be judged by the placement rate alone. Because the training is equipping trainees such that many of them would be able to set up their own small scale plastic production enterprises, as also trading and marketing businesses after training completion.

We therefore are of the opinion that the success of the pilot is also dependent on equipping trainees to set up their own small scale plastic production enterprises and also trading and marketing businesses after the completion of the training. Having said which, 14 among the 21 trainees were placed, which is a 66 per cent placement rate.

5. Certification

CIPET awarded certificates to 21 trainees on May 10, 2016. Certificates were issued after an internal assessment of the trainees by CIPET. As per the assessment all the candidates who joined the programme passed the exam.

Proposed certification	CIPET certificates (affiliated to the National Accreditation Board for Certification Bodies) would be given to the women.
Actual certification	Same as proposed.
Interaction with the certified trainees	All the trainees were awarded certificates. The trainees had been aware that they would be getting certificates post the completion of their training. They said that these certificates would give them easier access to jobs in the plastic industry.
Interaction with the training agency	The plastic industry is growing at a rate much quicker than the people trained in the sector. So women trained and certified in this skill will be able to find a job for themselves with a certificate from CIPET.

5.1 Research Questions

a) Whether certification by a government agency increases faith in a training agency?

Most among the 21 women who joined this programme did so because the training on offer was by a government institute, CIPET. We observed that certificates from government-recognised training agencies instil faith in students.

6. Placement

Of the 21 women trained 14 were placed in plastic manufacturing companies in Rajasthan, Haryana and Delhi NCR.

The mobilisation meeting organised by UNDP in Gurgaon on 11 January, 2016 had promised potential trainees placement with Takahata Precision Private Limited, a Japanese plastic manufacturing company in Neemrana, Rajasthan. Also, during one of our visits to CIPET, the institute's recruitment cell had shown us a Takahata mail expressing a requirement for 40 trained women to be placed in their factory.

However, of the 21 trained in the first batch only four women were selected by Takahata.

The remaining 17 women were offered jobs in factories in Sonipat, Manesar, Ballabgarh and Noida. FIEM Industries Ltd, Industrial Estate Rai in Sonipat was a preferred company for trainees staying in and around Sonipat (CIPET is in Sonipat). Five trainees were chosen by FIEM. Another five were placed with companies in Manesar, Ballabgarh and Noida in Nisshinbo

Mechatronics India Pvt. Ltd., Vishwakarma Automotive Part Pvt. Ltd and Timex Group Precision Engineering Ltd respectively. The salaries ranged from INR 7300 to INR 12000.

We interviewed three of seven women who were offered jobs by Nisshinbo Mechatronics, but did not join. They said:

o Distance was a major reason for not taking up a job.
o Their families were not supportive of their joining work after training. More so if no one from the trainee's community had also got the same job as hers, and she was to be commuting and working alone in her new job
o Some other trainees had not taken the interviews arranged by CIPET if the location of the recruiting company did not match their place of choice.

Proposed placement plan	Takahata Precision India Pvt. Ltd. to hire 40 women on third party payroll with a monthly CTC of INR 9000. Other benefits: transport to company, lunch/dinner at subsidised rates and hostel facility.
Actual placement	Fourteen of the 21 certified trainees were placed. Though Takahata had said it would recruit all the CIPET trainees, it selected only four among the 21 trainees based on interviews. Of the remaining 17 trainees • 10 were selected by the following companies: o FIEM Industries, Rai, Sonipat, Haryana selected 5 trainees o Nisshinbo Mechatronics India Pvt. Ltd, Manesar, Haryana selected 1 trainee o Vishwakarma Automotive Part Pvt. Ltd, Ballabgarh, Haryana selected 1 trainee o Timex Group Precision Engineering Ltd, Noida, Uttar Pradesh selected 3 trainees • The remaining seven could also have had jobs with Nisshinbo and Timex, since these companies were ready to take on all the CIPET trainees. But four did not appear for interviews. And three, though they were offered jobs by Timex, did not join work.
Salary offered	INR 7300-12000
Interaction with trainees	• Trainees were asked to introduce themselves during the placement interview. During the interview, the trainees were asked about their family backgrounds. Whether family members were supportive of their decision to work in a factory set up. This was followed by a written exam comprising questions on Mathematics and English grammar. • Training related questions were from the syllabus were as follows: •What was the full form of PVC? •What was the difference between blow moulding and injection moulding?

	• Some trainees who cleared the placement interview have started working as machine operators. One of the trainees, who joined FIEM was able to manage her household work along with working in the factory. She wanted to work in a place close to her home as has a year old son, and was happy to have found placement nearby. Another trainee, who joined Takahata Precision India Pvt. Ltd, Neemrana was equally enthusiastic to start working in the factory and was hopeful to build a career in plastic manufacturing. • Trainees who did not get through the interviews said that they had expected counselling before the placement interview. They felt that counselling would have helped them perform better
Interaction with the placement agency	The Human Resources officer, Takahata Precision India Pvt. Ltd said that the company has 70 per cent women in their workforce for assembly line manufacturing of car parts and for quality checks of products. Usually women recruited are not from areas around the Neemrana factory as women in these regions face social restrictions over working in factories. Takahata has recruited women from CIPET centres in Lucknow and Bhubaneshwar. The following facilities would be provided to the CIPET trained women: o A furnished hostel for women o Transport facility from the hostel to the factory o Lunch will be provided in the morning shift and dinner at a subsidised rate For the first year the women would be kept in Takahata's third payroll, and would be shifted to the company's payroll after a year.

7. Outcomes

➢ *Income generating activities by women will lead to increase in their mobility outside home.*

In case of CIPET, there seems to be no positive correlation between income generating activities and mobility of women outside home.

The women who were working prior to enrolling into the CIPET training, either as agricultural labourers or even in some private firms, had been working close to their homes. After the training, seven of them either chose not to appear for job interviews, or accept job offers, with companies based in Manesar and Noida (not far from their homes).

Thus, mobility outside home in the case of the CIPET trainees does not show as having increased because of their income generating activities.

➢ *Income generating activities by women will affect the division of labour of household activities.*

One of the trainees from Shantinagar in Sonipat joined the FIEM in Rai, Sonipat. She said that she could manage her household work along with working in the factory because of the support extended by her family. She now leaves for work at 8:30 am and returns home by 5:30 pm. Her mother-in-law takes care of her year old son when she is at work, and her sisters-in-law help her with other household chores.

> *Did trainees attend the training after getting the permission of their husbands?*

Of the 21 trainees at CIPET, five women are currently married. Of the remaining, 14 are unmarried, one is widowed and one a divorcee. Family support played an important role in influencing the married women's decision to enrol into the CIPET training programme.

In a mobilising meeting we attended in Gurgaon, a 26-year-old woman participant said that her mother and husband supported her decision to train for better job prospects, and it was this hope that had her participating in the mobilisation meeting. In a post-placement interview, a 34-year-old mother of three said that her husband supported training at CIPET by ensuring that he was at home from his work during lunch time to be with their children.

> *Decision making power relating to everyday decisions.*

A 25 year-old woman from a hamlet neighbouring the CIPET centre had enrolled for the training and dropped out within a month. She had to convince her mother-in-law that her year-old son would not be neglected because of her absence. It was then mutually decided that she would come back home during lunch time to breastfeed her son.

> *Decision making power relating to working outside home.*

All the CIPET trainees we interviewed said that their decision to join work, or not, was influenced by their family obligations and responsibilities.

A 19-year-old girl we interviewed at her residence in West Ramnagar of Sonipat district in Haryana said that she could not clear the placement interview with Takahata Precision India Pvt. Ltd, Neemrana. Following this, another round of interview with Nisshinbo Mechatronics India Pvt. Ltd, Manesar was arranged by CIPET. She did not appear for the interview with Nisshinbo as she was only interested in working with FIEM Industries in Sonipat, where her family wants her to work because it is close home. When her mother was asked the reasons for not allowing her daughter to work in Manesar she said, "I would have sent my daughter to Manesar for work if at least one girl from the neighbourhood was going to the same place of work."

Similarly two women, 21 and 23 year old, also did not accept job offers from a Noida-based company. All of them said that their reason for not accepting job offers was that their decision of joining work was dependent on their families

> *Decision making power relating to starting an enterprise, what business to start.*

Women who have received training at CIPET want to start enterprise. They have started thinking in terms of how to earn money for investment, opening up of enterprises in their homes. In one of the interactions with six trainees, all of them wanted to start an enterprise[11].

One of the trainees said "I want to start my own enterprise if I am able to gain some experience I will be able to start a business from home." Other said that starting an enterprise was dependent on profit making opportunities in a particular enterprise.

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11 This will be confirmed through a follow-up by IDF.

8. Creating an eco-system

Did this programme create any networks that would be useful to the participants even after the programme ended?

The Disha progamme made use of the existing eco-system created by the Government of India under the skill development initiative of the Ministry of Skill Development and Entrepreneurship. The existing infrastructure was utilised to create an eco-system towards skill development of women in Haryana with adverse gender ratios (879 females per 1000 women as per 2011 census). UNDP with the support of local agencies mobilised women across Haryana. This definitely created an eco-system between the mobilising agencies, the training institute and placement companies in skilling women. The process for acquiring skill training and jobs facilitated through Disha gave women an exposure to a sector as yet largely dominated by men.

9. Creating a new Private Public Partnership (PPP) model

The Ministry of Skill Development and Entrepreneurship, India signed an MoU with the Ministry of Chemicals and Fertilisers on July 9, 2015. CIPET is one of the autonomous/apex institutions under the Ministry of Chemicals and Fertilisers. When UNDP approached CIPET, it agreed to skill 50 women in plastic engineering and technology following the MoU with the central government. CIPET has borne all costs including training, boarding, lodging and certification. CIPET also arranged for placement interviews with private companies and has placed 14 women from the first batch of 21 trainees with companies in Rajasthan, Noida, Gurgaon and Ballabgarh.

10. Budgetary Implications

Funder	Major head	Sub head	Amount	Per beneficiary cost
CIPET	Operational cost	Training	INR 1000000	INR 20000
CIPET	Operational cost	Boarding & lodging	INR 1000000	INR 20000
CIPET	Operational cost	Certification	INR 1000000	INR 20000

CIPET is one of the apex institutes of the Ministry of Chemicals and Fertilisers, which is supported by the central government under its skill development mission. Despite UNDP's role in mobilising women for the CIPET programme, the larger interest of the government in skilling the labour force as per its current mandate makes the programme sustainable with CIPET funding the training, boarding, lodging and certification costs.

11. Data Management

IDF tracked this pilot along four nodes: mobilisation, training, certification and placement.

The CIPET training started in February, 2016.

IDF visited the training centre on March 4, 2016 to understand the training process. In this first field visit, we spoke to CIPET's technical officer, trainers, hostel warden and placement coordinator. The trainers provided IDF team with basic information, attendance sheet of the first month of training, baseline data of all the 21 trainees. The trainers were asked to mail IDF the attendance sheet every week. Interviews were conducted with the trainees. Data collected in the first meeting was imported into the excel sheet.

On April 21, 2016, in the second field to CIPET, IDF collected data as a mid-term review of the pilot. Eighteen of the trainees present were asked to fill the feedback form. Three trainees were interviewed at CIPET, and three other trainees were interviewed at their homes. Interviews were also conducted with the trainers and placement in-charge. Data on class observation was also collected by IDF, we observed a theory and practical class for this.

IDF also conducted interviews with the CIPET trainers and HR of one of the employers on April 29, 2016. And the remaining feedback forms were collected by IDF.

Since the MIS was not in place during the pilot duration, biometric attendance sheets sent to IDF had to be converted manually to analyse the data. Though CIPET largely cooperated with regard to the data inflow, regular follow ups were required to access data.

12. Conclusion

CIPET was the first pilot of the DISHA project to be on ground in Sonipat district of Haryana. The first batch training comprised 21 women. Women were mobilised from different regions of Haryana by UNDP, AIDWA, ASHA workers and NGOs. A close involvement of UNDP and their participation in most of the mobilising meetings made the work easier. Women who came for these meetings wanted to participate in the programme to acquire training free of cost, a government certificate and placement in a Japanese company. The training for three months had to be reduced to two months due to unrest in Haryana over Jat reservations. Trainees were given facilities such as free boarding and lodging.

Apart from opening the doors for women in a completely new sector of manufacturing plastic products, this pilot also led to creation of a PPP model: a recognised government training centre, a multinational company came together in this pilot. The cost of running this pilot was completely borne by the government sector. A substantial number of the trainees got jobs in private companies.

A second batch of 31 women is currently training in CIPET under the Disha pilot.

Annexure -7

Pilot review report: Career Yatra 2016,Karnataka

1. Introduction

The secondary and senior secondary classes are crucial stages in a student's life with regard to decisions about her future education and career options. But the lack of career guidance in schools in India often keeps students from making informed choices. To begin with, teachers in schools are not well-informed themselves, and unable to provide career related information. So, they often end up providing general information, which is neither clear nor detailed. And in the absence of clear and detailed counselling, it is unlikely that the students would choose the right career for future job market demands (Nguyen Thao, 2014).[12] Hence, the pressing need to design clear and detailed career guidance and career counselling programmes for students — after assessing actual student needs. Such that the students are helped to acquire the knowledge, skills, and experience necessary to identify different avenues, explore alternatives and succeed in their work lives.

India has many organisations that develop and implement career counselling and career guidance programmes, CIGMA is one among them.[13] CIGMA has been conducting a day-long CGCC programme "Career Yatra" (CY) aimed at creating awareness about courses and careers available for students after passing class 10 and 12. It has associated with local NGOs and sponsors to implement CY in 25 cities in 10 Indian states since May of 2014. In Karnataka, CIGMA has been implementing CY in 12 districts since 2015. But the state government and UNDP were not the part of it.

For Disha, UNDP invited the government to participate in the programme and increase its outreach and impact. CY was implemented in association with Department of Youth Empowerment and Sports, Mandamus[14] and CIGMA across 13 districts[15] from May 9, 2016 – May 22, 2016 as a part of Project Disha on the pilot basis.

1.1 Study rationale

We aim to study the effectiveness of the CGCC model, CGCC model (Career Counselling and Career Guidance Centre), identify associated challenges and document learnings.

Career counselling and guidance is crucial to women's employability and employment; especially at the secondary and senior secondary school stage. Disha aims to test various models through different pilots aimed at dissemination of information enabling women to make the right career choices — and provide recommendations as to which among these pilots is the most effective and efficient.

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[12] Career Guidance in Secondary Schools - A Literature Review and Strategic Solutions for Vietnamese Rural Areas   Do Thi Bich Loan The Vietnam Institute of Educational Science, Hanoi, Vietnam, Nguyen Thuy Van Faculty of Education, University Teknologi Malaysia, Johor Bahru, Malaysia (American International Journal of Social Science, Vol. 4, No. 5; October 2015)

[13] CIGMA (Career Information & Guidance Movement for All in India) was founded in April 2007. It works across India, Qatar & UAE in career guidance, career counselling and memory training, and organises seminars, workshops and events. CIGMA has been Knowledge Partner for the Government of Karnataka in 2011.

[14] The Mandamus Education Academy is the authorised implementing partner that provides employable skill training programme across Karnataka funded by state government's Youth Department. Since 2013, Mandamus started to working with the Youth Empowerment and Sports Department and has extended its training scope to a wide range of sectors including retail, hospitality, IT & ITES courses including software and hardware. It provides tailor made training programmes for its clients.

[15] These were Bangalore, Yagkir, Bidar, Gulbarga, Belgaum, Mangalore, Davanagere, Shimoga, Bellary, Tumkur, Mysore, Hubli and Bijapur

CY is one such model, and indeed was the first Disha pilot providing career counselling. It is an instance of the PPP model at work with regard to career counselling and guidance. Its study will help us map the successes and challenges that are to be associated and pre-empted if PPP programmes of this nature and scope are to be scaled up.

1.2 Methodology

The study comprises several rounds of quantitative and qualitative data collection.

The baseline data constituted the responses of CY participants before the start of the event. The feedback data had their responses after the completion of the event.

Another round of data collection was conducted after five months of the event. Ten participants were randomly selected to be recipients of follow-up calls. A semi-structured questionnaire was drawn up to conduct the telephonic interviews.

2. Performance matrix

Performance Matrix			
Pilot nodes	**Proposed target**	**Achieved**	**Performance**
Mobilisation[16]	7800		
Training/Counselling	3000	1572	0.53
Certification	NA		
Placed	NA		
Self-employment	NA		
Enterprise	NA		

3. Mobilisation

The mobilisation target was 1000 youth per district across 13 districts of Karnataka. Mandamus and CIGMA were identified as implementers for mobilisation. The plan was to get the database of students who appeared in class 10th and 12th examination from Department of Education, GoK. And then to use this data to send bulk SMSes to these students. Over and above which, social media such as WhatsApp and Facebook were used to reach students. An FB page was created for providing CY updates. Local NGOs were engaged to optimise outreach. While implementing the pilot, additional sources for SMS address were identified: a database of student addresses was obtained from Vijaya Advertising, a local advertising firm in Karnataka.

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[16] CIGMA and Mandamus were able to reach out to 737986 youth via SMS, pamphlets and posters.

Proposed mobilisation strategy	Mandamus and CIGMA planned to use the following modes of mobilisation: • SMS students listed with the Education Department of the Karnataka government • Pamphlets • Social Media Marketing • School teachers and headmasters (This information was obtained during interaction with mobilisation and training agency) • Local NGOs
Actual mobilisation	The mobilisation took place as per the plan. While implementing the pilot, an additional source for SMS addresses was identified: Vijaya Advertising, a local advertising firm in Karnataka. An FB page was also created for CY updates.

Interview with the mobilisation agency	In an interview with the director of CIGMA, he shared that:
	
	• it could not have mobilised government support, imperative for CY's success, without the support of UNDP
	• in India parents, especially the father, play an instrumental role in deciding the career of their children. Therefore we ensured that parents were contacted and requested to come to the training centres.
	• the key elements for a robust mobilisation are:
	   o mapping a complete overview of the programme;
	   o identification of stakeholders;
	   o involvement of the local government;
	   o engagement of private agencies, NGOs and CSOs to increase the outreach and impact of mobilisation;
	   o use of the technology;
	   o use of social media, if the targeted group are on social media;
	   o timing of mobilisation;
	   o and availability of funds.

Interviews with the participants	Over telephonic interviews, CY participants confirmed: • receiving messages announcing CY on their mobile numbers • their parents telling them about CY • local NGOs coming to their houses and encouraging them, and their parents, to come to the counselling programme
Interview with UNDP	UNDP collected the students' database from the government and gave it to the mobilising agency

3.1 Research questions

- *Should mobilisation strategies be different/customised depending on the vertical? Sector? Rural/Urban set up?*

  The target group for CY was identified from among the students listed with the Departments of Primary and Secondary Education and Minorities Welfare, Government of Karnataka (GoK). Also, local NGOs, engaged as mobilisers for CY, used the information that they had with them to get in touch with students and parents who might be potential targets. WhatsApp and Facebook were used as modes for mobilisation. The messages were sent during summer vacations.

  The mobilisation strategy was effective, in that:

  - It was customised to include parents as targets for mobilisation, because they are known to play a significant role with regard to the career decisions of their children
  - WhatsApp and Facebook were chosen as modes for mobilisation keeping in mind their appropriateness for a target group which is cell phone and computer savvy
  - The mobilisation was done through the summer vacation to optimise effectiveness. It was thought that both students and their parents would be available to attend CY

- *Is mobilisation a way of filtering/targeting the right candidates?*

  Yes, the mobilisation strategy drawn up for CY was focused to reach its target. Therefore, the students' database with Karnataka government's Department of Primary and Secondary Education and Department Minorities Welfare, was used to reach out to age-appropriate students and students from vulnerable communities. Further, the use of SMSes, WhatsApp and Facebook was apt for connecting with youth from class 10 and 12.

4. Training/Counselling

The Department of Youth Empowerment and Sports, GoK chose Mandamus to organise CY with CIGMA in 13 districts of Karnataka. The CIGMA Foundation has been conducting career guidance and scholarship awareness programmes since 2007. They had started with helping students with their studies, learning study techniques and how to sharpen memory skills. It was during their interactions with students that CIGMA realised how clueless students are with regards to decisions about their future, and how most are not able to make career choices due to lack of guidance. CIGMA, therefore, had initiated programmes providing students with information about courses and careers after class 10 and 12.

Disha made CIGMA extend its services to provide information on vocational training and other skill training programmes with the help of Mandamus Education Academy, Karnataka.

The Mandamus Education Academy is the state government's authorised implementing partner towards providing employable skill training programme across Karnataka. Since 2013, Mandamus has been working with GoK's Department of Youth Empowerment and Sports and has extended

its training scope to a wide range of sectors including retail, hospitality, IT & ITES courses. It provides tailor made training programmes for its clients.

The CY events were held in public spaces like town halls and government auditoriums.

Two trainers and one counsellor from the CIGMA Foundation were used to counsel and provide information to CY event attendees. The counsellor was trained by Mandamus Education Academy on the various vocational skill training programmes available.

The content for training and counselling was developed by CIGMA and was delivered through a three-hour-long teaching module on PPTs and videos. A career handbook was also provided to the students who participated in the programme. The content comprised information on courses after secondary, higher secondary education, careers, jobs and scholarships after class 10 and 12, employable skill training and employment/entrepreneurship opportunities.

Through CY 2016, a total of 1572 girls in the 13 districts of Karnataka were informed on courses after secondary, higher secondary education, government scholarships for higher education, employable skill training, and employment/ entrepreneurship opportunities. These girls got exposure to local employers who provided them with information on available opportunities, their expectation and other requirements needed for employment purpose. The girls witnessed motivational talks by industry experts who spoke about their careers and also shared their experience.

The aim is to scale up this programme — depending upon its success — by introducing the model to the Department of Primary and Secondary Education, GoK.

> a) *Does customisation of training according to the target group help in better implementation of the programme?*

CIGMA has implemented CY in 25 cities in 10 Indian states since May of 2014 using content that it has developed. CY 2016 used this same content. However, since this content lacked information on avenues for skill training, Mandamus was brought in to fill the gap by providing information on vocational skill training programmes.

> b) *How can we measure the effectiveness of training?*

In order to evaluate the effectiveness of CY 2016, feedback questionnaires were administered to participant at the end of the programme.

- 70 per cent participants found CY to have been helpful in deciding on their career[17]
- 87 per cent felt confident about choosing their career independently after the CY event
- 85 per cent said CY helped increase their awareness on government and other scholarships
- 95 per cent felt CY helped in increasing their knowledge about courses and job opportunities
- 93 per cent said career counselling programmes like CY are necessary for students
- 84 per cent agreed that they would recommend this programme to others

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[17] The feedback is based on the response of 1397 girls who filled the feedback form after the completion of the event.

c)   How do we measure the impact of training? How can we attribute the impact to the training?

Six months after CY 2016, we followed up with 11 participants to understand its impact. Barring one among them who was a class 12 student and another who was a graduate, the remaining nine were pursuing their graduate studies, primarily BSc. and BCom. The telephonic interviews revealed that CY 2016 was the only career counselling programme all of them had ever attended.

Eight of the 11 interviewees said that the CY event had been helpful in making career choices. They recalled having been confused about their career path after completing studies prior to the CY event. Participating in the event had helped them decide upon their career goals. Awareness about different government scholarship programmes had also facilitated pursuing their desired ambition.

The participants interviewed had variously aimed at pursuing MBBS, BCom, BSc courses following the suggestions at the CY event. One of them, pursuing her BA, said that though CY had helped her in deciding on joining a diploma in engineering, her confusion about her career still persisted.

At any rate, attending the event had made most participants choose appropriate courses to be able to achieve their desired goals.

Proposed training strategy	- Trainers from CIGMA were to provide information on avenues for higher education. - Mandamus was to train CIGMA trainers to provide information on skill training opportunities. - Local employers were to be invited for the programme to provide information on available opportunities, their expectations and other requirements for employment. - A counsellor was to register attendees, and clarify doubts post information dissemination.
Actual training	A three-hour-long module was presented using PPT with information on courses, careers, jobs and scholarships after class 10 and 12, also skill training opportunities. Experts spoke about their careers and shared experiences.
Interview with the training agency	The director of CIGMA said that the trainings were conducted for three hours. All the students were given a booklet of 100 pages. The booklet included information on higher education opportunities.
Interviews with participants	Interaction with participants suggests that they found the training programme to be very informative and helpful. The participants said that CY 2016 enhanced their understanding of the employment scenario, largely because the programme had facilitated their interactions with local employers.
Interview with UNDP	UNDP requested Mandamus' participation in CY 2016 so as to include content related to skill training opportunities. It also ensured that the government provided premises for the CY event venues.

5. Transformational impact on women

It is understood that economic independence is one of the most potent agents of change in the life of women in patriarchal societies. For the purpose of our project, we think this to imply that a woman getting a job, or setting-up an enterprise, could transform her life. We pose different research questions to test this hypothesis. And study all possible successes and challenges involved in transforming the lives of women for the better by empowering them with employable skills.

> ➤ *Did being part of this career guidance and counselling programme help its participants in taking informed career decisions?*

The feedback responses suggest that 70 per cent of the participants found CY 2016 to be helpful in deciding on career options. They were informed on courses after secondary, higher secondary education, government scholarships for higher education, employable skill training, and employment/entrepreneurship opportunities. The events also provided its participants the opportunity to meet local employers who provided them with information on available opportunities, their expectations and other requirements for employment.

> ➤ *Did the participants' dependence on family and relatives with regard to taking career decisions decrease after attending the programme? Are they now able to make your career choices independent of your family?*

Before the CY event 47 per cent of the girls said they were dependent on others for deciding on their career. Post the CY event, 87 per cent of the girls were confident of deciding on their careers independently.

6. Creating an eco-system

> ➤ *Did this programme create any networks that would be useful to create an eco-system?*

CY 2016 contributed to the creation of an ecosystem conducive to enhancing the quality of career guidance and counselling programmes for students.

This was accomplished by, firstly, forging a new partnership with the government. The implementer for CY 2016, CIGMA had already been conducting CY events by partnering with local NGOs and private companies for some years now. UNDP's efforts ensured government engagement in the programme. That the GoK logo was used for CY 2016, in itself lent credibility to the programme. The GoK, in fact, supported CY 2016 from the mobilisation stage. The database for potential participants for CY 2016 was derived from GoK's departments. Also, the venues for the CY 2016 events were provided by the state government. In two counselling sessions, the district collectors participated.

Secondly, community involvement was ensured. The local NGOs responded to a fund crunch by raising INR 80,000 from the local community.

7. Creating a new Public Private Partnership (PPP) model

> *Did this programme help in creating a PPP (Private Public Partnership) model?*

This programme is one of the initiatives of project Disha to bring the public and private sectors on board to establish a sustainable model. The Department of Youth Empowerment and Sports, Government of Karnataka assigned Mandamus to organise this programme in association with CIGMA across these 13 districts. For identification of the target group, the students listed with the Departments of Education and Minorities Welfare, Government of Karnataka was used. Local NGOs were employed to mobilise the students. They got in touch with students and parents enrolled with them in order to reach out to the potential target group.

8. Data Management

Data for CY 2016 reflects that 3319 youth, including 1572 girls, registered to attend CY 2016 between May 9 and 22, 2016. CIGMA and Mandamus were jointly responsible for the registration of students. The baseline and feedback data of the youth was provided by CIGMA.

9. Challenge

The main challenge in organising CY 2016 was to create the convergence between the public and private sectors and NGOs. UNDP was successful in doing so. UNDP approached the state government with the CY model, and the GoK agreed to provide support.

10. Conclusion

CY 2016 is a Disha initiative that brings the public and private sectors together towards establishing a sustainable PPP model, and ecosystem, for career guidance and counselling of adolescent girls. CY 2016 was the first programme involved in career guidance and counselling of adolescent girls on career options and government scholarship programmes. The programme involved a counsellor who had the responsibility to clarify doubts post-information dissemination.

CIGMA had already been conducting career counselling programmes for students. CY 2016 added content with regard to employable skill training opportunities for students. Mandamus Education Academy was involved to provide information on vocational skill training programmes. This was expected to provide an option to dropouts who would have faced problems in getting access to formal sector employment.

The aim is to scale up this programme, depending upon its success, by introducing the model to the Department of Primary and Secondary Education, GoK.

Annexure -8

Executive summary of JSL Tracking Report

We research the experiences of two women who were trained and employed at Jindal Stainless Steel (JSL) under Disha. One continues working at JSL. The other has quit. We compare their narratives to identify similarities, and also differences, which made the women decide on two different employment outcomes. We use our findings to recommend strategies that will help mitigate attrition and promote retention of women employees.

Methodology: We purposively select two out of the first batch of 20 women trained and employed at JSL; one still working and one who has resigned. They are our primary case study subjects. We select two more women of their type (still working at and quit JSL) as our secondary study subjects. We research the social and workplace contexts of our study subjects.

Single case analysis: We construct the narratives of our primary study subjects through themes pertinent to their employment decisions; we call these single case studies. We triangulate to enrich these with the supporting narratives built around our secondary study subjects.

Cross case analysis: We compare and connect these narratives to arrive at our findings.

Conclusion: Our study identifies significant challenges to inclusion of women in non-traditional work environments. We find that JSL has responded effectively to some of these challenges, and yet some others remain to be overcome before women can be mainstreamed in the factory.

Our study subjects, meanwhile, want to be in jobs and recognise that Disha created an enabling environment for them so that they could surpass their social limitations to be employed in a 'reputed company'. Whether still working at JSL or not, they are more confident for having trained and worked. But as first generation women employees they have no role models and are under-prepared to deal with their employment experiences. Their families are also ill-prepared to deal with daughters and sisters going out to work. Some women are coping better with their work environment intuitively, others cannot cope. Some cope better because of their family support, others do not find such support. If salary is thought to be low then it is not the crucial to staying on in a job. The absence of safe commute to work is a deal breaker.

Recommendations: Informed by our conclusions we forward recommendations that might help prevent dropout among Disha participants. We recognise that Disha cannot immediately change how families, communities and workplaces treat their women's aspirations to work and earn. And that Disha cannot and should not approach the participants' families or workplaces intending to broker better deals for them. Disha's mandate, in fact, is to enable the participants with the

provision of such opportunities at training and earning that they are, in turn, able to negotiate change for themselves — within their families, and at work. The suggestions that we make to promote retention are, therefore, programmatic. We propose counselling strategies for the participants, a guidebook on practices that foster gender inclusion for partner companies, and expanding the scope of an already existing programme asset, the Pankh Portal.

Annexure-9

UNDP's Participation in Policy Advocacy at the National and State level

National level:

1. Policy recommendations provided as a member 'India@75 Task Force' on Skill & Entrepreneurship
2. Provided inputs/suggestions/recommendations as member of CII National Committee on Skills development & Entrepreneurship (sharing sub-group on women empowerment)
3. Provided technical assistance to MSDE on their scheme related to Entrepreneurship development and Apprenticeship
4. Established strategic partnership with NSDA and Sector Skill Councils (Apparel, Green Jobs, Sports, Agriculture, Furniture & Fittings, Telecom) on gender mainstreaming in their job roles, NOS's and delivery of Training
5. Member of the core group with NSDC, CII, Godrej working on the establishment of rating criteria for skill training providers (social impact indicators with a strong focus on gender)
6. Member of the governing council for the India Skill Report, which for the first time includes a gender diversity report
7. Knowledge partner for the "CSR in Skills and Livelihoods: What are India's top companies up to?" report
8. Cost benefit analysis of the apprenticeship system done in collaboration with the WorldBank
9. Study (to be finalized) on strengthening the financial viability of the Common Service Centers (CSC) by providing the Village level entrepreneurs (VLE) with pratical guidance on how to open new line services

Telanagana

10. Provided inputs/suggestions as a member of the advisory group for preparation of the Skill Development Policy & Skill Mission for the State

11. Promoted industry linkages through the "Think Big- Women in Business 2016" road show in partnership with WeConnect and facilitated participation from Confederation of Women Entrepreneurs and FICCI Ladies Organisation

12. Invited to be a member of the advisory committee for drafting the Handloom policy for the state

13. Provided inputs to conceptualize and operationalize the Annapurnashree programme with the dual objective of providing nutritional food to the college students and providing livelihood opportunities for women SHG, in a PPP mode.

Maharashtra

14. Conceptaulised and facilitated establishment of Government Industry Think Tank (GITT) chaired by Principal Secretary, Skill Development shall be convened by Disha Team. Members include the top CEOs (Tata Group, Reliance Industries, Aditya Birla Group, JSW and senior most officials of CII, FICCI, ASSOCHAM and Indian Merchant's Chamber.
15. Provided recommendations to the National Policy on Women Empowerment- 2016
16. Advocated and institutionalised CGCC in the state education system (school and college) under the Hon'ble Governor and Chief Minister's guidance and appropriate State funds allocated.
17. Advocated and supported preparation of District Skill Action Plan (Maharashtra) with the recommendation for including a separate chapter on 'skill target for women in Maharashtra' in the action plan.

NCR Delhi & Haryana

18. Partnership developed with Department of Training and Technical Education, Government of Delhi for strengthening apprenticeship, starting entrepreneurship, institutionalizing CGGC, Capacity Development for Trainers and bringing private sector to ITI/Polytechnics

19. Technical assistance provided to Delhi government for apprenticeship promotion and for organizing Mega Counselling Sessions.

20. Advocated and ensured higher financial allocation for Haryana Skill Development Mission- Increase from Rs 1 cr (2015-16) to Rs 35 cr(2016-17).

21. Advocated for sanctioning of safe public transport for women trained to reach their place of employment in Haryana between Gohana to Panipat.

22. Strategic partnership with HARTRON, a training division of Department of IT in Haryana, mobilize women through UNDP project Disha for its training programmes being run by various skill training partners.

23. Partnership established with Embassy of Japan to strengthen infrastructure and capacity in ITIs located in NCR and Haryana through setting up of community skill centers for women; upgradation of two women ITIs/Polytechnics, Center of Excellence and creating a hub for industry linked training and internships, apprenticeships and jobs in Manesar and Neemrana.

Karnataka

24. Member of policy development committee for preparing the 'State Policy on Skill Development, Entrepreneurship and Livelihood' and entrusted with organizing workshop for launch of the report by Secretary (Ministry of Skills and Entrepreneurship, Government of India).

25. Promoted PPP partnership development in the State by organizing a series of workshops on apprenticeship, facilitated sector skills council's interaction, co-initiated CSR related dialogues, and facilitated private sectors participation in various skill development and entrepreneurship in Karnataka.

26. Member of the advisory committee of NSS (National Services schemes), Department of Youth Empowerment and Sports, Government of Karnataka and is engaged in capacity building on entrepreneurship and career guidance for NSS officers (90) representing 90 colleges under Karnataka women university Bijapur.

27. Advocating and promoting women empowerment through capacity building of women federation leaders in the 173 taluks in 30 districts of the State, in partnership with Department of Women and Child Development, Government of Karnataka

28. Member of the advisory board of Karnataka's Vocational Training and Skill Development Corporation on career guidance and skill development. UNDP (Disha) team is involved in strengthening the functioning of the corporation in skill development related areas.

Annexure-10

1. School-Based Career Guidance & Counselling Centre (CGCC) Model
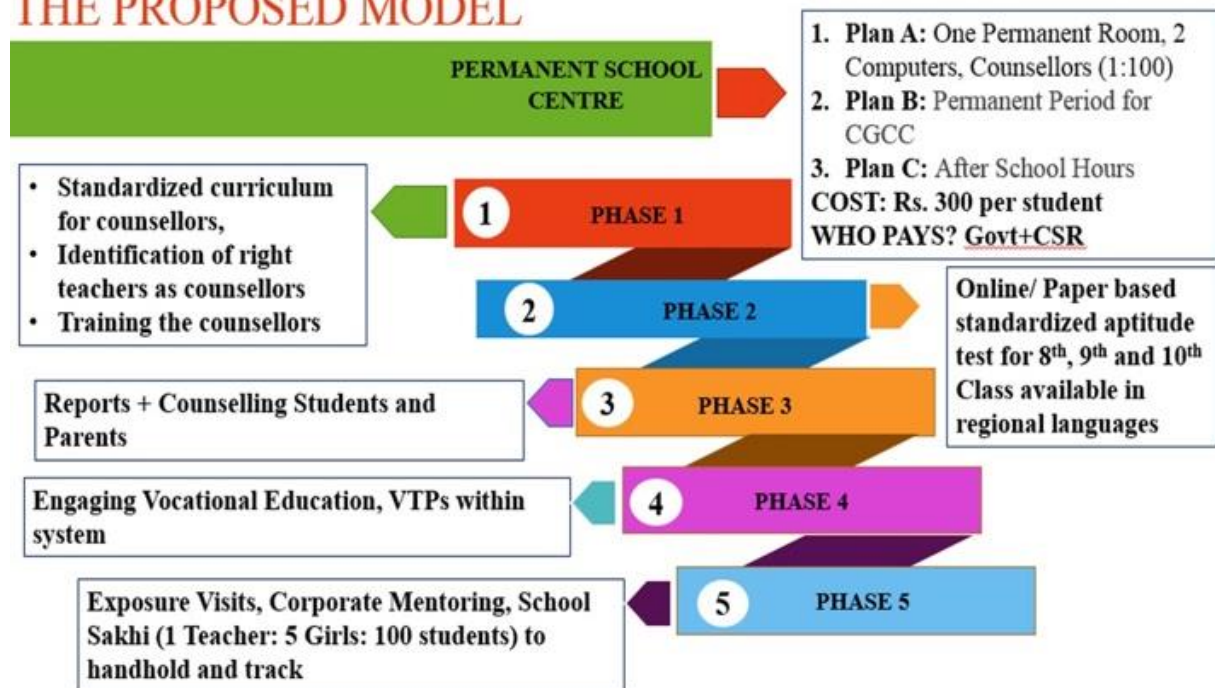
The Model

This model of school-based Skill Centre is the result of the interim learnings of the Career Disha pilot. A skill centre with CGCC in schools will help students understand that there is more to life than engineering, medicine, and business. Students will be shown how these interests can be turned into professional career, making students abler, confident and responsible. The model transmits aptitude tests, career guidance, and counselling, information modules for scope and opportunities with the vocational education system. The key of success relies on the ability to make it a mandatory part of their curriculum. Apart from developing life skills, it would have a significant impact on their college/university admissions and on their career choices.

Some of the expected outcomes are
- Reduce the dropout ratio from school
- Bring back the discontinued students and help them continue their education in vocational courses.

THE PROPOSED MODEL

PERMANENT SCHOOL CENTRE

1. **Plan A:** One Permanent Room, 2 Computers, Counsellors (1:100)
2. **Plan B:** Permanent Period for CGCC
3. **Plan C:** After School Hours
COST: Rs. 300 per student
WHO PAYS? Govt+CSR

PHASE 1
- Standardized curriculum for counsellors,
- Identification of right teachers as counsellors
- Training the counsellors

PHASE 2
Online/ Paper based standardized aptitude test for 8th, 9th and 10th Class available in regional languages

PHASE 3
Reports + Counselling Students and Parents

PHASE 4
Engaging Vocational Education, VTPs within system

PHASE 5
Exposure Visits, Corporate Mentoring, School Sakhi (1 Teacher: 5 Girls: 100 students) to handhold and track

- Enhance the uptake of vocational education by the students
- School teachers will become counsellors

  Other Outcomes

- The project design will have to take into consideration the socio- economic context of the geography as perception towards vocational training.

- Every counsellor in school will be asked to prepare a consolidated report for students demonstrating the career paths the students can take up in the future.

- In order to ensure sustainability, motivated teachers will be identified and trained in counselling by expert organizations.

- Efforts will be taken with the government to mainstream/ incorporate counselling as a part of the curriculum and responsibility of all the teachers.

- The model will also explore opportunities for providing MOOCs (Massive Open Online Courses) in education and skill development.

The Ecosystem

- Students: from under privileged backgrounds, dropouts, and discontinued students; focus on students from government schools who don't have access to career guidance.

- Parents from such backgrounds: Changing the perception of them is essential to ensuring that they support the children in continuing with education and taking up decent employment particularly for girls

- CSOs/NGOs: various CSO/NGOs are found to be working in this area in an informal and non-institutional manner to reintegrate students back into the education system.

- Corporates: Mobilise funds from CSR initiatives.

- Government Schools in local bodies: provide infrastructure, teachers in schools needs training to counsel children and support them to continue with education.

- Vocational Training Providers: if student in school can learn a skill, then they directly increase their employability. However, even though the government is right now pushing for this integration of vocational training within the education system, it happens on an ad-hoc basis, with very low uptake from the students. Through our CGCC programs, the VTP will know what are the trades that the students are most interested in. They can then design a skilling program according to their aspirations.

Implementation Strategy

- PHASE I:

  o Standardization of the curriculum for counsellors

  o Identification of right teachers as counsellors

  o Training the counsellors

- PHASE II: Online/ Paper based standardized aptitude test for 8th, 9th and 10th Class available in regional languages

- PHASE III: Individual reports + Counselling for Students and Parents

- PHASE IV: Engaging Vocational Education, VTPs within system

- PHASE V: Exposure Visits, Corporate Mentoring, School Sakhi (1 Teacher: 5 Girls: 100 students) to handhold and track progress

Cost, Targets & Timelines

Disha proposed to reach out to 2,00,000 students in 2017 & 2018. The expected expenditure is INR 2 crore (@INR 100 per unit cost). As this model is already existing within the Disha project, therefore, the projections would fall under our scale up strategy.

Exit Strategy

The school CGCC model will grow from this initiative will be able to sustain over a period of time. DISHA will support in policy advocacy to Government to adopt the model. Government will take the initiative to play the vital role in scaling up the model across the schools. CSR funding can easily be tapped in to ensure the sustainability of the model.

2. College-Based Career Guidance & Counselling Centre (CGCC) Model

The Model

Disha works with colleges directly to develop state level programmes and built a model of institution based CCGCs for college students. The interventions at colleges include students taking online psychometric tests through a web portal to assess their interest, aptitude & employability. Following this, based on their profile, counsellors guide & counsel the students on the best fit career options as well as link them with potential employers or entrepreneurship training agencies. The objective is also to enhance their work readiness by providing critical soft skills (resume writing, basic English, preparation for interviews, etc.) and support them with job and internship seeking with relevant industries. In order to ensure sustainability of the programme the faculty members (2-3 from each college) will also be trained to become counsellors.

The model is already being piloted in SNDT University, Maharashtra and with the Commissioner of Collegiate in Telangana.

The Ecosystem
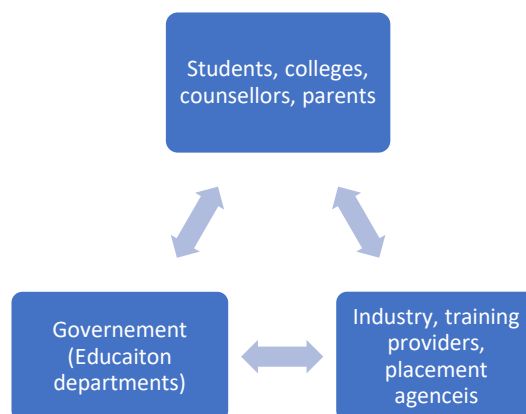
Scope of the Model

Creation/ strengthening of the mainframe program at the state level: Rather than selecting ad-hoc colleges a robust program at the state level is important.

- Essentially the project design will involve leveraging the existing platform of government degree colleges and knowledge centres.

- This will include institutional mobilisation in colleges followed by administration of counselling tests and linking to skill training centres (virtual or physical ones).

- Create a robust state level model as an integral part of education and employment policy

- The roll out of this initiative will be funded by the government.

- This provides for a cost effective and sustainable approach which can be aligned to various existing schemes for skills training, apprenticeship etc.

- Setting up of Skill and knowledge centres in college through which career guidance and counselling is provided.

- There should be standardisation of psychometric tests followed by standardised procedures of counselling in each of the skill and knowledge centres setup.

- Introducing an indigenous developed IT platform that facilitates hosting of all the courses, taught in classrooms from 9th class till post-graduation to be accessed by anyone, anywhere at any time. (Swayam AICTE by the Govt. of HRD)

- The first priority is to be given to final year students.

- An organised approach partnering with the private sector both at the state and local levels and linkages with major national level programmes such as NAPS (National Apprenticeship Programme Scheme) is required for scaling up.

- Under the pilots there will be an attempt to carry out research on the above points so as to delineate a suitable strategy for implementation.

The model will incorporate identification of the interest areas of the students during the semester and identify a suitable timing for internship post completion

The PPP Model

The model is based on public and private partnership model including the cost sharing based on the following premises:

Government and Colleges major contribution:

- Government/college is providing infrastructure (dedicated space within the university)

- Provide teachers to become counsellors to sustain the model in the colleges.

- Counsellors will be facilitating the whole process. They will help the students enrol in the programme and support them in enhancing the skills.

- Funds from the state level Rashtriya Uchattar Shiksha Abhiyan (RUSA) will also be leveraged for infrastructure, counselling & skills training of students.

Private Sector contribution:

- Industry can support the CGCC and provide time and volunteers for guest lectures, exposure visits, internships/apprenticeships.

- Placements support – conduct campus interviews and placement drives, job melas in the colleges to motivate the students towards employment.

- Training agencies can impart the relevant employability skills and enhance the skill set of the students who wish to engage with employment.

Cost, Targets & Timelines

Disha aims to reach 65,000 college students from mid of 2017 & 2018 with an estimated expenditure of INR 1.27 crore over the two years.

Exit Strategy

The college CGCC model grow from this initiative and will be showcased to government. There will be huge scope of scalability in colleges. Disha will leave behind the foot print of PPP model along with the government to support them in scale up and sustain the model.

3. Online Career Guidance & Counselling Centre (CGCC) Model

The Model

The use of internet-based technology has given rise to an array of services with vast and cost-effective outreach. A number of successful experiments dot the education, training, and the job space. Thus, Disha sought to leverage the power of internet technology by taking up the design of the Pankh Portal with the distinguishing characteristic of being focussed on the spectrum of services that inform and equip girls from the marginalised sections in making well-informed career choices and in moving forward on the path identified.

The main components of the Disha portal are:

- A simple online psychometric test that helps identify career options based on the aptitude and latent interest of the candidate.
- Information about career options including learning from role models in various trades
- Career route map including options for skill-building and further studies
- Information about job openings PIN code-wise through real-time linkage with portals such as Indeed

The Pankh Portal is duly re-enforced through onsite counselling by participating host intuitions such as SEWA Bharat in Delhi and the Bhagat Phool Singh Mahila University in Sonipat. There is a scope for online counselling too.

The Pankh Portal was developed by contracting a technical agency based on competitive bidding procedures. The business model for sustainability envisages revenue generating linkages with training providers and with agencies who source candidates for jobs. But the potential of the above business model is yet to be realised as revenue-based linkages are yet in process. Yet, overall, the Portal has achieved a fair degree of success with 15,000 girls registered and daily hits of over 3000. Also, state governments such as in Delhi have shown interest in developing the Portal into a mainframe architecture for providing guidance to school students in both employment-linked and educational pursuits. This is considered to be vital for students in government schools who being from modest socio-economic background lack such guidance, support and handholding.

The process of development of the Pankh Portal has been enormously enriching and has laid the ground for more ambitious attempts at upgrading it into a mainframe architecture catering to certain categories of large stakeholder groups such as children in government schools, students in degree colleges in tier 2 to 5 towns and members of rural self-help groups.

But this is not a software upgradation exercise. The main focus will be on seamless integration of the Pankh architecture with a large number of successful initiatives in the education (including e-learning in areas such as language proficiency, soft skills etc.), skill development and employment/post-placement tracking and support domains, and in a manner that generates due financial returns necessary for sustainability and growth. In particular, suitable institutional arrangements for hosting will have to be worked out to ensure sustainability and growth. As a number of state governments have shown interest, the scope for PPP will be explored.

The Ecosystem

The current eco-system is ripe for a major initiative on the above lines. The main elements include:

- A major initiative by the Ministry of HRD called 'Swayam' which seeks to promote online learning at the school and college levels as well as to promote skill acquisition by making available quality pedagogy online thereby removing the asymmetry in access based on geographical location. This initiative however, is not designed to serve the employability-related guidance functions that the Pankh Portal is designed to serve. Hence there will be synergy between Swayam and Pankh rather than duplication.
- Keen interest shown by senior state-level authorities to mainstream employability-related awareness and competency building at the school and college levels. Disha has already established partnership with or is in dialogue with Director School Education Delhi, several municipal commissioners in Maharashtra including the mega Mumbai Municipal Corporation with which a programme covering 30,000 students is underway and Commissionarate of college education in the states of Telangana and Karnataka.
- The digital literacy programmes of GOI for various sections including SHGs of rural women.

Drawing on the above eco-system momentum, 3 online models will be developed and piloted in the next 18 months. Each of these will be linked to the needs and requirements of specific stakeholder groups as follows:

- Students at the secondary/senior secondary school levels: This will provide early guidance on educational choices as well as pathways in employment including apprenticeship opportunities under GOI NAPS.
- Students in degree colleges in Tier 2to5 towns: This will be aligned closely to employment-based pathways and competencies including leveraging of opportunities of short-term internship and apprenticeship under GOI NAPS.
- Members of SHGs of rural women: This will build on the digital literacy programme of GOI, but go beyond it to serve the needs in areas such as financial literacy, simple account keeping, banking, access to information and help on health issues. There will be more advanced options relating to knowledge and skilling on common livelihood opportunities.

The PPP Model

As discussed above, the online CGCC must be located under an institutional structure that provides for smooth access to concerned stakeholder groups, cost-sharing and stake creation for sustainability, and

revenue opportunities to fund growth. Smooth and speedy implementation as well as scope for flexibility in design are also key to the institutional design.

Specifically, the following will be the main partners:

- State governments: Suitable government focal points across states will be identified for each of the above 3 models. As indicated, some of these agencies are already partners under Disha. But accessing funds from the state governments is seen as problematic and may delay the process.
- Apex-level Foundations: Over the last few decades, a number of strong and well-resourced Foundations have emerged in the education and livelihood support space. Examples include the Tata Trust, HCL Foundation, Azim Premji Foundation, Sudha Murthi Foundation, Main Square Foundation, Axis Bank Foundation etc. It is considered that such foundations may be the best location to host the online CGCC. This will ensure leverage in terms of cost-sharing, management support and most important a long-term platform for hosting. Already, some such as the Main Square Foundation have shown interest in such a partnership.
- Technical institutions in the business space: A number of such institutions such as 'Sheroes' have demonstrated success in this area. Infact, 'Sheroes' has shown interest in partnering going beyond profit considerations by setting-up a non-profit foundation for this purpose.
- Creation of a PPP-based SPV of the above could also be considered, either upfront or in a progressive manner.

Cost, Targets & Timelines

The estimated expenditure for rolling out the 3 models is Rs.1.5 crores (Rs.0.50 lakh for each) over the next 18 months. Additionally, matching or maybe higher cost-sharing in cash and kind will be mobilised.

Exit Strategy

The basic model design envisaged is tuned to sustainability. The 3 online models developed and piloted in the next 18 months will link the needs and requirements of specific stakeholder groups to the Government schemes or to the programmes of Foundations, as detailed above.

4. Scaling up Existing Skills to Jobs Pilots

The Model

Within the Skills to Job vertical four sectors: Stainless steel, hospitality, retail and facilities management have been covered so far. The next phase of the project will focus on scaling-up within these sectors based on the lessons learned and to expand pilots to an agreed number of new sectors that represent high growth potential sectors. These include, but are not limited to, IT, healthcare, construction, logistics and agri-business, as they present the biggest potential wins in both the skills to jobs and entrepreneurship verticals. The process of sector and demand mapping with a view to scale will commence in 2017.

The Four Pillar of Scale-up Strategy will include: (i) expanding the model to industry companies within the pilot state, (ii) expanding the model within large corporate groups; (iii) expanding the sectoral model to states outside the pilot location, and (iv) expanding the model to other companies outside the state piloted. Most importantly, the certification model and a robust communication strategy will be crucial for implementing scale up.

In addition, cooperating with and including other models and platforms being piloted help in leveraging scale within the Skills to Jobs and other verticals. These include closer collaboration with other private sector led skills programmes such as McKinsey and HSBC, as well as platforms being developed elsewhere, for example Xynteo's South East Asia Rural Growth coalition.

Hence, the Skills to Jobs pilots seek to:

- Improve opportunities and jobs for individual women, and add core business value to companies, boosting overall growth in traditional and non-traditional sectors.
- Demonstrate the innovative approach to public private partnership that is at the core of Disha's approach.
- Clearly align with skill development expectations of the private sector.
- Ensure recognition of the courses by all and thus maximizing the skill mobility, skill premium and opportunities for the women through certification
- Implement cost-sharing model where government and private sector agree on resources to be provided.
- Placement and mechanisms to ensure retention within individual companies and within the relevant sectors (hence the importance of the certification model being developed)

Some of the experience/learnings from the pilots implemented so far are summarised below:

Case 1

Non-traditional sectors like Stainless Steel and Plastic Engineering

- Leader in a sector taking the lead on developing a quality training programme and hiring girls in non-traditional roles
- Prompts a mind-set change from industry and society which adapt to seeing and working with women in such roles

The scalability strategy highlights the success of the pilot and will include testimonials to drive buy in and demand.

Lessons from the JSL Pilot

- The high level buy in and support from top management in the JSL project ensured support from all departments to effectively implement the pilot. Support from top management can be used to scale up in other areas and other industries.

- Ensure that the curriculum combines generic requirements of the industry and specifics for the employer
- The replication of the pilot should also highlight the success of the pilot in terms of the impact it has had on making the workforce more inclusive in an otherwise male dominated steel sector.
- Niche areas in the sectors where new investments may be forthcoming or new competencies are required or growth is anticipated need to be identified

The same scale-up plan is applied to other pilots in logistics, hospitality, retail and facility management sector.

<u>Case 2</u>

Sectors with high employment potential like Retail, Hospitality, Facilities management

- These are sectors that have a high degree of customer interaction
- This necessitates the requirement and development of soft skills- such skills are transferrable in a way that domain skills might not be
- Building confidence, basic IT skills, spoken English skills, general communication skills, etc. promote a broader impact on the life of the woman in her home, community, and career

Scalability strategy must include a robust mobilisation methodology which addresses concerns about aspirations, wage packages, and placement.

Facility Management Sector

JLL has been working with Disha to develop pilots to increase its female employees. We worked in both Haryana and Karnataka, where the industry sees the biggest growth in the sector. We tailor made training for Front Desk Executive and Soft Service Executive position.

Lessons from the JLL Pilot

- Mobilisation was a huge challenge – lesson learnt was that it is always better to mobilise girls closer to the place of employment
- Facilities management as a sector is not very clearly understood. Extra effort needs to be made in order to explain the opportunities and the possible career progression pathway in a sector like this
- Videos and more interactive ways of mobilisation, with active participation of the leading company is important
- Targeted mobilisation from institutes is more effective than reaching out individually
- Final year students must be targeted and mobilisation must be timed in accordance with the graduation time.

The Eco-System

The following are some of the key stakeholders in the skills to jobs vertical under the project Disha:

- Government
- Sector Skill Council which can establish the roles with a QP/ NOS with support from the Private Sector organisations (Small, medium and large)
- NGOs/ CSOs
- Government empanelled Private Training Centres
- Industry Associations

- Employer Companies (CEOs and HR Heads) and recruitment /HR Agencies (that source skilled manpower)
- Corporate CSR Managers / Foundations Heads

The emerging eco-system of skill to jobs training shall be based on the following three pillars, each of them under state level policies/ projects and under the overall aegis of SSCs and NSDC:
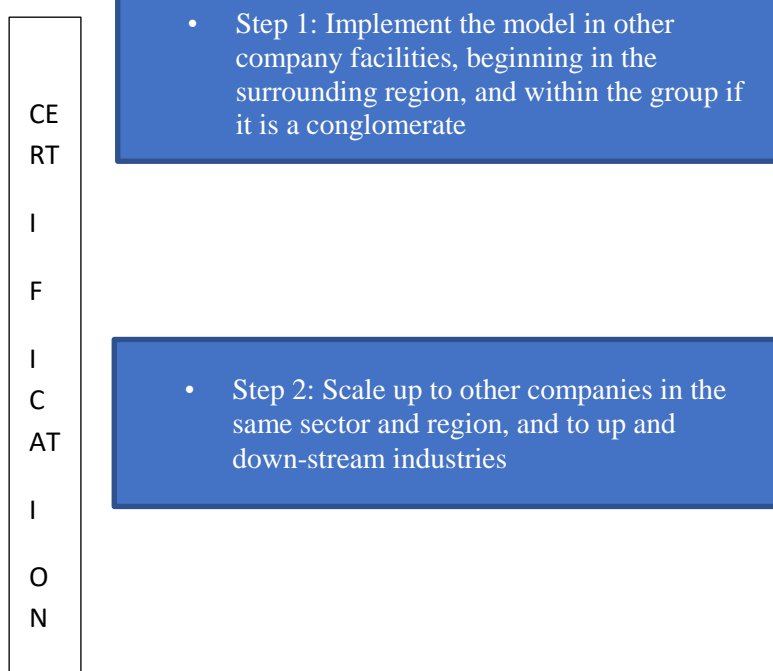
1. Skill development in last few years of schooling in schools
2. Skill development at academic institutes in partnerships with corporates
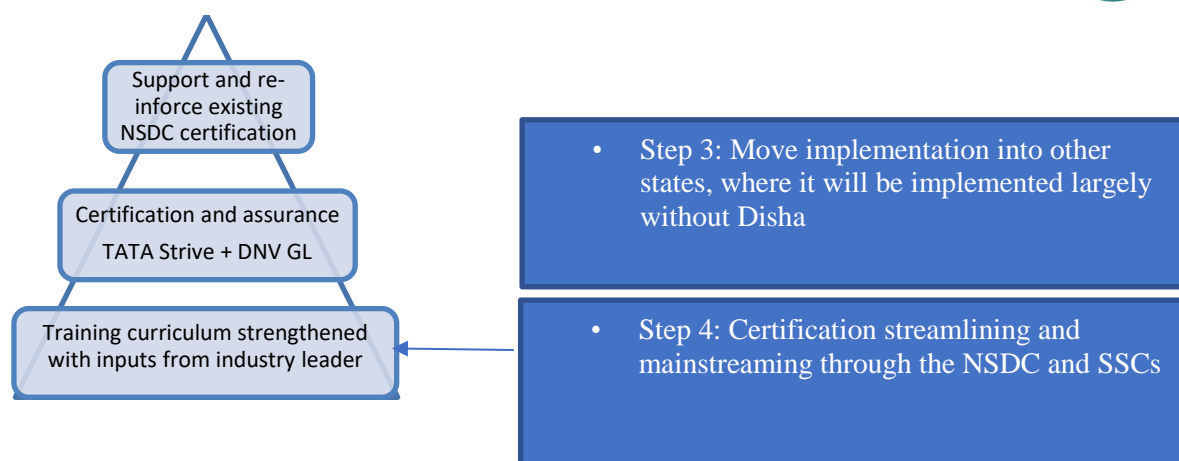3. Skill development at corporate facilities

The PPP Model

A sustainable model based on cost sharing between Government and Private Sector is emerging:

- Use of Government infrastructure (academic institutes)
- Use of government skill development schemes, government framework (SSC QPs and assessment agencies) through empanelled training partners
- Use of government machinery to encourage all academic institutes to participate mandatorily in skill development
- Private Sector provides infrastructure for part of the training including on- the-Job training
- Private Sector provide content development support, master trainers and mentors

Fundamentally, the model for scale will be a four-step process that we undertake and has been developed such that it is sector agnostic:

CERTIFICATION

- Step 1: Implement the model in other company facilities, beginning in the surrounding region, and within the group if it is a conglomerate

- Step 2: Scale up to other companies in the same sector and region, and to up and down-stream industries

The four steps should be concurrent with the phased activity described below:

- Phase 1: Preparing a communication kit with cost benefit analysis, productivity study and testimonials.
- Phase 2: Sharing success by presenting to industry associations and using media for promotion
- Phase 3: Mainstreaming with to NSDC through inclusion as QP with relevant national Occupation Standards

Cost, Targets & Timelines

Disha aims to reach 57, 500 with an estimated expenditure of INR 20 lakhs in 2017 and 2018.

The components in the model are cost heavy, meaning a clear cost sharing model is required for scale up.

- The cost of TOT will be borne by the private sector. Private sector contribution can also be in form of infrastructure provided, OJT opportunities and mentoring provided to the trainees.
- Government funding can also be sought for financing the training fees through skill development schemes being leveraged by empanelled training partners.
- Presently, the cost of mobilisation of girls is borne by Disha. However, for sustainable mobilisation, training services provider under government schemes must be able to mobilise.

Exit Strategy

The model has an in-built exit strategy as it leverages the strengths and builds on the goals of the stakeholders - trainees, governments and corporate players supported by project Disha. The project will be able to exit once the linkages with the private sector and government schemes have been leveraged by the training services providers which has successfully run 2 cycles and when the corporate employers see value in continued support for the project through productivity gains.

The Model

The aim of the pilot is to make the physical CGCC a hub which connects to employment opportunities in the surrounding areas. A big thrust will be on industry participation through offering internships, apprenticehip and exposure visits
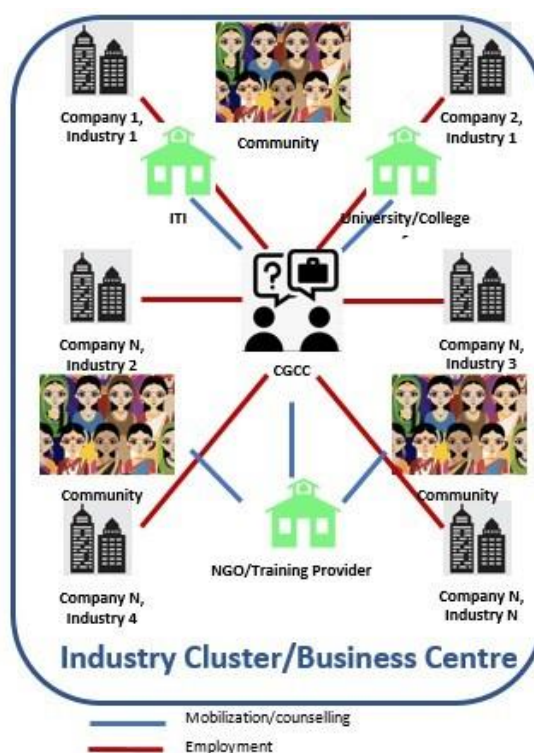
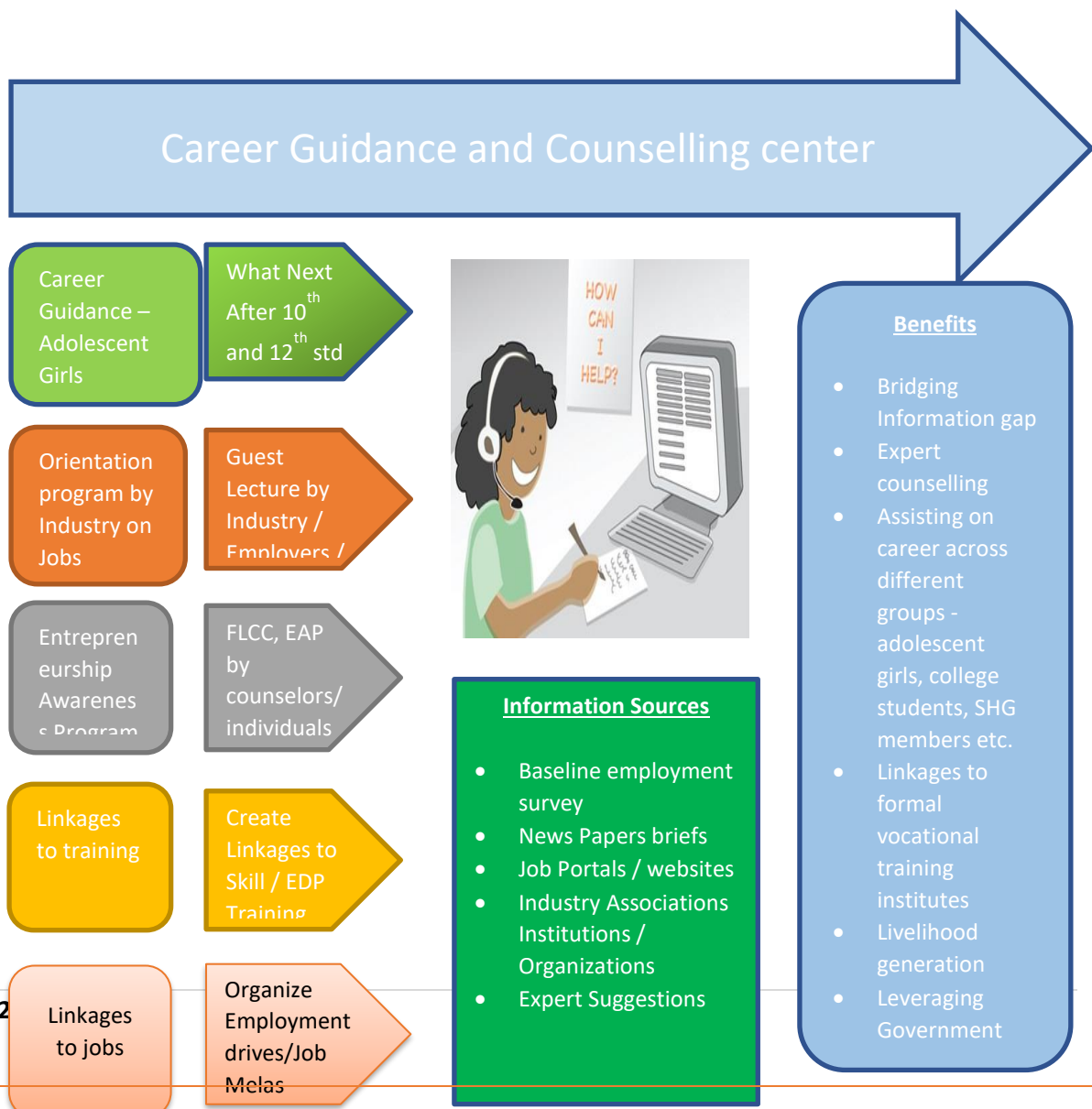| Mobilization and Registration	→	Assessment and Counselling/ Career Guidance	→	Training and Training Linkages (technical & Non-technical skills)	→	Employment/Self-employment Linkages	→	Post-employment/ self-employment support
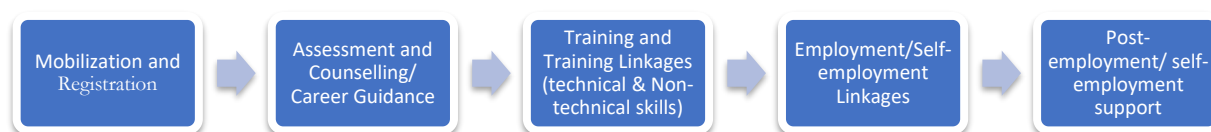
The model will be **cluster-based and** will include consultation, mobilization, training, jobs opportunities (both offered online and offline), in the same area and yet closer to catchment area.

This will require us to doing the following:

1) Mapping of jobs opportunities

2) Bringing training, mobilization, consultation, etc. closer to the location of potential employment.

3) Identification of infrastructures required for delivering training in the same area

4) Mobilization of women from the vicinity

5) Building a fully equipped CGCCs in the area – existing government infrastructure such as employment exchange, common service centres (CSC), youth clubs can be utilised.

6) Starting with one industry, but working towards incorporating other industries in the area

7) Linking CGCCs to mobilization, training and employment

8) Building strong relationships with multiple stakeholders including local government, industries, employers, academic institutes, NGOs, etc.

Industry Cluster/Business Centre

Legend: Mobilization/counselling — Employment

A pictoral description of the entire process is presented below:

Career Guidance and Counselling center

Career Guidance – Adolescent Girls

What Next After 10th and 12th std

Orientation program by Industry on Jobs

Guest Lecture by Industry / Employers /

Entrepreneurship Awareness Program

FLCC, EAP by counselors/ individuals

Linkages to training

Create Linkages to Skill / EDP Training

Linkages to jobs

Organize Employment drives/Job Melas

Information Sources

- Baseline employment survey
- News Papers briefs
- Job Portals / websites
- Industry Associations Institutions / Organizations
- Expert Suggestions

Benefits

- Bridging Information gap
- Expert counselling
- Assisting on career across different groups - adolescent girls, college students, SHG members etc.
- Linkages to formal vocational training institutes
- Livelihood generation
- Leveraging Government

The Ecosystem

The ecosystem for one cluster:

One Cluster	Companies	Schools	CGCC	TP	Govt infra	Web employment portal
	8-12, from 4-6 industries	2-4	1	2-4	1-2	1 Disha portal, linked to 2-3 existing portal.

- Under the model CGCC, will be playing a critical role and providing a platform to not just link demand and supply needs but will also acting as a strong voice to advocate for enabling working environment, mindset change and favorable government policy for women.
- Using available infrastructure to set up the physical CGCC and deployment of human resources trained to councel and create an enabling environment for the beneficiaries

- Efficient linkages to the supporting institutions such as government, NGOs employers, training institutes, etc.

- Web-employment portal shall be built in.

The PPP

The emerging PPP model includes collaborative efforts by the government and by the private sector:

- The Government shall make available infrastructure, make policies favorable for women at work place, help with required policies or support to help the model to scale up and provide funds for training/education in public schools; and
- The private sector shall provide employment opportunities, also organise exposure visits, guest leactires. Support for scaling up through CSR funding, actively participate in mobilization efforts, improve the standards for training and help in creation and promotion of an enabling environment at workplace.

The Business Model

Short term:

- Mobilization: Disha
- Training: Disha. (potentially some funding from government, if we manage to land training in public schools).
- Running of CGCC: Disha

- Infrastructure: Government

Long term:

a) CGCC will be the entity to run the whole thing to link supply and demand, and identify training for girls. Funding for CGCC can come from:
   1) <u>Private sector</u>:
   - pays for every people they recruit from CGCC.
   - CSR funds from companies in the region.
   2) <u>Government</u>: provide free infrastructure and some funding.

b) Training cost shall be covered by:
   1) <u>Government funds</u>: available funds for skilling
   2) <u>Private sector</u>:
   - CSR fund. This is possible for generic industry trainings.
     Commercial fund: train the staff for one specific company only.

Cost, Targets & Timelines

   (i) For the establishment of the CGCC:

Disha aims to reach 60,500 girls with an estimated expenditure of INR 2.11 crore over two years.

   (ii) For the cluster linkages:

Disha aims to reach 38,000 girls with an estimated expenditure of INR 2.64 crore over two years.

The project budget estimate for this initiative for batches of 30-50 students batch will be 10 lakh per batch in addition to the private sector support. Cost for establishing the Disha employment portal and CGCC fiscal center should be recalculated.

Exit Strategy

Since the model is based on a strong partnership with the Government and the private sector, and edstablish linkages with the training partners, the CGCC is likely to be more sustainable.

Annexure-11

IDF's Budget Revision for Project Disha (September 2015-December 2018)

A. Fees (INR 21,720,000: Euro 305,000) (approximately)

a. The lead advisor's time has been billed for 40 days. He has contributed about 40 days of his time to the project already. From January 2017 to December 2018, we foresee the need for his services for another 60 days. An average of 2.5 days per month.

b. The project manager (Shanthi) had initially billed herself for quarter time. The co-ordination that is required among the partners and the need for sharing documents, attending meetings with partners, attending workshops and roundtables and other events, communicating with state teams, and the M&E work arising thereof, which are all part of this very complex project was under-estimated. An additional 9 months of her time is required. (slightly less than half-time)

c. Number of pilots that IDF had to review was far more than originally envisaged. Reviewing the proposals, streamlining the data flow, getting the data flow to synch with the requirements of the MIS and repeatedly being forced to convince implementing teams about the need for timely flow of data has necessitated the use of one full Researcher's services (Both Paroma (now Niharika) and Monica are counted as one resource together, adding to 36 woman months of work envisaged till end of December, 2018).

d. Initial thought was that MIS will be set up and the data will flow into the system. But in actual fact thousands of records pertaining to the older pilots and some recent ones have not been sent into the system but separately. This has necessitated the employment of two data entry operators for a period of one year. They were employed a few months back and their services will be required for some more months. (rates are very low: INR 30000 per month per person for 18 onths)

e. No time extension is additionally budgeted for the M&E expert. The economies derived from having an on-line MIS is the main contributing factor.

f. For one senior researcher, Soma Wadhwa, there is a slightly less than a pro rata extension. She will do tracking studies and communication (additional responsibility).

Expenses (INR 9,750,000 Euro 140,000) (approximately)

a. Travel and related

I. International travel was not originally budgeted. We have included 6 trips, two already undertaken which need to be compensated and 4 we foresee by end December, 2018

II. Airfares, hotel rates and local cabs have all become more expensive. We have adjusted the rates.

III. We have increased the survey expenses so that IDF can do some minimal evaluation exercises and bring the results for discussion amongst all the partners.

b. Conferences

Conferences were not budgeted earlier. We are proposing 3 conferences, one on 'Research on Skilling,' among researchers who are active, one on 'Skilling Eco-system in India: the experience of Disha,' to showcase some preliminary research findings of our project (September or so 2017) and one after project completion to showcase the achievements of project Disha.

- Travel and stay support for selected authors/speakers
- Local hospitality
- Conference venues (Hall and Food)

In sum, the budget proposed for the extended M&E work that IDF is doing for Disha totals about 6% of the expected total budget. The international standard for M&E work is between 5 and 10% of the total project cost and IDF's proposed budget is very close to the lower limit. Total additional requirement is about Euro 445,000.

Annexure-12

Xynteo's team – additional resources for increasing responsibilities, February, 2017

THE ROLE OF THE COMMS SECRETARIAT

Overview

Last year, the IKEA Foundation convened a Leiden meeting of the communications representatives from the various partners in Project Disha, with a view to aligning expectations and strategies for the communications work going forward. At that meeting, we agreed roles and responsibilities based on the deliverables outlined in our respective agreements with the IKEA Foundation. We also identified areas of mutual interest, where the partners would be required to collaborate, to develop communications assets of shared benefit. These priorities were primarily operational as, given we were in the first phase of the project (set-up of pilots), we agreed to lay the foundations for the rest of the project.

Accordingly, it was determined that one partner would play a secretariat role, in order to ensure the smooth delivery of these assets. Accordingly, Xyntéo assumed the role of secretariat. As such, Xyntéo was accountable for the set up and execution of a regular rhythm of engagement between all partners; the development and use of a shared calendar; and the facilitation of a process that enabled the project to take on a new brand identity. Formerly India Skills, Project Disha was born – including a series of basic assets that could be utilised by all, including a brand identity with associated brand guidelines.

In addition, the Leiden meeting determined that there was a need for a shared strategic communications strategy. That is to say that beyond the clear operational needs of the project, there was a role for coordinated communications in delivering on the strategic outcomes of the project – namely, the move from a series of pilot projects to national scale-up. We identified a number of audience which required careful coordination and a strategic approach, including national and local media. We agreed that, together, we would develop a communications strategy to support the scale-up of Disha, which we would present back to the IKEA Foundation in the summer of 2016.

Accordingly, over this period, Xyntéo played a light touch secretariat role for the group. Namely:

- Driving deadlines and coordinating input from other partners
- Liaising with the Project Steering Committee on deliverables and sign-off procedures
- The set-up, agenda-setting and follow-up of partner communications calls, supported by a core calendar of activity
- The completion of the brand identity / development process

As agreed, a shared strategic communications strategy was developed and presented to the IKEA Foundation. In parallel, Project Disha moved forward and the team has learned and evolved, as Disha has done the same.

We believe it is now the right time to re-evaluate the role of the secretariat, in light of the completion of the foundational activity outlined above; and the importance of the second phase of the project and communications plan.

Proposed role of the secretariat going forward

We envisage that the secretariat will fulfil many of the same functions that it took on during the first phase of Project Disha:

- Driving deadlines and coordinating input from other partners
- Liaising with the Project Steering Committee on deliverables and sign-off procedures
- The set-up, agenda-setting and follow-up of partner communications calls, supported by a core calendar of activity

In addition to these core functions, we also recognise the following activities as having a degree of criticality for the success of the programme:

- Ongoing maintenance of Project Disha brand identity and associated collateral
- Detailed stakeholder management, to ensure engagement processes with e.g. national and local media, champions, digital partners, are streamlined
- Develop and document messages from across Project Disha and ensure they are applied consistently by all partners (including pilot partners)
- Manage the flow of data from IDF to the creation of communications collateral e.g. case study and white paper development and media content
- Manage the strategic flow (what, to whom, when) of human interest stories from participants and providers across multiple content packages and across channels e.g. the case for an 'exclusive' or should a social media package be developed

Our recommendations for the next phase of Project Disha communications also include the development of an extended digital presence for Project Disha, including (but not limited to) a robust web presence (which will then demand community and media desk management along with ongoing content refresh). Should the IKEA Foundation be supportive of these activities, the secretariat will also be required to oversee the delivery of an extended digital presence, including a clear governance structure to support ongoing maintenance and management

Resources required

We believe that the delivery of secretariat responsibilities requires the time and attention of one full-time communications professional, based in India.

THE ROLE OF THE CENTRAL COORDINATOR

Overview

As Project Disha has evolved over the past 18 months, Xynteo's role and responsibilities have expanded at the same rate as the project activities. Our primary mandate, the engagement of private sector stakeholders with Disha has extended to implementation of pilot projects on the ground as well. So far, Xynteo has strategically deployed a team across the country given the project targets to engage a variety of businesses in target states and cities as well as drive the pilots activated with the various business partners.

It is critical that project partners work closely to ensure daily tasks are completed in an efficient and speedy manner and communication across partners is clear and effective at all times. This also requires a central, all-up view of all activities at all times so best practices and key areas of improvement can be easily identified and activities can respectively be replicated or course-corrected, as needed.

There is also a need to identify opportunities across pilots and partners with complementary or similar profiles and purpose. That will enable project Disha to be more strategic with its investment in resources and time across geographies.

As the number of new private sector engagements rises and earlier engagements' relationships mature, the work load and expectations have increased for every member of the Xynteo team. The regular activities and procedures required to keep project Disha operating smoothly consume the majority of our analysts' time on the ground, thereby leading to a situation where the project manager has to invest significant time filling the gap in coordinating efforts across the country and the above-outlined role is compromised.

We believe that in order to achieve success in scaling up the pilot initiatives, the project manager must be able to devote enough time to build and deliver the project strategy in close collaboration with the partners. That requires improving Xynteo's presence on the ground.

Therefore, we would like to suggest the inclusion of a central coordination position to the existing structure. The Central Coordinator (CC) will be in charge of the governance for regular operational functions, namely managing the everyday tasks on the ground and interacting with the project partners. Furthermore, the CC will be responsible for having a holistic perspective of the engagements and relationships throughout the regions where the project takes place, identifying and carrying out strategic alliances.

The CC will also focus on the certification vertical. Given the position's strategic role, the CC will be able to develop and implement certification models that are adherent to each ongoing pilot. Moreover, the CC will work closely to the team on the ground as well as to the project management, constantly sending and receiving inputs and executing moves set on the strategic plan.

The presence of a CC will free time for the project management to work on a strategic level towards the project's goals. Free from the minutia of the project's regular tasks, the project manager will then be able to dedicate their full attention to monitoring progress, controlling budget and participating in tactical engagements.

Proposed role of the central coordination

- Provide inputs/support to project manager on
  - Scale up strategy to new companies in existing sectors
  - Finalizing the value propositions
  - Selection of companies/organizations- identify new opportunities
  - Finalizing the pilot proposals
  - Key account review meetings and SC meeting materials
- Guide and support regional coordinators
- Develop the certification model and strategy for implementation of certification per pilot
- Analyse and compile the reports received from State Officers and Regional Coordinators (team members on the ground)
- Submit project progress reports to Project Manager and MD against the target/work plan
- Prepare job list for the project and review the job list with the team
- Participate in partner meetings as and when required
- Provide data to communication team regularly on existing and soon to be launched pilots
- Provide support to arenas (events team) for annual CEO round table

Resources required

We believe that the delivery of central coordination responsibilities requires the time and attention of one full-time professional, based in Oslo with regular travel and presence to India.