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Bright Future
Connecting Education to Employment

Impact Assessment of Bright Future India's Youth Training and Development Centres

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Glossary

Aspirant	All the youth enrolled in the YTDC programme being run by the YTDC
Alumni	Aspirants from the batches of 2019-20, 2020-21, 2021-22
Current Aspirants	Aspirants enrolled into the batch of 2023-24 at the time of the assessment
Recent Graduates	Aspirants who graduated from the batch of 2022-23

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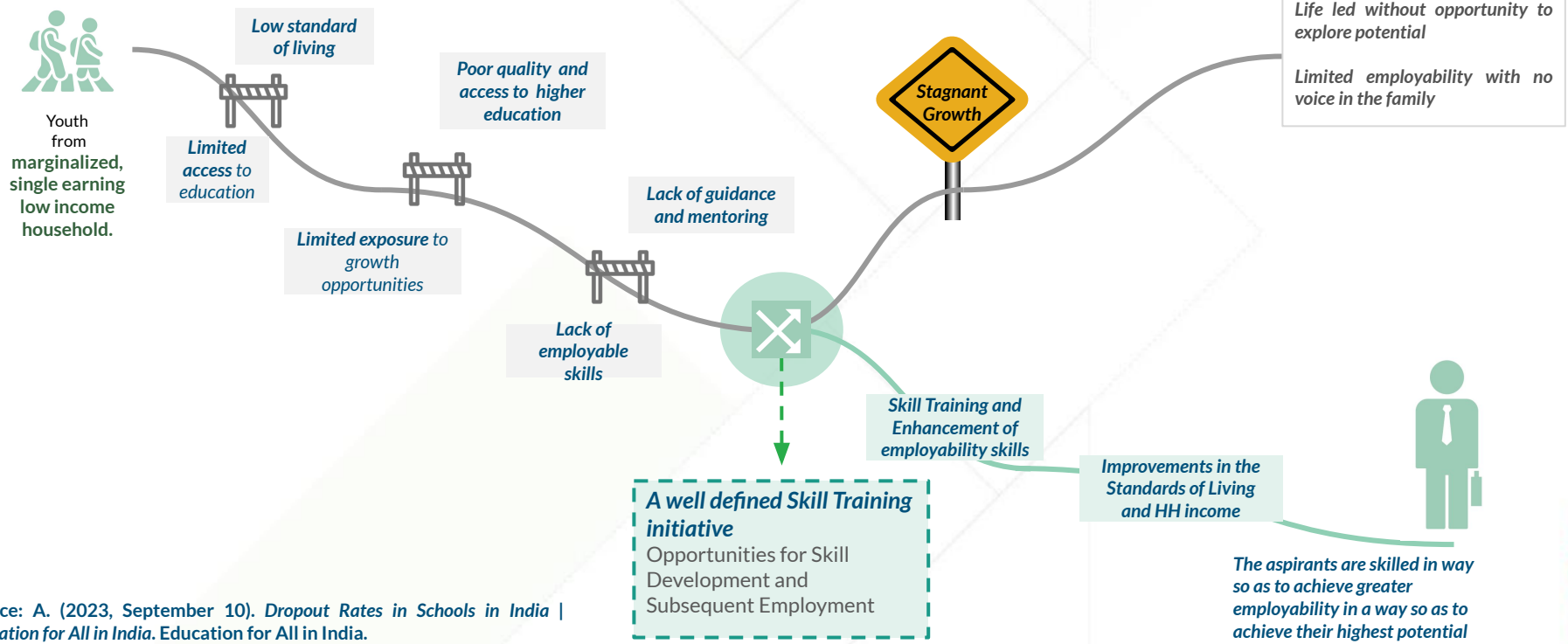
1. Introduction and Approach

As per the 2011 census, the literacy rate in India was 74.3% which was far below the global average of 84%; indirectly impacting employability opportunities

The UDISE+ 2021-222 data reveals that the dropout rate in schools in India is the highest at the secondary level (9-10) with 12.6%. The employment level for tertiary graduates is 84 per cent, it is 74 per cent for upper secondary education level and falls to 56 per cent for individuals without an upper secondary education. It is also found that increasing average education by one extra year would raise aggregate productivity by at least 5%, with even greater long-term benefits arising out of workplace innovations.



Source: A. (2023, September 10). *Dropout Rates in Schools in India | Education for All in India*. Education for All in India.

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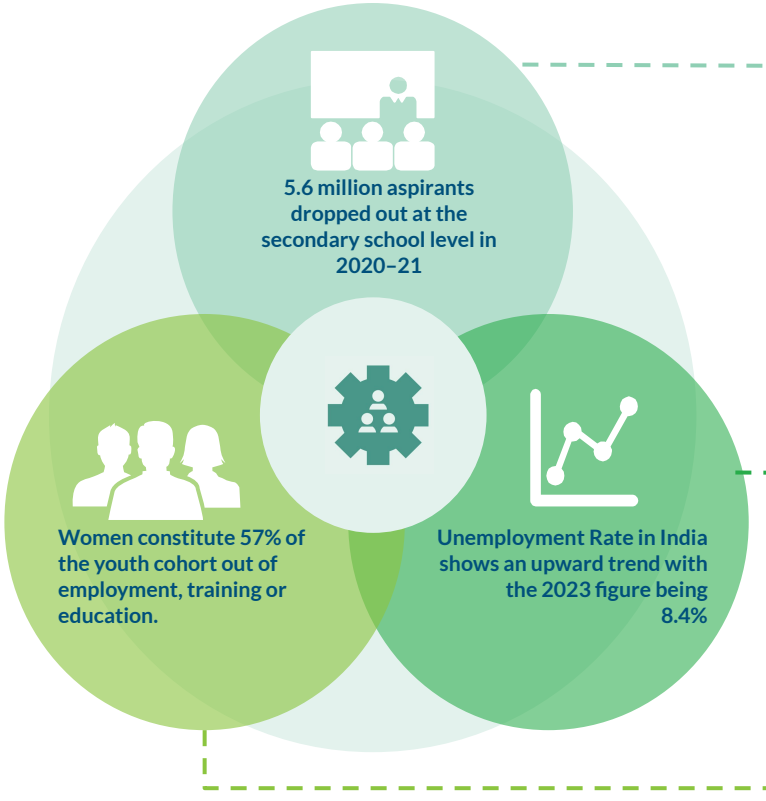
Research states that socioeconomic factors have huge influence on the education and employability of the underserved population within the youth cohorts



Causes leading to drop out and lower education levels

There are multiple causes of dropout rates in India, which vary depending on the specific context and region:

1. *Lack of Financial Resources*
2. *Lack of Parental Involvement*
3. *Caste based Discrimination*
4. *Lack of awareness*
5. *Lack of the ability to spare active resources in a set up where the family unit provides labour resources*

Major reasons for higher rates for unemployment among the youth

1. *Youth skills often do not align with the qualifications employers require due to a lack of the necessary awareness, tools, information, and training.*
2. *Due to the segmentation of the Indian Labour market, it is very difficult for the youth, particularly in rural areas and especially if they are poorly educated, to find decent jobs with long- term stability and security.*

Social factors influencing employment

The PLFS July 2021-June 2022 shows that 29.4% of women (aged 15-59) were part of India's labour force in 2021-22. This significantly low proportion can be attributed to several sociocultural factors:

1. *Gender stereotypes that hamper equitable access to resources and opportunities for women*
2. *Early or Forced Marriage*
3. *Expectations to cater to their family responsibilities rather than their career*

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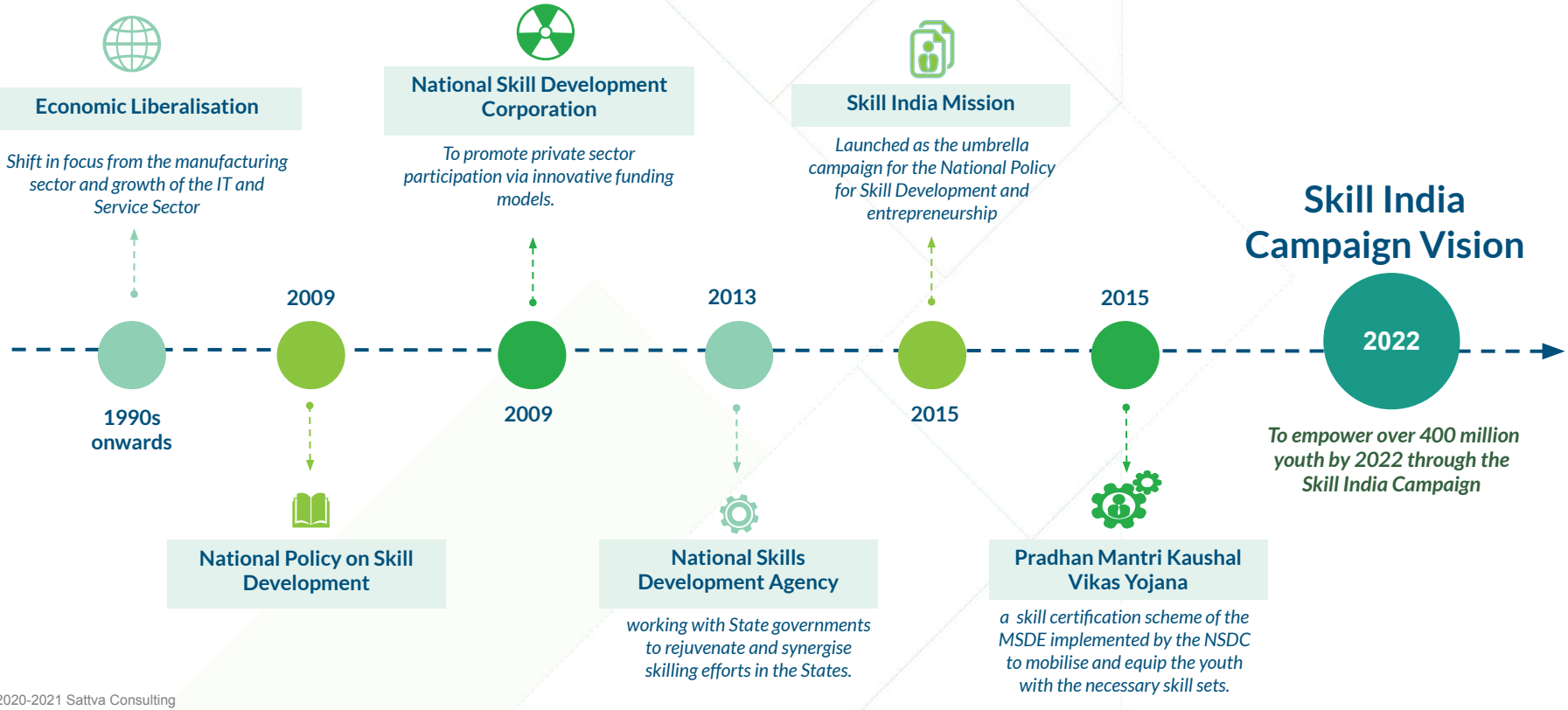
Thus the institutional and policy frameworks in India have been evolving to cater to the shift to service sector orientation

Post-independence, the initial focus was on establishing a formal TVET sector. The paradigmatic shift happened in 2009. The need to rapidly expand the capacity of skills training sector was recognised and a significant effort was made to bring more private sector organisations into the system. The National Skills Development Corporation (NSDC) was established and the first National Skill Development Policy set out the vision for a National Qualification Framework (NQF) and the creation of a unified competency-based training system. Employers were proposed to be formally engaged



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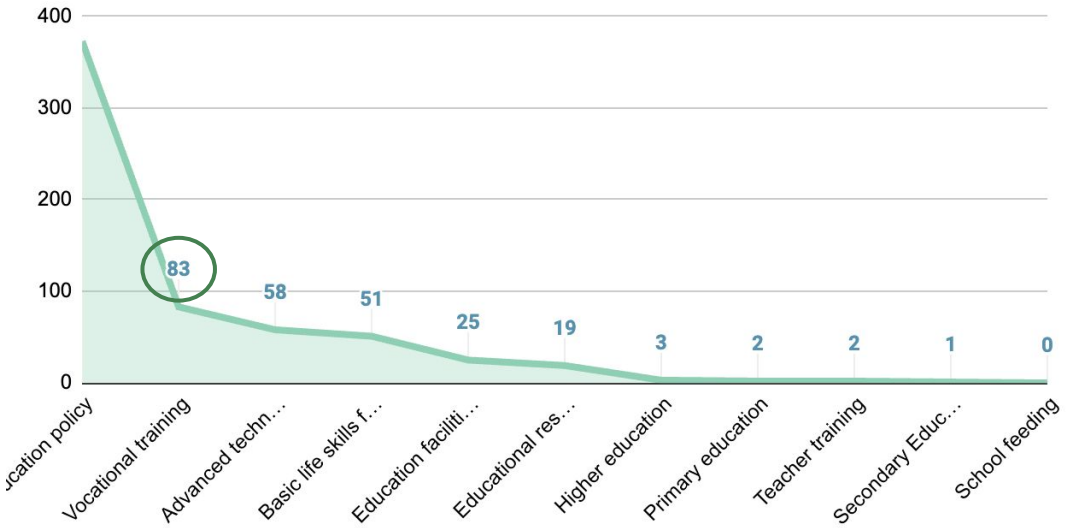
Within the education sector, vocational training has emerged as a clear priority area for both international and domestic philanthropy

The report on India's Private Giving by the OECD Development Centre aims to shed light on how private domestic organisations provide financing to development in India, to examine how these private resources are allocated and to identify the issues and geographical areas that are being targeted. Over the past three decades India has experienced strong economic growth, with a concurrent increase in personal wealth. These economic trends may well increase the potential volume of money available for philanthropic giving in India.

Education: Investment and Spending



Source:
OECD (2019), *"India's Private Giving: Unpacking Domestic Philanthropy and Corporate Social Responsibility"*, OECD Development Centre, Paris

In addition, the introduction of the Indian Companies Act of 2013, mandating higher corporate spending towards specific areas, has led to the expansion of philanthropic giving from Indian corporations. However, the precise quantification of domestic philanthropic giving in India is still incomplete, and remains challenging.

According to the report, domestic philanthropy in India remains highly concentrated in the sectors of education and health, which account for over half of all philanthropic expenditure In the education sector, funding from domestic foundations is almost four times higher than that provided by international foundations. Within the education sector, vocational training is a clear priority area for both international and domestic philanthropy: the former gave USD 31 million between 2013 and 2015 (3% of total funding), while the latter provided USD 82 million between 2013 and 2017 (5 % of total funding).

To address these challenges, Bright Future (BF) works with the youth and enables them to transform their passion into gainful employment

About Bright Future India

Bright Future is an initiative by New Resolution India (NRI) which was set up in the year 2009. The motivation behind launching Bright Future was to provide a conducive educational environment with positive role models, both of which would eradicate the issue of aimless learning. It intervenes at school as well as the community level ensuring a more holistic model of growth among children and youth. The youth today have become followers of the norm and NRI has attempted to alter the scenario by introducing a model which starts with the provision of relevant education and ends with gainful employment for the beneficiaries. The target group for the project is youth aged between 13 to 25 years which includes school going children and dropouts. The model is based on sourcing out role models from within the community and inspiring the alumni to come back and guide future batches.

Bright Future empowers the youth to make informed decisions about their career and life. This enables them to transform their passion into gainful employment through life skills development, career development, mentoring support, internships and placement opportunities. Bright Future also builds capacities of the key stakeholders such as parents and teachers who play an instrumental role in creating a conducive environment essential for their growth.

Impact of BF from 2009

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BF follows a community based approach to empower the youth and creates peer networks and youth champions to spread awareness on education and employment

Bright Future has been working since 2009 to create impact among young people contributing to the national agenda of skill development and has been running other programmes in its relentless attempt to empower young people. In addition to the Youth Training and Development Centre programme, it has been reaching out to the adolescents and youth through its 3 programmes: **Step to Livelihood, Livelihood Programme, Drama for Development.**

The YTDC programme initiates in 2019 from one centre, today is spread across 15 centres in Mumbai , Thane and other peri urban areas such as Nallasopara. The programme has reached over 10,000 aspirants through providing skilling support to the youth from marginalized communities, keeping in mind the needs of the community at the locations of the centres

Key components of the Youth Training and Development Center (YTDC) programme

Training and Skill Development

BF offers 4 module under the YTDC programme -

- Banking and Finance
- ITES
- Customer Relations
- Workplace Readiness

Placement Support

BF equips the aspirants with basic understanding of computer operation, creating resumes, language skills, mock interviews and specific skills such as marketing and retail

Community Upliftment

Through the impact created among the aspirants, Bright Future hopes to be able to extend the same within the communities that they come from

Alumni Support and Network

Bright Future conducts a follow up to identify issues at the place of work pertaining to job security, salary. An attempt to constantly expand the alumni network is also made.

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BF reaches out to aspirants and communities in the underserved sections of the city to make resources and opportunities more accessible

For the purposes of the assessment, the Sattva team visited the centres presented alongside. As can be seen from the ward level data presented here, most of the Youth Development Centres are located in the low access areas of the city and the population in these areas living in slums tends to be very high.

A few of the trends that are likely to emerge are as follows:
1. Limited access to sanitation facilities
2. Limited access to clean water
3. Lower percentage of electricity connections
4. Lower levels of education

As such the operation of Bright future's centres in these areas speaks to the relevance of the program. The broad based and community oriented programmes that Bright Future runs will tend to impact the aspirants' families as well and provide for the correction of limited or reduced accessibility to a certain extent

Centre Name	Ward	% of Population living in Slums	Human Development Index Rank (out of the 24 wards)	Number of Municipal Schools	Literacy Rate
Bhandup W	S	85.8%	17	56	78.52
Dharavi	G/N	55.3%	18	57	75.25
Ghatkopar E	N	70.2%	16	71	77.5
Govandi E	M/E	77.5%	24	77	66.47
Kandivali W	R/S	55.3%	15	39	75.92
Kurla E	L	84.3%	23	91	73.47
Nallasopara	M	68.5%	22	46	75.02
Vile Parle E	K/E	58.3%	9	74	79.66
Worli	G/S	33.0%	11	65	79.12
Mumbai	-	-	-	1195	77

Source: *Report on Civic Issues in Mumbai* . (2021, June). Praja Foundation
State of Municipal Education in Mumbai . (2017, December). Praja Foundation
Mumbai Human Develop Report 2009 . (2009). MOHUA.

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Sattva conducted a retrospective impact evaluation to assess impact created by the YTDC programme on the aspirants and the communities

Impact on the aspirants' Lives

How the skill training has enabled employability, financial independence and improved living standards of the aspirants and their families.

Impact on the alumni network of YTDC

How BF has built an alumni network to create a ripple effect in their respective communities.

Impact of the Skilling and Placement support

How the addition of skilling and placement support enhanced initial employment prospects.

Ripple effect of impact created through the trained aspirant

The manner in which the aspirant trained through the YTDC programme impact the community and the family that they come from - in direct and indirect ways.

Sattva's Proposed Study Design*

The study was based on the OECD's DAC framework. The framework was chosen as it provides a comprehensive and parametric assessment of the program in terms of its relevance, coherence, effectiveness and sustainability, in addition to impact. The study also incorporated a descriptive cross-sectional design from a retrospective lens where data was collected from primary and secondary stakeholders to provide a snapshot of the outcome and the characteristics associated with it, at a specific point in time:

- Whether the intervention worked as expected to achieve its objectives, and
- What are the strengths and challenges of the intervention and the learnings/recommendations for the programme.

The in-depth study leveraged Sattva's extensive experience of more than 10 years in Impact Assessments, an in-built knowledge repository, and tech enabled data collection solutions. The study incorporated a mixed-method approach which helped gather valuable impact related insights from a 360-degree perspective across stakeholders. The approach was also fundamental in providing recommendations towards strengthening and scaling the YTDC programme in the long term.

** Please note that the methodology and sampling that informed the study design for this assessment has been detailed in the annexure of this presentation (linked)*

The objective of the assessment is to prove the impact achieved by BF and the YTDC programme in terms of improvements in access among the beneficiaries

Given Sattva's sectoral and functional expertise, we are uniquely positioned to deliver the scope of this assessment

Prove Impact

- To assess the improvement in access to skill development and mentorship opportunities for the beneficiaries
- To assess the improvement in knowledge and awareness of the beneficiaries, as a result of the program.
- To assess the impact of the program in changing in socio-economic levels of the beneficiaries and ability to make informed choices about career and higher studies
- To assess the career impact of the program for the beneficiaries vis-a-vis access to placements
- To assess the impact of the program in making the beneficiaries financially independent.
- To assess the impact of the program on the employability skills of the beneficiaries - in particular the ability of the beneficiaries to gain sustainable employment.

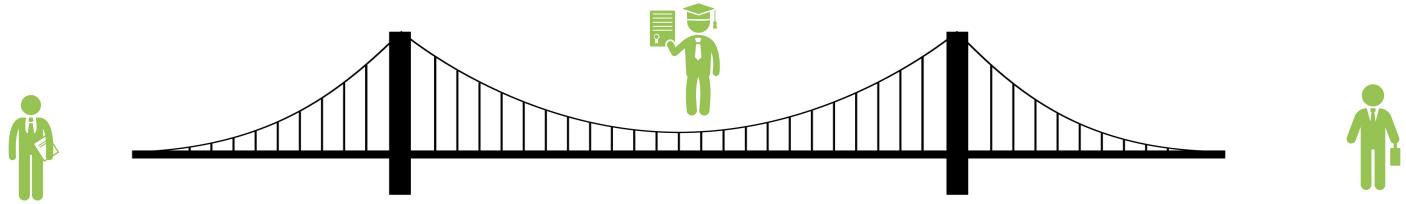
Improve Performance

- To assess the rigour of implementation on ground to bring the intended result on time
- To provide actionable insights and suggestions on improving the quality and effectiveness of project delivery and impact
- To provide actionable recommendations to improve processes based on best practices from the ecosystem and practices adopted by other organizations**

***Shortlisting organizations for 1-on-1 interviews is subject to availability of organization's personnel and willingness to participate.*
***Sattva will leverage existing data on organizations in the skilling ecosystem to share insights on standard best practices.*

The assessment process followed the lifecycle of the YTDC Programme to assess impact in the short, medium, and long term

The observations, insights and analysis are divided in 2 cohorts with three subsuming categories in order to capture the short term and long term impact created by BF. In order to understand this, Sattva surveyed aspirants from alumni batches, aspirants who recently graduated and those who are currently enrolled into the program. The impact indicators differ slightly based on the shot, medium and long term impact to be assessed.



Current aspirants | **Recent Graduates** | **Alumni**

n(total) = 194

Batch of 2023-24

- To understand the manner in which the aspirants experience the programme, during the duration of the programme itself
- To understand the processes of the programme - of mobilisation, infrastructure, training and the assessments.

Batch of 2022-23

- To understand the short term impact of the course, as it is experienced just after graduation.
- To assess the aspirants' experience with the placement secured during the course.

n(total) = 229

Batches of 2019-20, 2022-21, 2021-22

- To understand the impact of the course, as it is experienced in the medium and long term.

Cohort 1: current aspirants and Recent Graduates

Cohort 2: Alumni aspirants

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The aspirants were categorised into three cohorts to understand the impact of the programme at the corresponding stages

The assessment process is designed to assess the impact of the program in the short, medium and long term. Short term impact is envisaged in terms of the perceptions of the course while still being enrolled into the course. Medium term impact is related to the direct and indirect changes seen in the lives of the aspirants just after graduation. Long term impact is understood as the changes brought about in the abilities, lives and socioeconomic positionings of the aspirants and their families and communities after a significant time has passed since the graduation

Current aspirants
Short Term Impact

- Perceived impact of the skilling and training programme for the current aspirants
- Perceived improvement in skills and clarity towards one's professional path for aspirants
- Immediate impact on the skill competencies
- Immediate perceptions of the impact created by the programme.

Recent Graduates
Medium Term Impact

- Impact on the aspirant's household socio-economic status (including ownership of capital and assets, participation, etc)
- Impact on placement timelines for recent graduates
- Immediate impact on household income for recent graduates
- Impact on the aspirants' confidence and belief in their abilities

Alumni
Long Term Impact

- Impact on the aspirant's household socio-economic status (including ownership of capital and income growth, saving trends, etc)
- Impact on personal and household income for the aspirants
- Impact on the aspirants' confidence in terms of their career progression and the skills that they acquired
- Impact on household communication and participation

Cohort 1: current aspirants and Recent Graduates

Cohort 2: Alumni aspirants

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2. Insights from the Assessment

2.1. Current batches and Recent alumni

Profile of currently enrolled aspirant and recent graduates

194
current and 2022-23 Aspirants

Aspirant Disaggregation

133
respondents were a part of the 2022-23 batch

61
respondents are currently enrolled in the current batches

Gender Disaggregation

55%
female respondents

45%
male respondents

Social Composition

55.89%
respondents identified as belonging to the general category

21.02%
respondents said that they belong to a Scheduled Caste

16.41%
respondents came from Other Backward Classes

4.61%
respondents checked the 'other' option

1.02%
respondents identified as coming from a Scheduled Tribe

0.51%
respondents claimed that they don't know their background

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Only 20.61% of the aspirants reported that their parents were employed in the formal sector; highlighting the outreach of the programme is to the underserved

According to a survey done on Indian households in the Financial year 2021, a majority of Indian households fall under the aspirers category, earning between INR 12,500 - 50,000 a year. On the other hand, about three percent of households that same year, accounted for the rich, earning over INR 300,000 annually.[1] In addition, The 'Household Survey on India's Citizen Environment & Consumer Economy' (ICE 360° survey) conducted in 2016 showed that 40% households in India have multiple earners while 60% have only one earning member.

Education

Only **6.70%** of the survey aspirants came from families where at least one of their parents had completed their graduation.

Fathers

11.85% (23) got their HSC (higher secondary certificate

Mothers

7.73% (15) got their HSC (higher secondary certificate

Employment

Out of the population sampled, only **20.61%** of the aspirants said that their parents were employed in the formal sector.

Fathers

72.68% (141) of the aspirants claimed that their fathers were informally employed

Mothers

Of the 49 mothers who were employed, **75.51%** (37) worked in the informal sector.

Household

61.85% of the aspirants came from households wherein the number of earning members was between 1 and 3 whereas 57.73% came from a HH size of upto 5 members

Only 19.07% of the aspirants belonged to households wherein both parents had completed secondary education. At the same time, there were no households wherein both the parents were college graduates.

Only 22.16% (43) of the aspirants enrolled into the current and recently graduated batch came from a household wherein both parents were employed.

(n=194)

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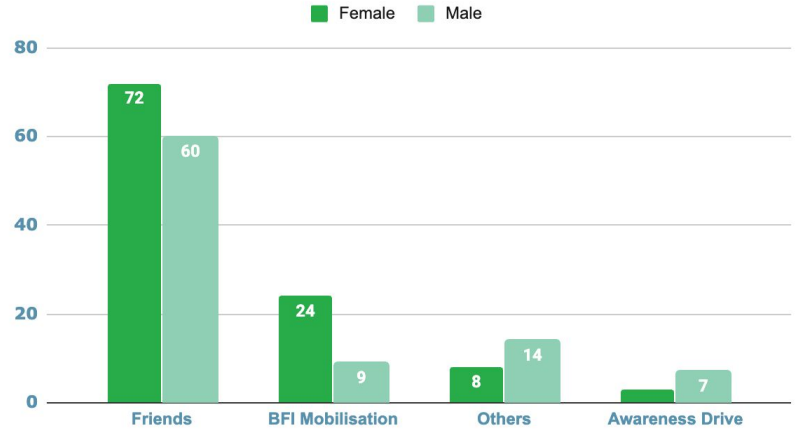
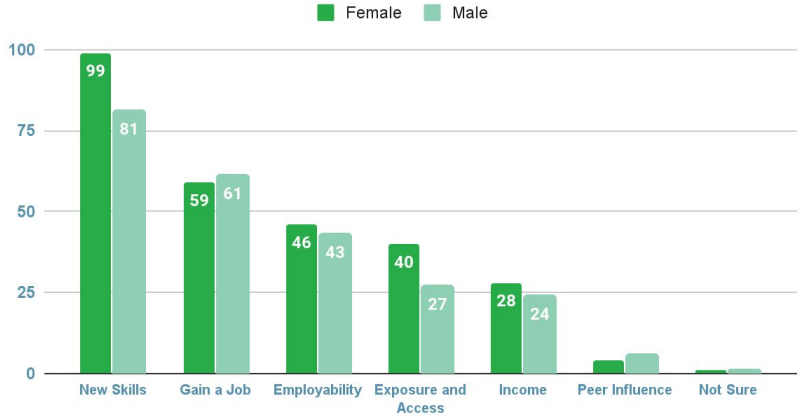
BF's structured mobilisation processes and peer networks are the biggest agents of awareness about the YTDC programme

Awareness about the Programme (n=194)



Reasons for Seeking Training (n=194)



Awareness about the Programme

- **68.09% (132)** of the respondents claimed that they heard about the YTDC programme through their **friends**.
- About **17% (33)** heard about the programme through the **BF mobilisation processes.**
- It can be seen that the key sources of mobilisation for the programme happen through recommendations that are circulated due to the effectiveness of word of mouth via the peer networks of the aspirants. .
- More importantly, it stands to show that the alumni and community networks are acting as the strongest agents for spreading awareness about the programme.

Reasons for training

- Previous to YTDC enrollment , most of the aspirants were pursuing graduation or dropped out early, without any awareness or guidance on education, career or employment.
- The aspirants exposure to learning was limited and did not include vocational training or education.
- For some aspirants inclusion of social awareness in the course through exposure visits, campaigns, etc is also a very important reason for enrollment.

"My friend was able to learn computer and also had an opportunity to gain job from the course, hence I also joined in the next batch."

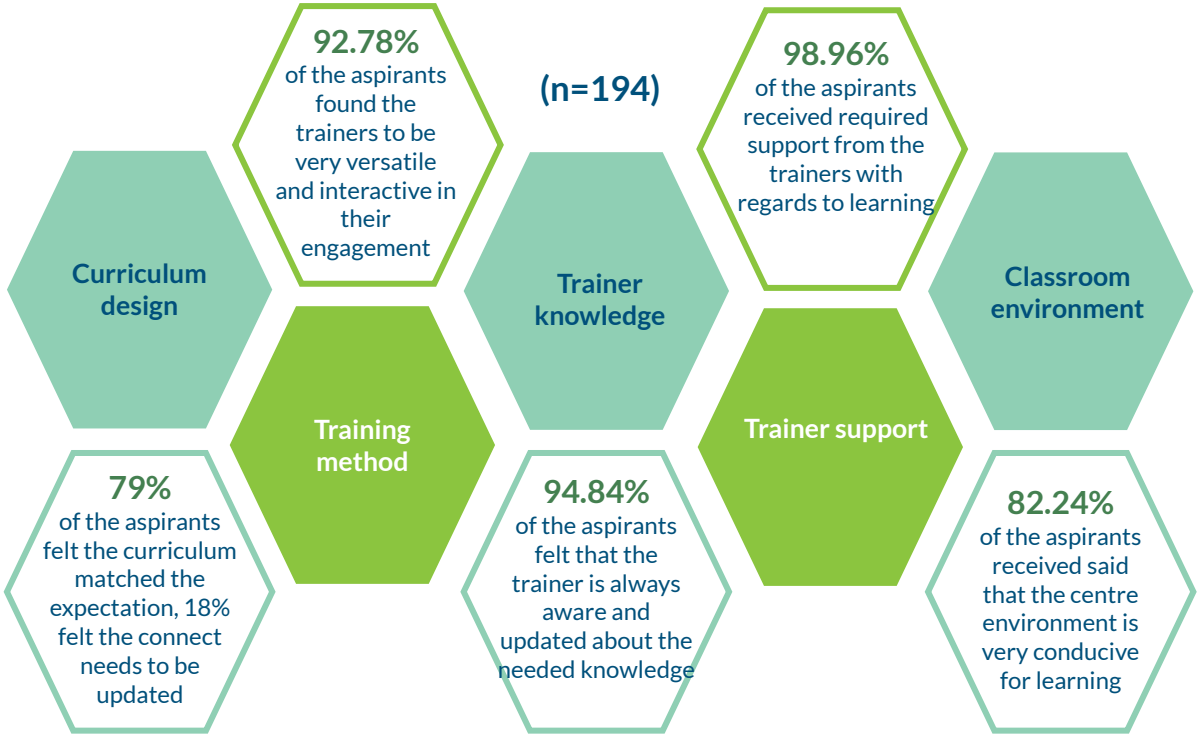
\- aspirant, Nallasopara

The curriculum matched the needs of the 79% of the aspirants and over 92% had a very effective learning experience as a part of the programme

In order to understand the experience that an average aspirant had in terms of the training support, Sattva attempted to gain an insight into this experience against the following parameters:

- Experience of the Training - to gauge the relevance of the curriculum and training methods used for the aspirants
- Trainer Knowledge - to understand the depth of the training provided across all modules
- Trainer Support - to understand if the aspirants felt that the support provided to them was helpful on most occasions
- Classroom Environment - to understand if the aspirants were able to participate and learn effectively within the classrooms

Around 35% of the aspirants mentioned during qualitative interactions that attempting to increase the student computer ratio from, 1:7 to 1:4 would help them in developing better skills such as designing, editing, etc.



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YTDC centre is the only place to access computers for over 80% of the aspirants, and 91% felt the centre infrastructure was important for learning

During the survey, the aspirants were asked to rate their experience and feedback on components that played an important role in facilitating effective learning. These included centre infrastructure, feedback in assessment process and aspirants participation in other aspects of YTDC such as community engagement, social institution visit,etc. Some of the observation from qual interactions also highlighted that the aspirants perceived the YTDC centre space beyond just a classroom , aspirants associated the centre with mentoring, exposure, a safe space, growth, etc. For the women aspirants the centre was a space to meet new people and make friends.

aspirants felt that the assessment process was well designed to assess their knowledge

aspirant who participated in exposure visits, mentioned it helped them gain better understanding of classroom learnings

aspirants feel that the centres are well acquiped and that there is equal access for most resources.

aspirants participated in community events, 70% aspirants felt they have become aware of their community post YTDC

aspirants visited social institutions such as ward office, police station and hospitals. These visits helped few (15%) to utilize services better as found during FGDs

(n=194)

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80% of the aspirants find the Workplace Readiness module to be the most relevant and exciting within the YTDC curriculum

A Skills Acquisition gap can be difficult to bridge, given the breadth and complexity of multiple demographics within a country, but it is also the most fundamental to getting youth into— or back into—work.[1] The mainstay of the YTDC programme is to train and help the youth cohorts develop the skills that are required by the industry to enhance their employability. In the course of the evaluation, the aspirants were asked to rate the skills that they and acquired as a result of the programme.

The curriculum for the YTDC programme revolves around four key modules:

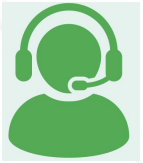
- **Workplace readiness (WPR)**
- **Customer relation and Sales (CRS),**
- **Information Technology Enabled Services (ITES)**
- **English**

Most aspirants take all modules simultaneously. Aspirants are taken through a training and development phase through :

1. **Theory**: where the theoretical information on the given module is provided to the aspirants
2. **Practical**: A practice of the theory learnt is conducted
3. **Exposure visits:** An exposure to the community and system functioning in the community to broaden their spectrum of work
4. **Guest lectures/Awareness sessions:** Special sessions on specific issues to increase awareness is organized by team or with the support of an expert from the field
5. **Assessment process:** Baseline and Endline assessments are conducted to understand where the aspirant is with the teaching learning process
6. **Mock process:** A demonstration of how the interview process looks such as; a preparatory session for interviews prior to their placement

Module Disaggregation (n=194)

80%
WPR respondents



76%
CRS respondents

77%
ITES respondents

51%
Banking respondents

93%
respondents from other courses

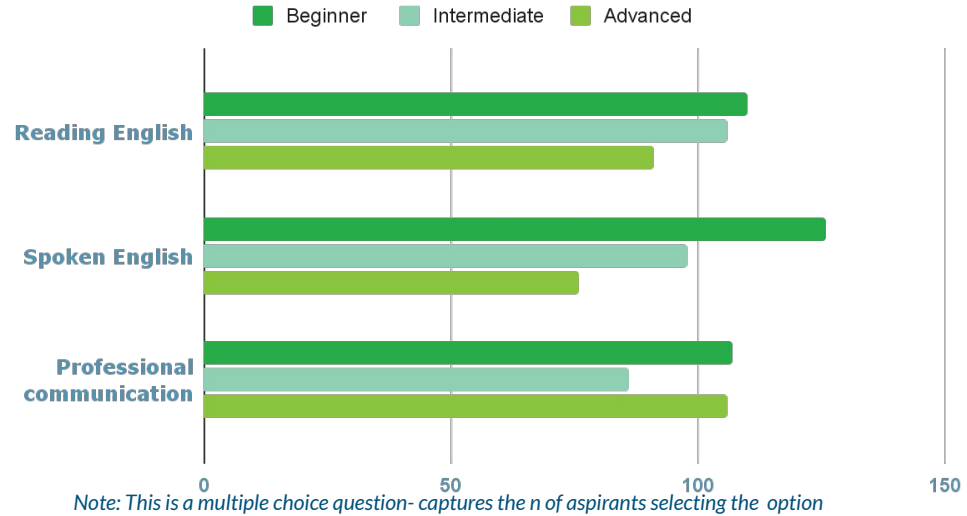
Note: the figures above indicate the students perception of receiving each module and are not exclusive

1; *Reaching YES! Addressing the youth employment and skilling challenge.* (n.d.). generation unlimited.org.

54.63% of the aspirants are able to communicate professionally at an advanced level in the English language, thus aligning with market expectations

The need for English Language skills, which are seen as an important skill for business, is common to many skilling initiatives in both the public and private sectors in India. According to the Census of India 2011, there are more English language speakers in India thar in the UK (approximately 100m); however, interestingly enough, this represents less than 10% of the population. This fact alone highlights that there is a large market for additional skills training for non-English language speakers.[1] In addition, there is also a need for targeting '21st-century skills'—including creativity, communication, critical thinking and problem solving alongside more technical skills needed for jobs in a digital future.[2]

Skill Competencies: Soft Skills (n=194)



Note: This is a multiple choice question- captures the n of aspirants selecting the option

The English module in the YTDC programme is able to cater to the aspiration and expectation of speaking and reading in english for the aspirants. The interactive pedagogy used in classes through demo, activities, etc. helps the aspirants retain and learn the skills in a improved manner. (Nallasopara,Worli,FGD). The programme is able to place aspirants in sectors such as CRS, F&B , retail where spoken english and professional communication is an imperative.

Access to learning spoken english also increases the employability of the aspirants as emphasised during FGDs. aspirants also highlighted that they are now able to also read english better and hence can access better information. This has led them to have improved aspirations of working in foreign countries and sectors such as tourism,F&B, etc.

"I joined YTDC as I knew you can get a job in the F&B industry and I was very interested in it. However, english is a very important language required in this sector. Now I am going to work here for sometime and then go for a cruise job as I know english now and I can travel anywhere. I will also take my sister along , she also just completed her course form YTDC. "

\- Student , Dharavi centre

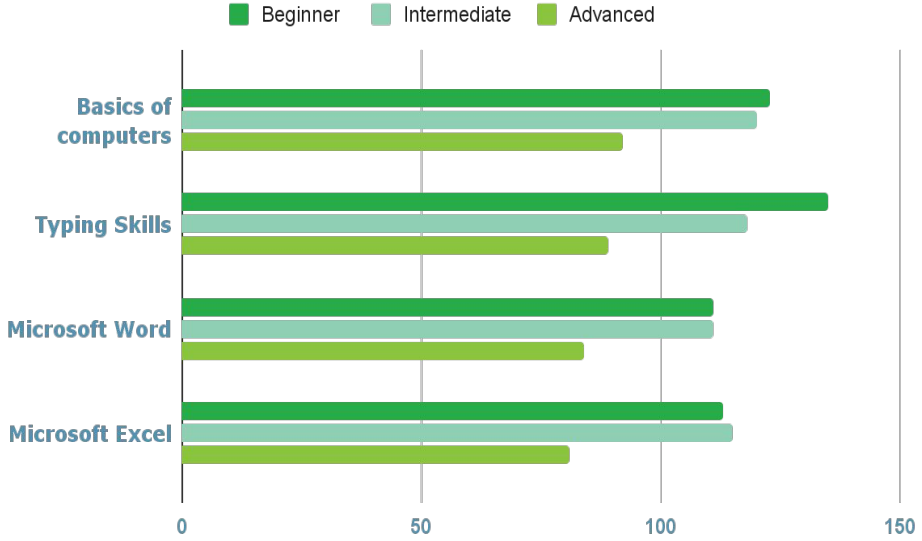
1: *Overview Of India's Evolving Skill Development Landscape.* (n.d.). www.britishcouncil.in.

2: *Reaching YES! Addressing the youth employment and skilling challenge.* (n.d.). generation unlimited.org.

42.52% of the aspirants are able to efficiently use Microsoft Office applications, enabling them to cope with the demands of an increasingly digital workforce

Employers increasingly place a premium on digital skills such as basic knowledge of computers, typing skills and ability to use Microsoft Office applications. According to PwC's 24th Annual Global CEO Survey (2021), 36% of the surveyed respondents aimed to focus on improving productivity through technology and automation. In addition, 63% of the world's youth ages 15 to 24 lack internet access at home that would enable them to learn and acquire the skills they need. [1]

Skill Competencies: Digital Skills (n=194)



Note: This is a multiple choice question- captures the n of aspirants selecting the option

Considering the background of an average YTDC aspirant, access to computers and digital media in their homes may not have been abundant which makes this component of skill training vital to increase the learning and competency of employable skills. Access to digital infrastructure and learning allows the aspirants to build employability skills, access information from different sources, and engage in self learning. Several aspirants including female aspirants mentioned that they are utilizing the digital infra and knowledge to learn skills such as editing, social media marketing, etc.

During qual interactions it was highlighted by the aspirants that updating the digital learning curriculum and providing them extra time of the computers can help the drastically improve their skills which according to them are important for gaining and retaining employment

We also want to learn coding along with this now, maybe as an additional course, because we read that coding and AI will be the new important skill.

\- Nallasopara students , FGD

1: Reaching YES! Addressing the youth employment and skilling challenge. (n.d.). Generation unlimited.org.

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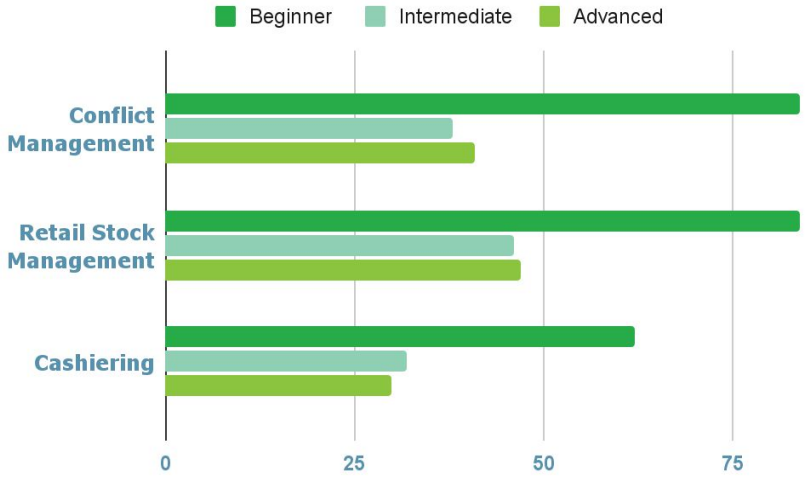
20.06% of the aspirants have developed advanced competencies in Customer Relations Services (CRS) which is a major placement sector for YTDC aspirants

India's economy has changed significantly in the last 20 years. The incredible growth of organised retail from 0.3 million to 17.6 million is very evident in India's rapidly changing cities. Further, It is estimated that organised retail and telecom services are 2 of the 22 key sectors that are high-growth and resource intensive. In order to support and increase current growth rates, the current Indian government has started initiatives to boost high value sectors, such as Make In India for manufacturing and high employment through Startup India, in recognition of the vital role of India's unorganised sector, which makes up 69 per cent of the economy.

Skill Competencies: Customer Relations Skills (n=194)



Note: This is a multiple choice question- captures the n of aspirants selecting the option

As seen previously, of the aspirants who had gotten placed and started working, 42.85% (39) secured employment within the Customer Relations and Call Centre industry. In addition, 15.38% (14) were placed in the Retail sector. This reflects the necessity of training the aspirants in skills that would help them interact with customers, at one level and handle the technical demands of these industries, on the other.

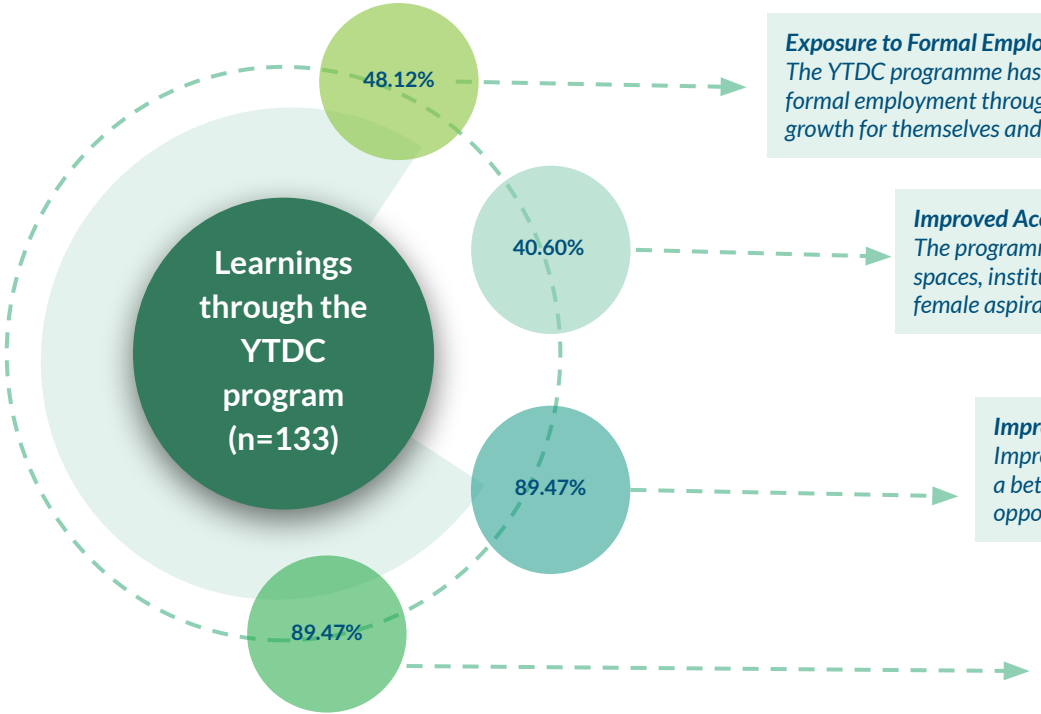
During the discussion at the worli centre with 17 aspirants, 11 of them wanted to be employed in the CRS sector. When further asked about what are skills needed for this , most students referred to the CRS curriculum and modules taught during the course. While the other students intended to work in different sectors they still felt that communication skills is one of the key learning. Around 13 of the 17 students also said that these skills have also penetrated in their personal communication and conflict management at home and has positively influenced their relationship with parents and siblings.

\- Worli Centre FGD

1: *Overview Of India's Evolving Skill Development Landscape.* (n.d.). www.britishcouncil.in.

89.47% of the recent graduates said that the programme helped them improve their confidence through the Skill Training

Exposure to YTDC has enabled the aspirants to gain learning beyond just skills as they come to observe a change in their personality and confidence. Their improved exposure, access and awareness has also helped them to have greater aspirations for growth and lifestyle.



Exposure to Formal Employment
The YTDC programme has exposed 48.12% (64) of the recent graduates to formal employment through placement, this has highly impacted positive growth for themselves and the household (FGD interactions)

Improved Access
The programme has helped 40.60% (54) to gain better access to spaces, institutions and knowledge. This has especially impacted the female aspirants (basis qualitative interactions)

Improved Confidence
Improved confidence has allowed 89%(119) of the aspirants to have a better self image, improve their social conduct and also gain better opportunities.

Improved Communication
89.47% (119) of the respondents said that the programme helped them improve their communication not only at work but also at home.

Note: This is a multiple choice question- captures the n of aspirants selecting the option

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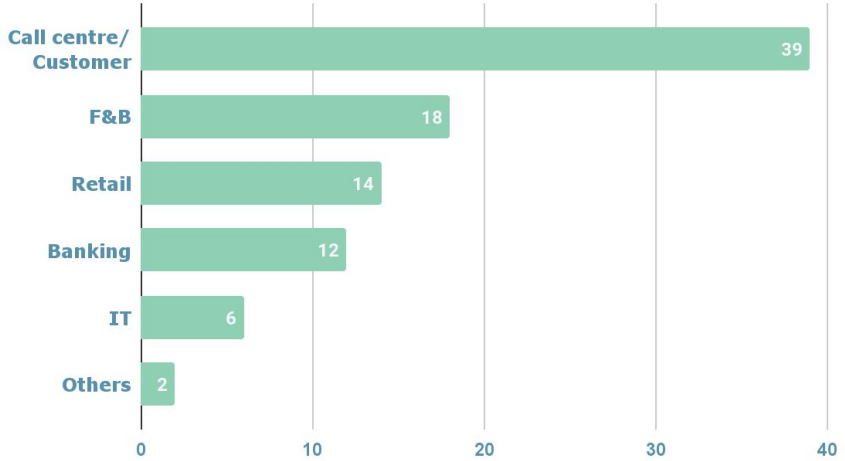
Of the 133 recent graduates, 71.1% were able to secure placement immediately after the completion of the programme

Placement Sector (n=91)



BF strives to support the aspirants that pass through the training programme to not only develop the technical industry specific skills but also to hone their communication, writing and speaking skills so as to not only acquire a placement but also retain it.

In order to enhance the aspirants' employability, BF supports students to increase their aptitude and industry specific skills through support for mock interviews, improving soft skills, improving communication, support in drafting a CV and refining writing skills so as to equip them with the requisite skills to ace the placement process. 77.22% (78/101) found the support to be 'very helpful.'

24% of the aspirants said that they did not receive any placement, some of the common reasons for the same are distance to workplace, unable to clear interviews.

The aspirants who received placement (71.1%) said that they had selected a few sectors of interest and treated those employers with priority while also gave some extra interviews to secure a backup option.

With respect to the aspirants who either did not receive the placements or received them but chose to forego of them, there were common reasonings which came forth during the qualitative interviews and FGDs. For the female aspirants, **relative mobility was the primary constraint.** Their job locations were often extremely far away from their residences. Moreover, a **dissonance between the salary quoted in the offer letters and the amount received in-hand** often felt incommensurate against the time spent commuting and on the shift. At a general level for male and female aspirants, **pursuing further education** was a deterrent. For some other aspirants, joining the small scale businesses was a more suitable option.

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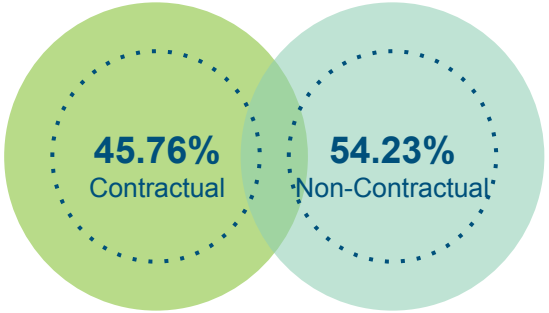
Of the aspirants placed after the programme, the average monthly income accrued by the aspirants was INR 13,750

Only 53% of the employed population in India have access to social security benefits, according to NSO, PLFS report FY21-22. Where as 66.10% of the aspirants who were placed and had started working received PF benefits and 52.54% received health securities. aspirants were ready to take a lower in hand salary and prefered getting PF benefits as it works as an emergency saving for them. As these aspirants lack a strong economic safety net, they consider these small but consistent saving as a long term investment.

We are the first ones in our house to even get a monthly salary, getting the PF and health benefit is a huge advantage. We can then use the cumulative amount when we have large expenses in the future such as house renovation, wedding, or any emergency.

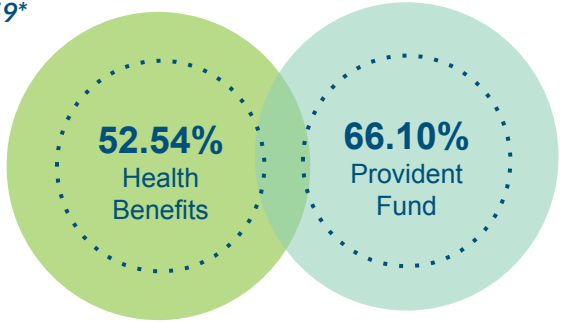
\- Recurring FGD quote

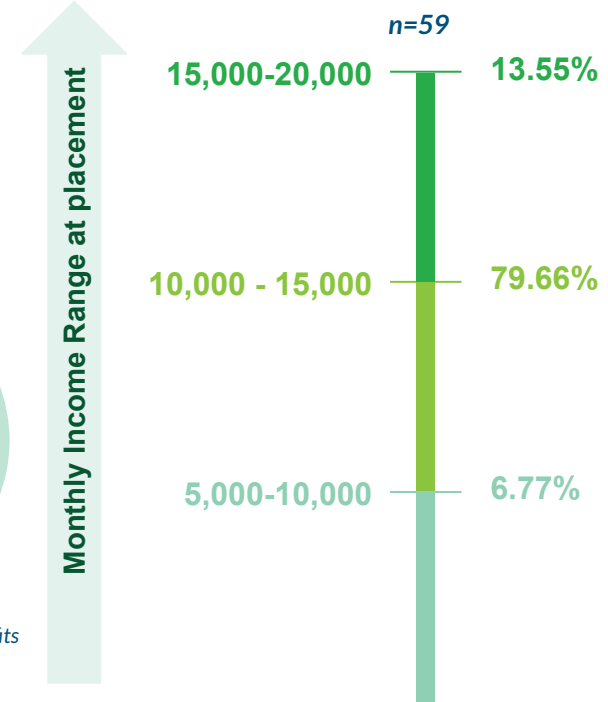
Nature of Employment at the jobs received by the aspirants



Social Security Benefits available to the aspirants.

*n=59**





*only 59 out of the 91 placed aspirants were able to comment on the nature of their employment as well as on the social security benefits they had received

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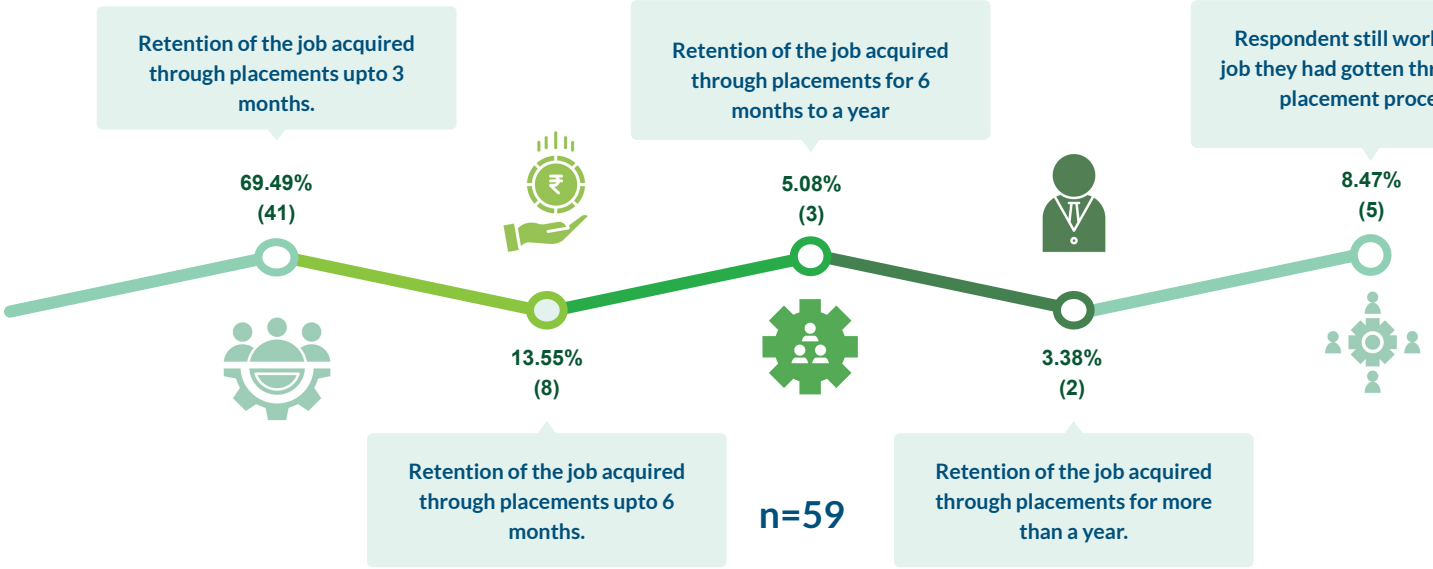
69.49% of the aspirants retained their job for only upto 3 months after receiving the placement

After the aspirants have secured the placement, BF attempts to follow up with them to ensure that they are able to settle in these jobs and also retain them.
Of the 59 aspirants who had started working and were surveyed, 64.49% (41) reported that they retained the jobs that they had acquired through the placement process for a period of upto 3 months.
In the course of the qualitative interactions with the aspirants, it was noted that some of the key reasons for leaving a job received through placement are distance, low in hand salary, lack of leaves, having to work overtime without commensurate pay, among others.
It is interesting to note here that of the 41 aspirants who were able to retain the jobs for only upto 3 months, 90.24% (37) continued to avail the post placement support. Of this number 32.43% continued to avail the support for more than 3 months. 46.34% (19) relied on this support in their subsequent job applications, while 85.36% (35) of the aspirants continued to engage with the monitoring checks initiated by the BF team.

"All 4 of us had to leave our job in 2 months, as the salary in hand was very less and we were expected to work overtime, it becomes difficult to manage it with studies. There should be inclusion of part time employment this will help us work and pursue higher education.

-Female aspirant FGD, Mulund



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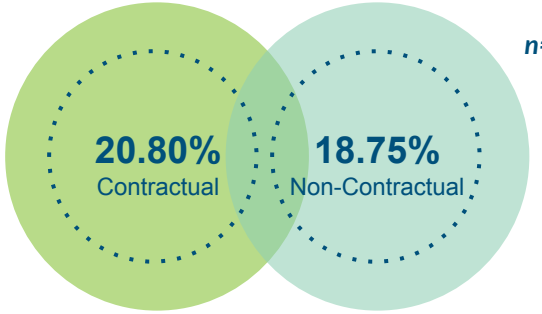
18.04% of the aspirants find it challenging to retain the income and social security benefits in subsequent jobs

Reduced social security benefits

When asked about their current employment status, 24 of the 133 aspirants reported that they were currently employed. 25% of these aspirants **reported receiving PF benefits** at their current jobs while **16.66%** said that they had **health securities**. This can be a function of the fact that on an average, **18.75%** of the aspirants landed jobs of an informal and non-contractual nature.

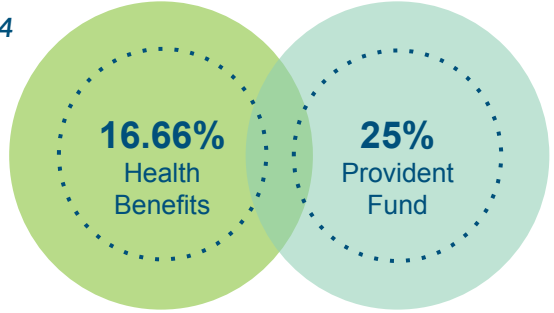
While the students are able to enter the formal sector through the YTDC placement , it becomes difficult for the aspirants to retain these jobs. When enquire further in the challenges to enter the job market the most common reason was lack of network. As the students do not have a strong network in the employed sector along with lack of experience in seeking jobs independently makes it hard for the aspirants to enter new workplaces. Several aspirants said training on this can help them in improving their job search skills.

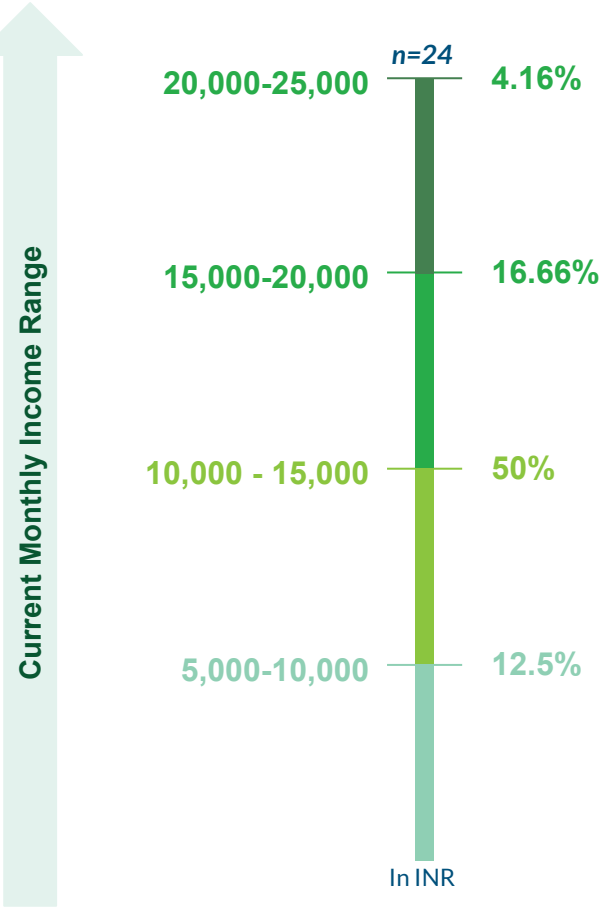
Nature of Employment at the jobs received by the aspirants



n=24

Social Security Benefits available to the aspirants.





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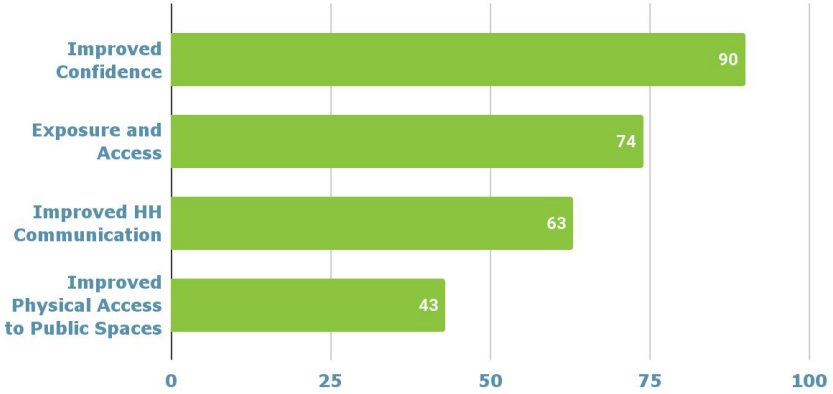
YTDC was able to facilitate 55.31% of the female aspirants to be the first female in their families to gain employable skills and formal employment

Skill building is an important component of asset development. For female aspirants, in particular, it is important that through the newly acquired skills they can foster their critical awareness and agency. This, in turn, will allow them to find their voice and increase their participation within household discussions and decision making processes.

Impact of the YTDC Programme on the Female Students (n=107)

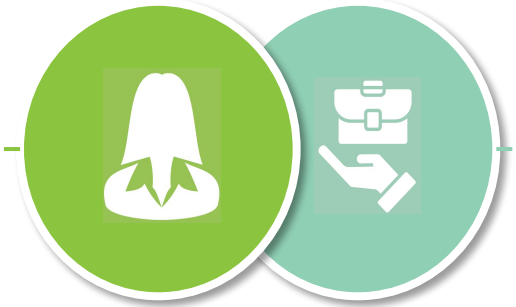


Note: This is a multiple choice question- captures the n of aspirants selecting the option

"I am able to go to banks and other places like markets on my own, my improved confidence and knowledge helped me to learn to travel. I am able to do a lot logistical and documentation of work that was usually only done by my father."

\- BF current aspirant, Worli

53.62% *(37) of the 69 female aspirants who were placed through the programme reported that they were the* ***first female in their family to gain formal employment.***



57% *(61) of the 107 female aspirants claimed that they were the* ***first female*** *in their family to be given* ***employability skills***

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Aside from the aspirants, the community-led nature of the YTDC Programme impacted their families in both direct and indirect ways

This section provides insight into different indicators of impact created through the YTDC programme for the 133 aspirants representing the recently graduated batch of 2022-23. The aspirants have self rated their perception of created impact and what are the indicators that describe the impact. The programme has created impact on various levels from the changes in the individual , household and the larger community.

DIRECT IMPACT

Improved Household Income

36% (48) aspirants reported Improvement in their household income

Improved Standard of Living

73% (97) aspirants reported Improvement in standard of living

Improved Financial Independence

43% (58) aspirants reported Improvement in standard of living

Improved Asset Ownership

26% (35) aspirants reported to contributing towards asset building post YTDC

INDIRECT IMPACT

Improved Decision Making Capacity

50% (66) aspirants said that their decision making participation and capacity has improved

Improved Access for Siblings

42% (56) aspirants feel their growth has positively impacted their siblings

Improved Status in the Community

43% (57) aspirants reported and improvement in the social status of their family

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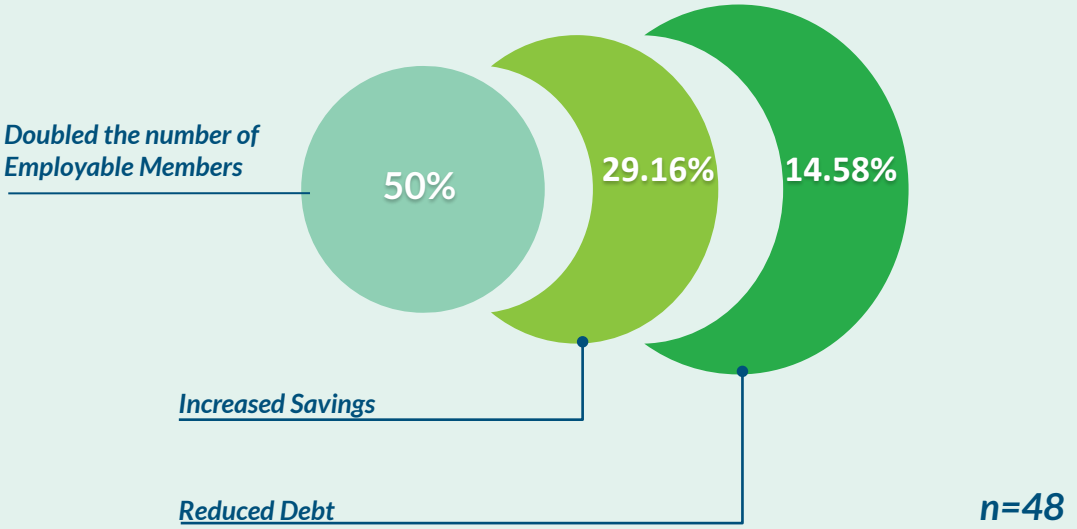
Of the 36% recent graduates who reported an improvement in their HH income; a majority of them stated that the programme increased savings and reduced debt

In terms of the impact that BF aims to bring about through the YTDC programme, increase in family income is a pivotal idea. Through this, they strive to impact the aspirant and their families' lives in indirect ways such as debt reduction, increased savings and increased in employable members. Of the 133 aspirants who recently graduated, 36% (48) claimed that the programme had helped them increase their household incomes. Doubling the number of earning members also strengthens the safety net for the household as there are two sources of income and hence the risk of sudden loss of HH income is reduced



"Previously I had to lend money from the savings group or neighbours every month of upto INR 3000 as my husband lost his job during pandemic the only source of income after that was daily wage work. Now that my son also works we don't need to rely on debt and we have better security of food and other essentials"

- *Mother, Dharavi*

Note: This is a multiple choice question- captures the n of aspirants selecting the option

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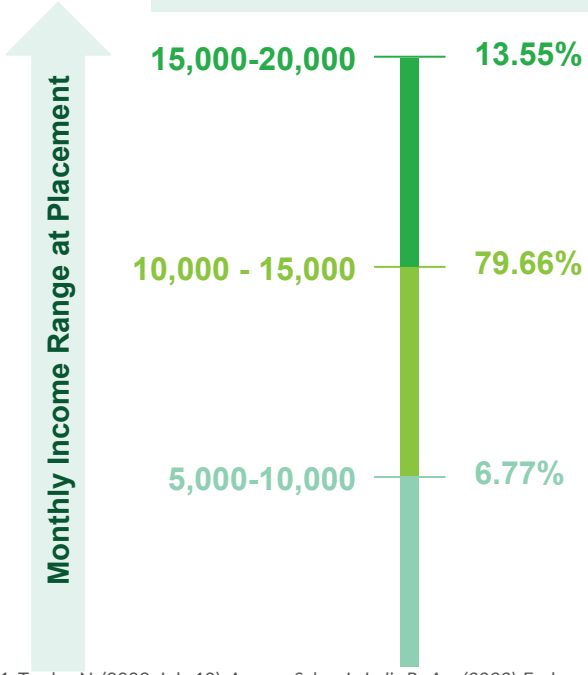
11.34% of the employed aspirants are able to contribute 80-100% of their income to their household, thereby alleviate the pressure from their parents

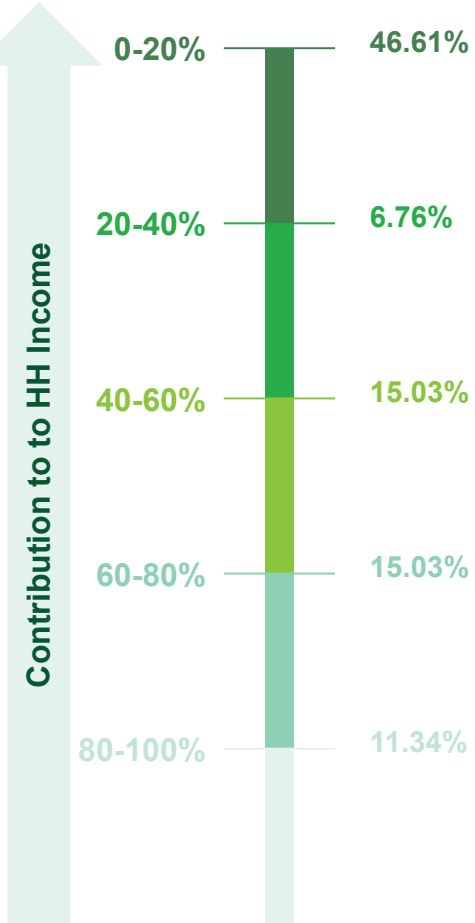
According to Mercer's survey on Cost of Living in cities all over the world, Mumbai ranks 145 out of the 190 cities surveyed. Even among Indian cities, Mumbai's cost of living can be very steep. Given the higher rent prices as well as higher costs of monthly requirements, it is estimated that an average family may need to spend anywhere between INR 40,000 to 60,000 to live in Mumbai.



92% of the YTDC aspirants earn significantly higher than the average monthly for their age group (under 24 years) is INR 5,900. [1] While this is double that of the average salary estimated for the age group, and a significant addition to the HH income the steep cost of living on Mumbai continues to affect the growth, savings and investment of the HH.

Taking into consideration the estimated monthly cost of living, the fact that 11.34% of the aspirants were able to contribute 80-100% of their incomes to their HH funds would mean a considerable infusion. The additionally infused income in the HH allows them to make savings, purchases and investments.

BFs YTDC programme is able to contribute not only to the socio economic growth of the aspirants, but also increase the potential opportunity for HH growth.



1: Tambe, N. (2023, July 10). *Average Salary In India By Age (2023)*. Forbes Advisor INDIA.

Every 3 out of 4 YTDC aspirants felt that the overall standard of living and asset ownership of their family had improved post course completion

According to the India briefing by Gallup, economic optimism in India is on the rise. In 2022, 57% felt that their living standards were getting better. Perceptions of the local economy are also improving. Last year, 59% of Indians felt their local economic conditions were getting better, rather than worse (33%). Across both measures -- living standards and economic conditions -- there has been a sharp drop in the proportion of Indians who feel things are staying the same.

Even though not all aspirants are employed, they still perceive that YTDC has impacted their standard of living in manner of improved awareness on health, hygiene, and provided an exposure to the HH member which also affected the perspective towards education and employment in the HH.

Improved Asset Ownership

26% (35) *of the 133 aspirants claimed that through their income, they were able to contribute to improving their family's asset ownership.*

Improved Standard of Living

73% (97) *of the 133 aspirants who acquired placements through BF said that it had helped them and their families improve their standard of living.*

Improved Financial Independence

43% (58) *of the 133 aspirants claimed that through their income, they were able to contribute to improving their family's asset ownership.*

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42.85% of the YTDC aspirants believe that the programme has helped to improve the socioeconomic status of the family in their community

Improving economic perceptions have been buttressed by rising faith in financial institutions, which hit 90% for the first time last year. India's economic growth has been defined by large shifts in the structure of the economy: away from low-productivity agriculture toward the expanding industrial and service sectors. Recent decades have also seen a growing aspirational consumer class, with household consumption accounting for the lion's share of India's GDP. But many economists have viewed the Indian economy through the lens of untapped potential. India's population accounts for over 17% of the world's population but produces only 7% of the world's economic output.

Improved Decision Making Capacity

50% (66) *of the 133 aspirants claimed that the programme had enabled them to improve their decision making capacity within the household. This number was almost equally divided between the female and male aspirants.*

Improved Access for siblings

42% (56) *of the 133 aspirants claimed that the programme had helped to improve access to resources for their siblings and other members of their families.*

Improved Status in the Community

43% (57) *of the 133 aspirants claimed that the programme had enabled them to positively elevate their family's status within their community.*

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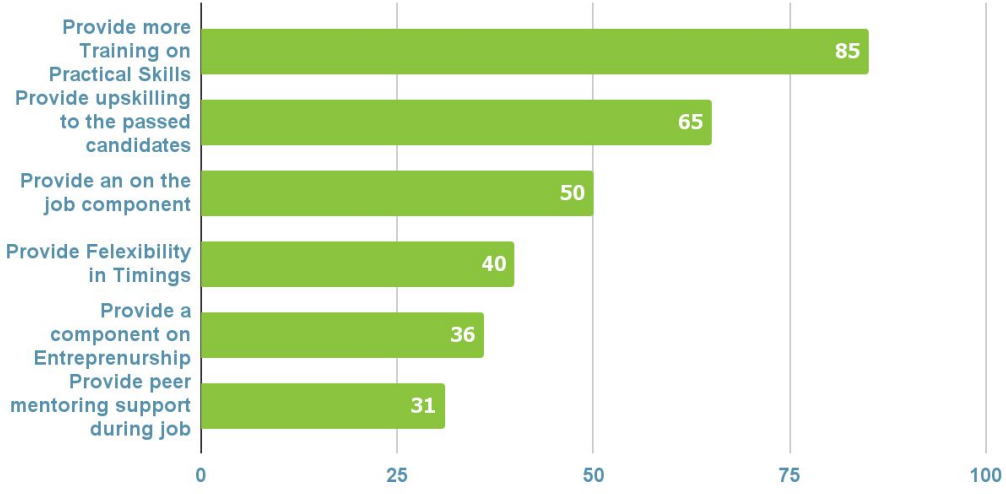
57.89% of the recent graduates said that their experience with the YTDC programme was 'excellent'

Recommendations for Additions to the YTDC Programme (n=133)



"I am doing a part time job in a bag karkhana, but the flexible timings of YTDC helped me manage both as I could not leave my job for the course. Now I am applying for formal employment. "

-current aspirant , Dharavi centre

"I was on the verge of addiction and I am just 18yrs old, but coming to YTDC I have a safe space where I am not judged and my energy is utilized productively, I have improved my personal health and my social skills."

-current aspirant , Dharavi centre

"We learn a lot of new skills in the centre and my self confidence has improved, but we also learn things like gender equality, social problems like addiction, health, etc. this has helped me develop my perspective and I do not sit on naka with my friends anymore to create nuisance"

-current aspirant , Nallasopara centre

Of the 133 aspirants who graduated from the batch of 2022-23, 57.89% reported that their overall experience with the programme was excellent. 35.33% of the aspirants rated their experience as good while 6.76% said they were satisfied.
It must be noted that while the aspirants had the option to choose the 'not satisfied' option, there were no responses against it.

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Parents look at YTDC as a space where their children are able to productively utilize their time and energy and stay away from vices in the community

" I am a househelp in Wadala and my children are alone at home without supervision, in our communities there are several social evils and its easy to lose your path in such conditions. But because of YTDC my child has a space for learning and utilizes his time effectively."

- aspirants' Mother , Worli centre

"I can visibly see improvement in his personality, conduct and behaviour even at home. He is setting a good example for his siblings. I will be sending my daughter as well to the centre next year when she turns 18 years old."

- aspirants' *Father, Govandi centre*

" My husband is a single earning member in the house with 6 members, out of which 4 are children, their educational expenses includes a large part of his income. It is difficult for us to support higher education for my son, but I was able to enroll him to YTDC as there is minimal fees. Now he is received placement and is saving for his higher education."

- aspirants' Father, Dharavi centre

" I am a graduate and was always interested in education and earning but I could not pursue it due to personal and social limitation, however I have sent my daughter here to YTDC, I was able to convince my husband for enrollment because the centre was in the community. Now she can travel alone to different parts of the city and is also going to seek employment soon."

- aspirants' Mother , Dharavi centre

" The bhaiya (social worker) is very helpful, after my sons enrollment here I keep coming to the centre if I need any advice on the education of my other children. It is very nice to see that our children also have access to a well organized and equipped learning space."

- aspirants' Father, Govandi centre

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2.2. Alumni (FY 2019-2022)

A comparison between the direct and indirect forms of impact seen as the consequences of the YTDC Programme

Indirect and Direct Impact:

For the purposes of this assessment, the Sattva team envisaged the impact of the YTDC programme as manifesting in direct and indirect ways.

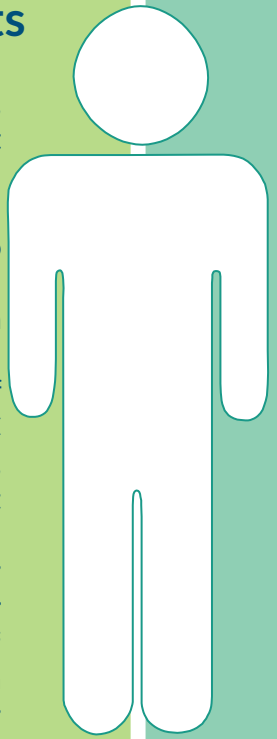
Direct forms of impact were understood to also be synonymous with the short term and occurring at a more individual level.

For indirect forms, the medium and long term ramifications of the programme were in sharper relief. Here, the impact that extended to the family and community level were far clearer.

Current Aspirants

With respect to current aspirants, the impact is measured as short term changes.

In this sense, it is easier to measure the changes that have been brought about at an individual level. At the same time, given the broad based nature of the impact that the YTDC programme aims to bring about, the aspirants were able to report that the YTDC helped them improve the standard of living for their family as well as for themselves. For instance, 73% of the aspirants reported an improvement in theirs and their family's standard of living.



Alumni

In the case of the alumni, the medium and long term impact is far more apparent.

This is best seen in the case of asset ownership - when it is said that the programme helped them improve their standard of living, it can be extrapolated through the figures for asset ownership. We have far more apparent figures for how the community upliftment that the programme aims to bring about one can be seen in concrete, tangible ways.

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Profile of graduated aspirants over 2019 - 2022

229
Alumni from 2019-2022

Aspirant Disaggregation

2019-2020	2020-21	2021-22
29%	**23%**	**48%**

Gender Disaggregation

46%
female respondents

54%
male respondents

Social Composition

63%
respondents identified as belonging to the general category

18%
respondents said that they belong to a Scheduled Caste

16%
respondents came from Other Backward Classes

3%
respondents checked the 'other' option

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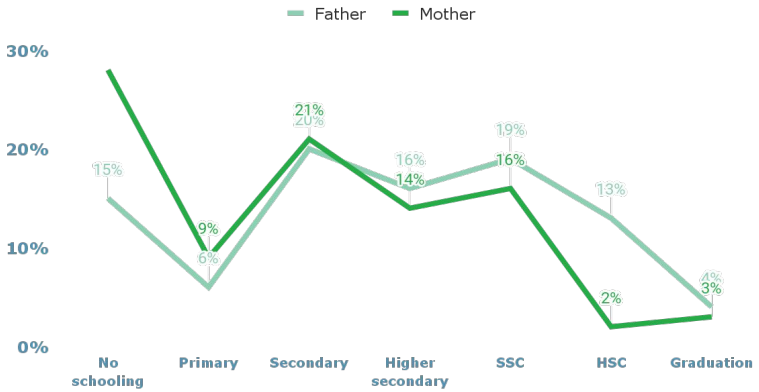
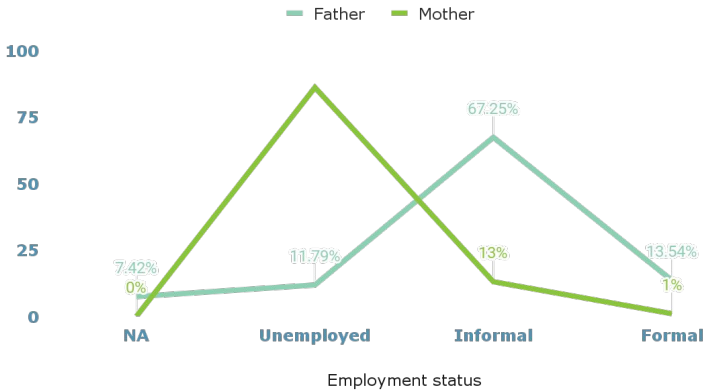
BF has been successfully providing opportunity for 82% aspirants coming from households with lower level of educational and employment opportunities

Parents education (n=229)



Parents Employment (n=229)



11.79% of the aspirants are **first generation learners** and come from households (27 HH) where both parents have not received any formal education.

Education of the parents highly influence the interest in education in the household. In the course of qualitative interactions, 50% (6/12) of parents who lacked formal education expressed high aspirations for their children's education and formal employment.

An average Indian household spends ₹18,000-25,000 annually on tertiary education for 1 child for a household.[1]

Only 9.61% (22 out of 229 HH) of the aspirants came from households with both working parents. Both parents from 20 out of these 22 HH, earned income through informal sources of livelihood.

The primary means of employment includes various informal occupations such as daily wage labour, operating small shops and businesses, working in small-scale production factories, and engaging in construction work, among others

During IDIs 3 mothers said that they were very interested in studying but had to drop out of school. However, mothers continue to see the value in education an important factor for growth and encourage heir children to learn better

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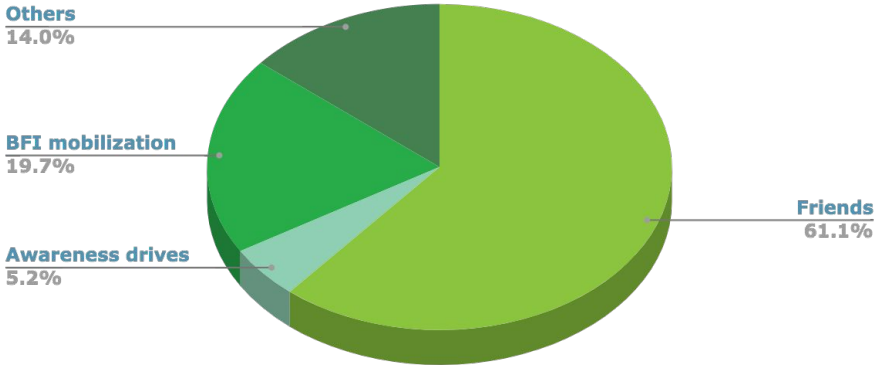
YTDC alumni network and the mobilisation drives are the biggest catalysts of enrollment in the programme

BFI awareness source (n=229)



Given that the YTDC centre are located closer to the community. Over 61% alumni became aware about the YTDC course due to their friend who are currently studying or had completed the course from YTDC Training centre.

Parents also enrolled their children as they learnt about YTDC from friends or acquaintances. (Parents IDI)

Further in qualitative discussions alumni highlighted that acquiring a stable paying job was the biggest motivator for enrollment.

86% of the aspirants **received Pre- enrollment counselling,** which provided details on the nature of the programme, opportunities, etc.

Community level mobilization : 14% of the aspirants learnt about BF and YTDC through other sources, these majorly include parents awareness about the programme through the mobilization drives or other sources in the community.

BF and YTDC Drives: Among the surveyed aspirant 19.7% fo the aspirants enrolled due to the mobilization drives and campaign conducted by the YTDC team in the community.

Collaborative effort: During the community visits and qualitative interactions with the social worker at the centre, it became evident that the BF team images in a collaborative mobilization efforts with several on ground partners working in different areas such as Education to ensure effective representation and reach to all the aspirants in the community.

" I have referred a few girls to YTDC who were being pressured for marriage. Those girls have now completed the course and brining stable income into the HH. These girls are also motivating others young girls in the community to pursue education and employment"

\- Programme coordinator, Apnalaya, Govandi

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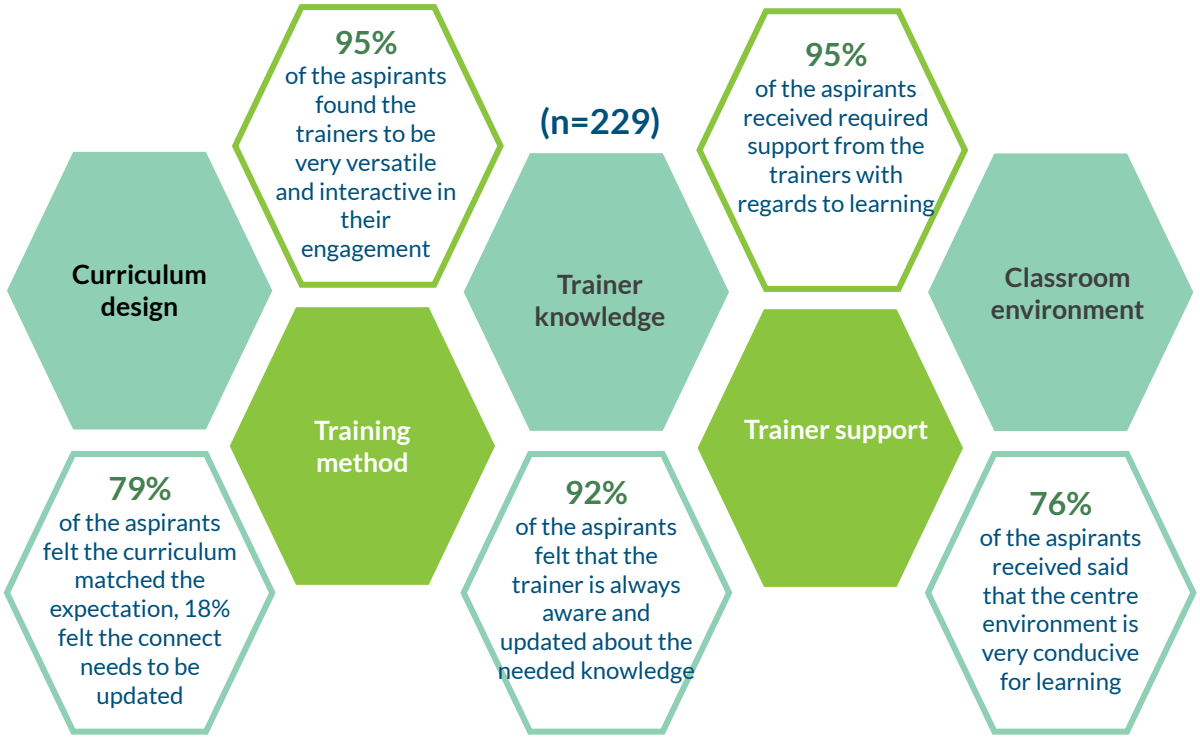
The YTDC curriculum matched the needs of the 79% of the aspirants and over 92% of the aspirants had a very effective learning experience

In order to understand the experience that an average aspirant had in terms of the training support, Sattva attempted to gain an insight into this experience against the following parameters:

- Experience of the Training - to gauge the relevance of the curriculum and training methods used for the aspirants
- Trainer Knowledge - to understand the depth of the training provided across all modules
- Trainer Support - to understand if the aspirants felt that the support provided to them was helpful on most occasions
- Classroom Environment - to understand if the aspirants were able to participate and learn effectively within the classrooms

Around 35% of the aspirants mentioned during qualitative interactions that attempting to increase the student computer ratio from, 1:7 to 1:4 would help them in developing better skills such as designing, editing, etc.



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YTDC centre is the only place to access computers for over 80% of the aspirants, and 91% felt the centre infrastructure was important for learning

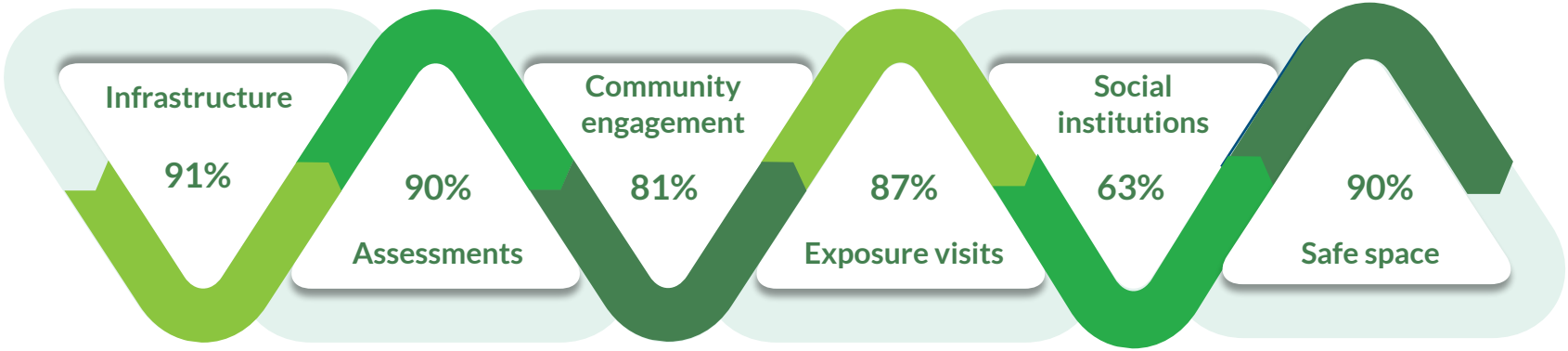
During the survey, the aspirants were asked to rate their experience and feedback on components that played an important role in facilitating effective learning. These included centre infrastructure, feedback in assessment process and aspirants participation in other aspects of YTDC such as community engagement, social institution visit,etc.

Observation from our interactions highlighted that the aspirants perceived the YTDC centre space beyond just a classroom. aspirants associated the centre with mentoring, an exposure and a safe space for growth, and for the women aspirants, the centre was a space to meet new people and make friends.

aspirants felt that the assessment process was well designed to assess their knowledge

aspirant who participated in exposure visits, mentioned it helped them gain better understanding of classroom learnings

aspirant said during qual interaction tha YTDC is a safe space, especially the women aspirants said this was their only safe space apart from home



aspirants feel that the centres are well acquiped and that there is equal access for most resources.

aspirants participated in community events, 70% aspirants felt they have become aware of their community post YTDC

aspirants visited social institutions such as ward office, police station and hospitals. These visits helped few (15%) to utilize services better as found during FGDs

(n=229)

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63% of the aspirants approached YTDC team for another placement after course completion as post placement support

34.5% aspirants (35/99) **received regular check in and mentoring support** during their transition from YTDC to employment. During qualitative discussions aspirants highlighted that the areas where they approached the YTDC team (trainer and social worker) for support post training were: Time management, official communication, or any other challenges faced during the new job.

32 aspirants approached YTDC especially seeking support to gain employment after they had left/lost their previous employment received through YTDC, as they find it difficult to hunt for jobs independently and require support.

63% of the aspirants received post placement support for 3 months, these check ins were in calls and meetings in some rare occasions where aspirants needed personalised support.

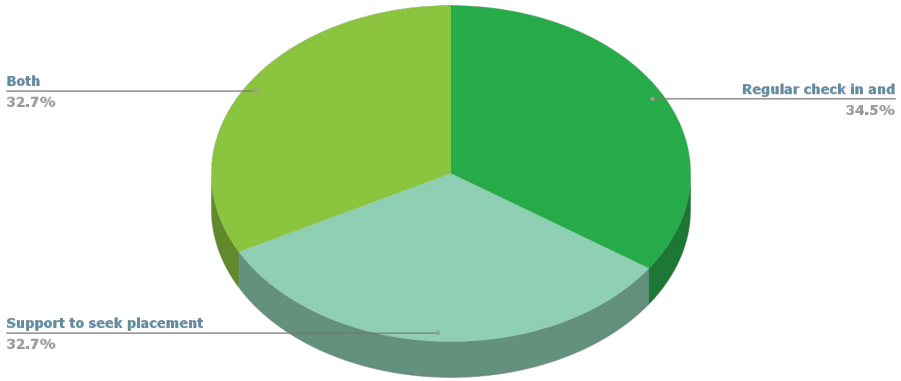
12% aspirants received post placement support upto 6 months while the remaining 25% said that they received continuous support and follow up from the YTDC team for upto 1 year.

aspirants perceive the YTDC centre as a space where they can always reach out for support even after the post placement duration. Many aspirants mentioned that they would like to be a part of occasional engagements or an alumni network if a regular platform is created.

"When I was facing problems with regards to timings and management in my first job, I reached out to both the didi (social worker and trainer) for support. They helped me articulate and communicate my problem at workplace. This helped me a lot in acquainting myself to the new working space.

- YTDC aspirant, Mulund

Post Placement Support (n=99)



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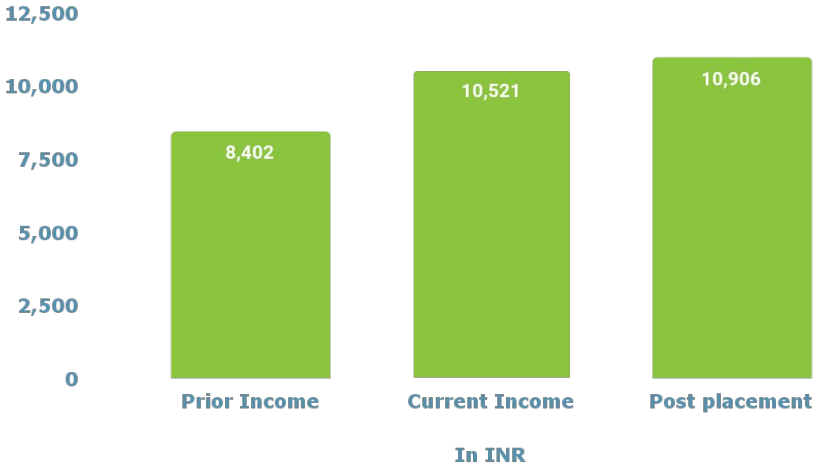
YTDC skill training and facilitated employment has exponentially increased the average monthly income of aspirants within a year

Cohort - Average Monthly income (n=229)



"I used to work as a labor for loading work in small karanas and earned nearly INR 170 every day for 6 hours of work till last month. There was also lack of respect and dignity in that job. I have just now received employment with a monthly salary of INR 13000/-."

-Recent graduate , Dharavi centre

In order to understand the income growth trend a cohort average was calculated. This included all aspirants irrespective of their employment status.

There has been **a growth in the earning capacities of the cohort,** there is an increase of INR 2,506 (30%) of the previous income in a span of 6-8 months.

While there is a negative average in the current income compared to the post placement income, **there is an internal growth in the range of earning** in the current employment.

Apart from income there has been a **clear transition from an informal job to formal jobs** for almost half of the cohort. aspirants who previously worked in jari factories, bag manufacturing, daily wage labor and other menial jobs are now employed in a comparatively more structured employment with a certainty of income.

Gaining **access to social security benefits** has been another major change in the nature of employment.

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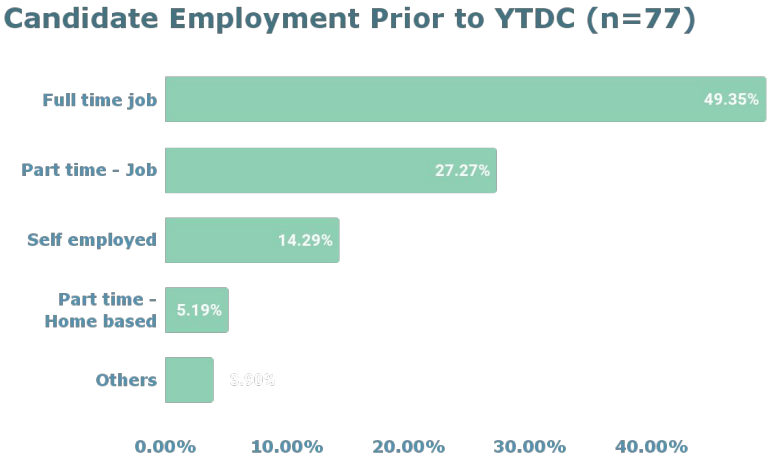
34% of the aspirants had prior sources of income generation that earned them an average monthly income of INR 8,513

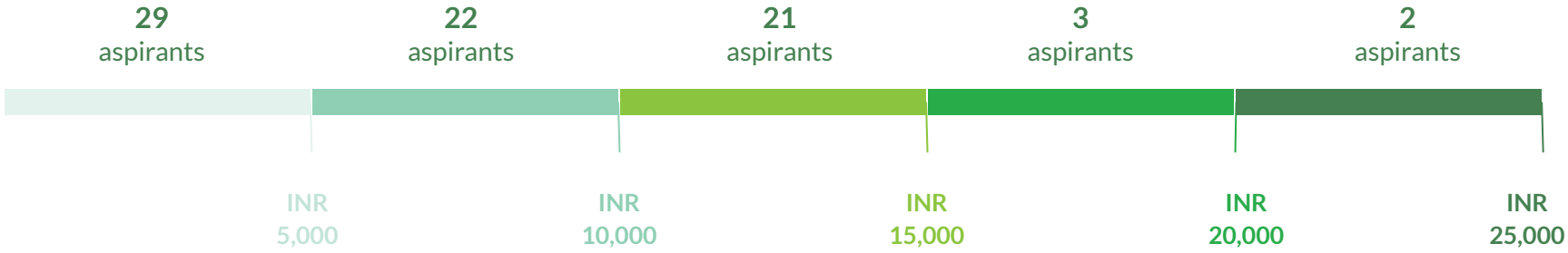
77 out of 229 aspirants, 34% had prior sources of income generation, these aspirants opted for the YTDC programme in order to gain formal skills for a steady employment.

66.23% of the aspirants working prior to YTDC earned less than INR 10,000/- in a month. 31 % aspirant earned between INR 10,000 to INR 20,000. Only 2 aspirants earned more than INR 20,000. These individuals worked to support their existing family business.

Among the aspirants who worked prior to YTDC 41% (32/77) were female and 58% (45/77) were male.

62% of the aspirants (48/77) worked in informal jobs such as loading unloading, daily wage work, garment factories, etc. While the 38% (29/77) with formal sources of employment had entry level jobs at small offices and once engaged in self employment did gig work, gaming, etc.





aspirants prior income details (n=77)

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51% of the aspirants able to secure employment through YTDC placement support with an average monthly income of INR 10,906

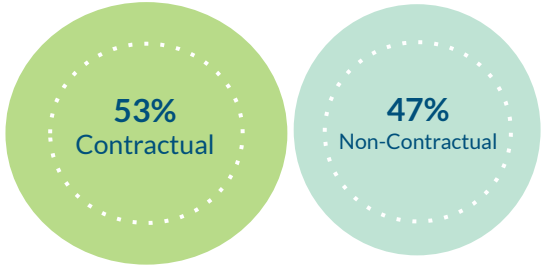
60% that is 138 out of 229 aspirants responded to availing the placement support provided by the YTDC team. Around 30% stated that they could not avail the placement due to several pandemic related challenges. Continuation of education, marriage and joining family business are some of the other common reasons.

84% of the aspirants who availed placement support (116/138) **were able to secure employment** through the placement process. 35% gained employment in the customer and service relation sector , while 12% secured a job in the banking sector. Majority of the aspirants are able to gain entry level employment.

83% of the aspirants said they were satisfied with the employment received through YTDC placement. However, 50% of the 116 (58) aspirants were able to retain their jobs only for 3 months, another 20% (23/116) lef the job post 6 months of employment. 10% of the respondents (12/116) are still employed at the same job which was secured through YTDC placement.

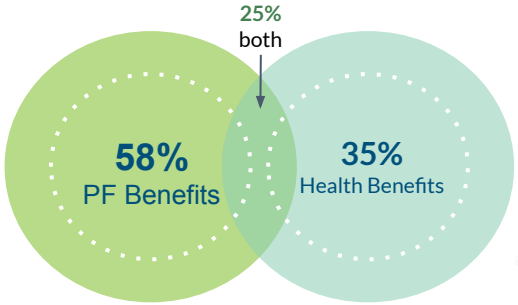
While aspirants were able to secure employment through placement , **social security benefits** received along with the job were recorded to be low by the aspirants. Only 58% of the aspirants received PF benefits and 35% received health benefits which were minimal and did not cover the family members as per qual interactions.

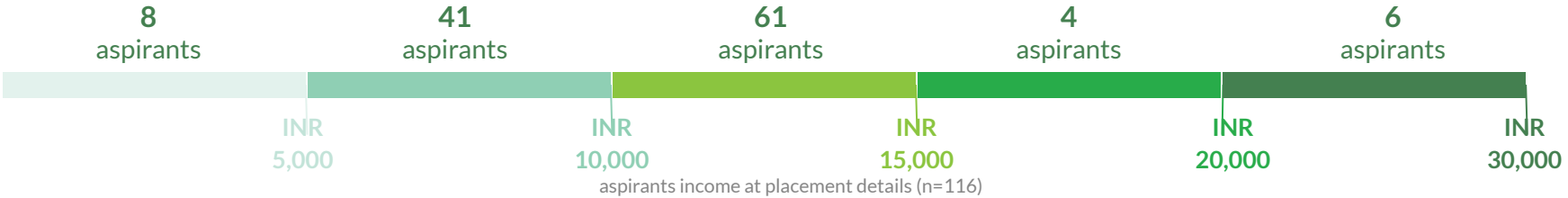
Nature of Employment at the jobs received by the aspirants



n=116

Social Security Benefits available to the aspirants.





aspirants income at placement details (n=116)

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61% of the YTDC alumni were employed during the assessment and were able to generate a an average monthly income of INR 14,253

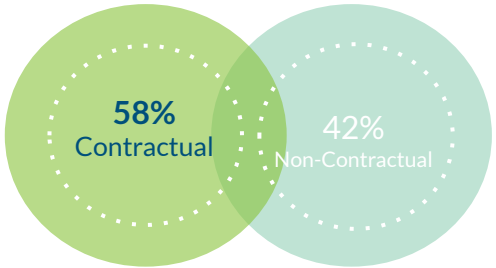
140 out of 229 aspirants are currently employed. 89 aspirants were unemployed, some of the reasons provided for current unemployment were pandemic related job loss, joining family business and unable to seek employment in the formal sector.

56% of the aspirants (78/140) are currently employed in the formal sector out of which only 45 (45/78) had contractual formal jobs while others worked in a formal set up without contracts. 44% of the aspirants (62/140) were employed in the informal sector which did not include any job or social security benefits. Examples of such work tended to include employment as office boys, gig based work with online service delivery platforms and other errand based jobs that did not usually involve any income security.

Employment rate among aspirants has increased from 51% to 61% from time of placements. Employment among male aspirants increased by 14% from 52% (64/123) employment at placement and 66% (82/123) in current employment. Even the women employment increased by 5% from 49%(52/106) employment at placement and 54% (58/106) current employment.

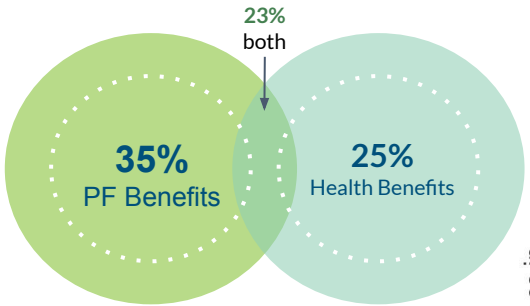
While there is a positive growth in the number of women employed from placement to current employment, **there is a steep economic divide in the average monthly salary** of male aspirants INR 16,439/- , the current average monthly income generated by as per female aspirants is INR 11,163/- . Women aspirants are unable to seek a steady growth due to restriction on time and other HH chores and responsibilities.

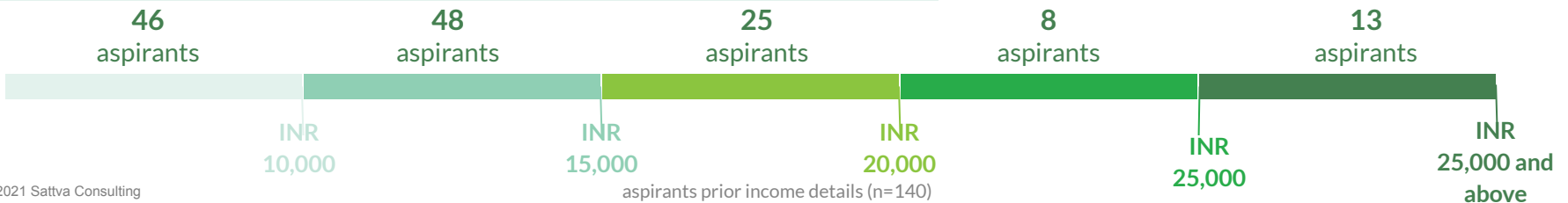
Nature of Employment at the jobs received by the aspirants



n=140

Social Security Benefits available to the aspirants.





aspirants prior income details (n=140)

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Today, nearly one in four girls aged 15–19 years is neither employed nor in education or training [1]

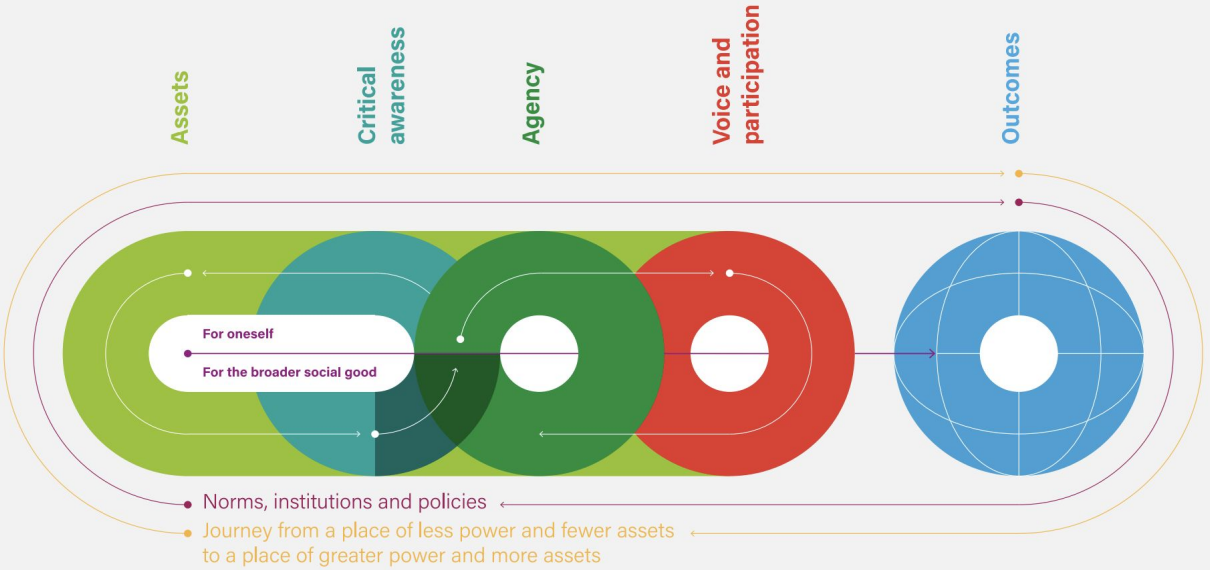
Based on UNICEF's Framework for Empowerment, youth and young adulthood is a time when gender roles challenged and/or transformed.

This is also an important time to emphasize gender equality principles and equal expectations of abilities and performance for girls, boys and diverse identities. When viewed like this, empowerment can help break cycles of deprivation, ensuring healthy and productive families, communities, and societies -- safeguarding the future and wellbeing of the next adult population.

This framework is based on the understanding that adolescence is a personal journey during which an adolescent (age 10-19), through increased assets and critical awareness develops a clear and evolving understanding of themselves, their rights and opportunities in the world around them, and through increased agency, and voice and participation, have the power to make personal and public choices for the improvement of their lives and their world.

While this framework was not included in the design of the study, we have attempted to understand the impact experienced by the female aspirants on the basis on this. The framework provided an inclusion of individual and larger change while also capturing various components contributing to the growth.

A Framework for Empowerment



A Framework for Empowerment represents the dynamic and interconnected nature of the four components of empowerment – **assets, critical awareness, agency and voice and participation** – that taken together enhance adolescents' abilities to make informed choices and negotiate a safe transition to adulthood.

1: Adolescent Empowerment. (n.d.). unicef.org

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73% female aspirants who gained employment through YTDC are first time working women in their households

A report by McKinsey Global Institute has estimated that just by offering equal opportunities to women, India could add US$ 770 billion to its GDP by 2025. Yet, the present contribution of women to the GDP remains at 18%. Women's economic empowerment and gender equality can be achieved by extending women's opportunities for work that is productive and delivers a fair income (UNwomen). Providing employment opportunity to women provides women with opportunity to choices and agency to lead in improved quality of life..

While all women who enrolled and completed the YTDC course experienced changes at different level **only 54% of the female aspirants are currently employed.**

There is an **income gap of 32%** of INR 5,276 in the average monthly income compared to the male counterpart.

Some of the common **reasons for unemployment** shared by female aspirants are loss of job due to pandemic, distance to place of employment, marriage and household work.

However, all female aspirants **contributed to the HH** by taking tuitions and remedial with their younger siblings and doing HH chores as shared during qual interactions.

Impact catalysed by income generation

Improved exposure and awareness	75%
Improved mobility	42%
Improved self confidence	75%
Improved decision making ability	48%
Improved personal hygiene	30%
Improved risk taking ability	39%
Able to create safe spaces for self	37%
Improved opportunity for younger siblings	31%

(n=106)

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43% female aspirants reported to participate equally in all relevant and important household decisions

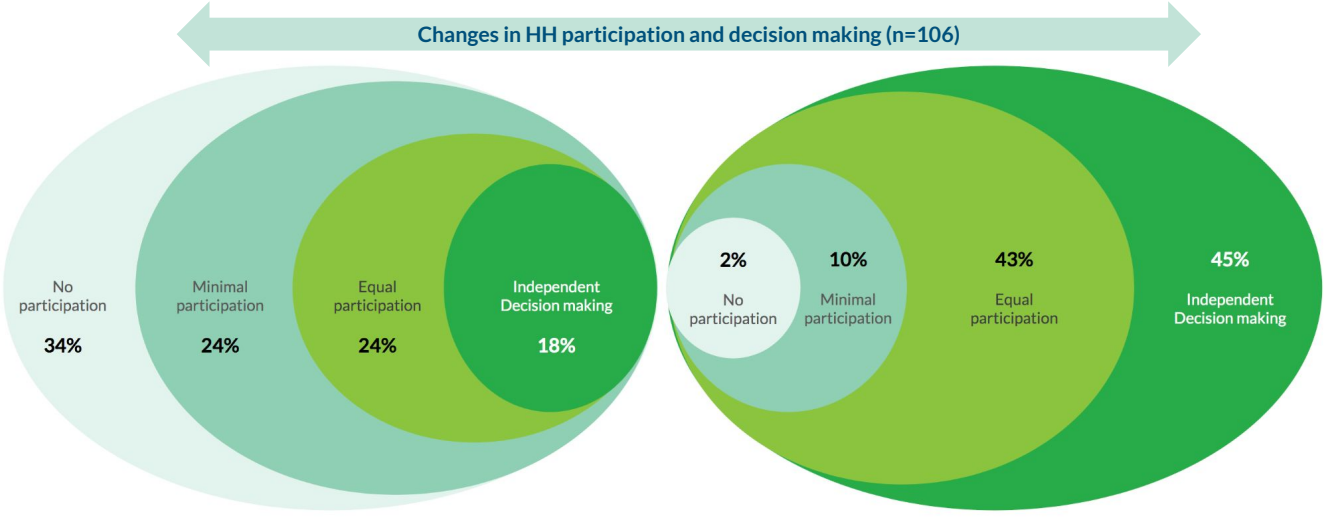
According to 94% female aspirants their bargaining capacity at home significantly improved in the household. Basis survey response and probe during the qualitative engagements (IDI and FGD) some of the most common areas in which they could participate strongly and bargain for their choices were:

India, like many other nations, has grappled with deeply rooted gender disparities. Encouraging and facilitating women's active involvement in determining matters that directly affect their lives and those of their families is pivotal for fostering gender equality, This engagement enables women to play a central role in managing household finances, ensuring efficient economic decisions, and prioritizing family well-being, especially in terms of healthcare, education, and nutrition. The empowerment that arises from women's participation in decision-making extends far beyond the home, leading to their leadership in community development, advocacy for rights, and contribution to broader social change.

Marriage : aspirants said they were able to now delay the marriage timeline given by parents for a few years, female aspirants see importance in creating their own savings and gaining certain desired level of financial security prior to marriage. Several aspirants (20/25) said that post YTDC their expectations from their future partner has evolved and they aspire an equal marriage with shared chores and responsibilities.

Employment : Some women are able to retain jobs which have timings and distance which would be otherwise unacceptable to the family. aspirants possessed a certain level of confidence due to the economic contribution to the HH and hence expect better participation in their decisions.

Sibling education and marriage: aspirants are also able to contribute to decisions related to education, employment of their younger siblings and aspire to provide them with better higher education opportunities.



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The YTDC programme has significantly impacted our mobility to public spaces independently, according to 42% female aspirants

Several women expressed the qualitative impact experienced beyond income and employment due to the YTDC programme. Some of the common themes highlighted by most women aspirants were mobility, improved aspirations, improved confidence and improved position in the HH. Below are some of the quotes by the female aspirants recorded during qual interaction and through survey comments.

" My aspiration of a partner, husband has drastically changed after joining YTDC. Through my course duration and the training received I have gained awareness and exposure and now I would like to continue working after marriage unlike prior to YTDC."

- Female aspirant, Nallasopara

"Even if I am earning less money INR 4,500 per month, I am working in a hospital as a clinic assistant and the YTDC programme has given me the confidence to learn and perform. Working closer to home allows me to tutor my younger siblings and support in HH chores."

-Female aspirant,Mulund

" I am the first working women at home I am very happy to be able to contribute to my HH it makes me feel like an equal. Apart from employment I was able to improve my personal relationship with my parents post enrollment at YTDC where I learnt soft skills like problem solving and communication. These skills help me to present my opinion even today."

-Female aspirant, Nallasopara

"I took the public transport (local trains) for the first time after enrollment in YTDC. As I have learnt to use train my mobility has drastically increased as expenses on travel us so less, my parent also allow me to travel far as it is an economic option and I have developed the confidence to travel."

-Female aspirant, Govandi

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The YTDC Programme impacts the aspirants and their families in both direct and indirect ways

This section provides insight into different indicators of impact created through the YTDC programme from FY 2019-2022 (n=229) . The aspirants have self rated their perception of created impact and what are the indicators that describe the impact. The programme has created impact on various levels from the changes in the individual , household and the larger community.

DIRECT IMPACT

Improved Household Income

40% (92) aspirants reported Improvement in their household income

Improved Standard of Living

57% (131) aspirants reported Improvement in standard of living

Improved Financial Independence

55% (126) aspirants reported Improvement in standard of living

Improved Asset Ownership

27% (63) aspirants reported to contributing towards asset building post YTDC

INDIRECT IMPACT

Improved Decision Making Capacity

42% (95) aspirants said that their decision making participation and capacity has improved

Improved Access for Siblings

35% (81) aspirants feel their growth has positively impacted their siblings

Improved Status in the Community

38% (86) aspirants reported and improvement in the social status of their family

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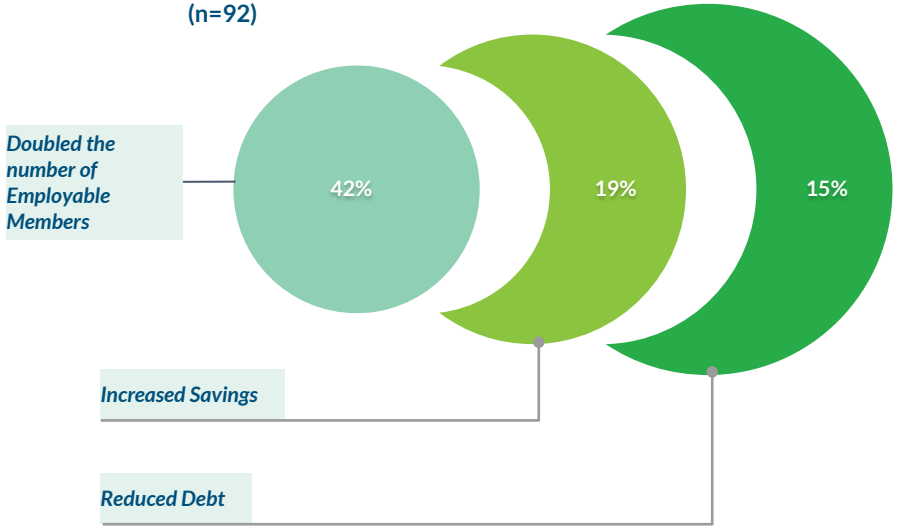
Income security improved for 42% HH, by doubling the number of earning members in the family

Improved Household Income
Provides insight on the improvement in Income at HH level. It further captures aspirants perception of the area of improvement leading to better financial health of the family.

40% (92) aspirants reported Improvement in standard of living

36 56

Household Improvement (n=92)



Note: This is a multiple choice question- captures the % of aspirants selecting the option

As highlighted above around 75% of the aspirants came from households with single earning member. 42% of the aspirants (39/92) said that the employment secured post YTDC has helped in doubling the source of income in the household. This improves the household financial security as expressed by the parent in qualitative interactions.

19% aspirants are making small amount of monthly savings , 15% of the aspirants who responded that their income has lead to reduced debt. The nature of these debts were largely debts taken by family for several reasons such as business set up, health emergency, etc.

This has also increased the risk taking ability in the parents , especially the one engaged in self employment.

" I was able to buy a two wheeler on EMI, after my son got a job. Now I can take more electric work as I have better mobility,"
- Father, Electrician, Govandi

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Every second YTDC aspirant is able to contribute towards improving the standard of living for their household

Improved Standard of Living
Refers to the changes that the aspirants has experienced in he daily living that has improved the quality of different aspects such as nutrition, hygiene, etc. .

57% (131) aspirants reported Improvement in standard of living

58

73

While there has been a evident economic change with income in the HH of the aspirants, there are several areas which the aspirants perceive to impact through their income.

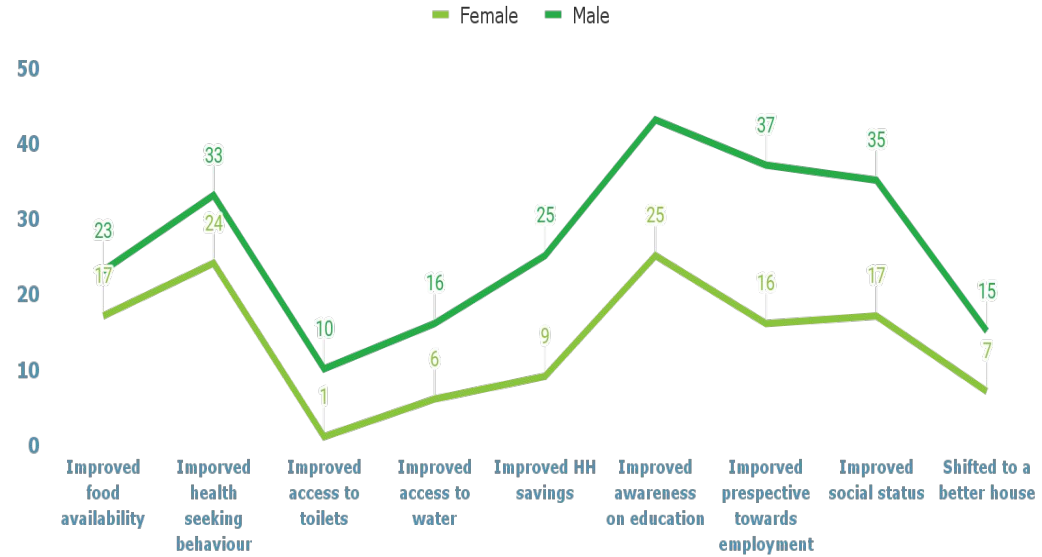
17% aspirants were able to support their family to shift to a rented house with improved infrastructure.

30% aspirants (40/131) aspirants felt that the availability of food, quantity and quality has improved due to the increased income. 43% HH have improved their health seeking behaviour based on aspirant response.

26% aspirants (33/131) were able to improve the WaSH situation for the HH . With 11 aspirants building HH toilets and 22 aspirants supporting in installing a HH water tap connection.

During qualitative interaction with parents many mothers highlighted that they are able to save time allocated for fetching water and provide them with time that is utilized for teaching younger children, learning tailoring, etc.

Improvement in standard of living (n=131)



Note: This is a multiple choice question- captures the % of aspirants selecting the option

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Majority of the families doubled their source of income after YTDC training and several secured formal employment, which increased their risk taking ability

Households transition from one to two earning members: Parents found it important to support skill training, employment and further education of the aspirants despite the challenges as they believed it would pave a clear path to sustainable employment and a steady source of income for the household, as highlighted in qualitative interviews with parents.

Improved access to resources: Parents were able to access and utilize multiple resources, previously unavailable to them as a result of their child's employment in the formal sector. They were able to access banking services and take loans for purchasing small assets for the household,small businesses, etc.

Reduced burden of education expenses of younger children: Parents were persistent on investing in education of their children, especially elder children as they perceive it to be a way to reduce burden of economic expenses of educating their younger children.

Improved social status: Completing skill training and gaining a stable job (formal according to parents) education is a huge achievement for the families of the aspirants given their socio economic background. Parents experience an improvement in their social status due to the education and income generation capacity developed by their children

" I am a fish seller and my husband drives auto, we both are very proud as our daughter is able to contribute almost INR 11,000 to the HH each month, we are able to repay the debt and now we do not rely on debt for monthly needs and expenses. "

\- Mother of a female aspirant, Mulund

" Now that my son also earns and supports the household by contributing almost 80% of his salary, I do not need to worry about managing funds for basic regular expenses like ration and school fees of other children. As a plumber my work is irregular his employment has given a sense of certainty to the family."

\- Father of a male aspirant Govandi

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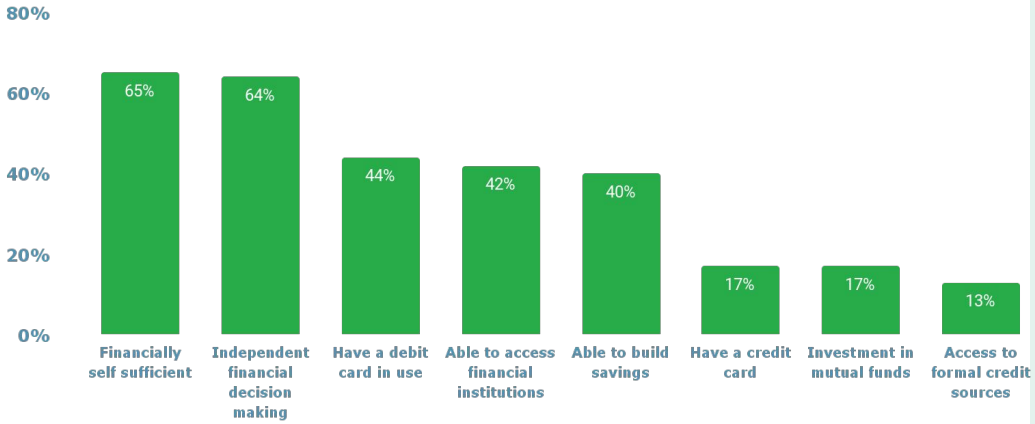
Improvement in financial independence is the second most perceived impact by the aspirants

Improved Financial Independence
Refers to the changes that the aspirants has experienced in he daily living that has improved the quality of different aspects such as nutrition, hygiene, etc. .

55% (126) aspirants reported Improvement in standard of living

57 69

Nature of financial independence (n=126)



Note: This is a multiple choice question- captures the % of aspirants selecting the option

" I am able to make small savings of INR 500/month through local groups(SHG) and I also helped my father purchase a mobile on EMI"

\- Female aspirant, Nallasopara

Gaining employment has not only reduced the burden on the HH and created a HH level impact, but also facilitated improved agency and availability of income for the aspirants to improve their individual economic growth along with the HH.

65% aspirants responded that they are completely financially independent and do not rely on economic assistance from the family for any personal expenses. This has enabled aspirants to take advantage and invest in themselves and access courses and further learning opportunities.

Availability of income provided an opportunity for the aspirants to learn financial management skills and take informed decisions. 64% (81/126) are able to make independent financial decisions. During qual interaction all alumni said that learning to manage finance makes them feel empowered and confident. As for many they are the first from their family to access formal financial institutions. Several aspirants also mentioned that they are the first time account holder in the house as their family largely depends on community level savings and lending practices.

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49% of the aspirants are allocating their resources towards asset building and are contributing to increase HH asset ownership

Improved Asset Ownership
Tries to capture the nature of asset building and accumulation for the household and self. Further understand the major assets that the aspirants pervice to be necessary and spend/invest in.

27% (63) aspirants reported to contributing towards asset building post YTDC

26 37

61.8% of the aspirants have made aspirational expenditure in buying a smartphone for themselves. When asked during the qualitative interactions the aspirants highlighted that the smartphone provides them assistance in a lot of learning , navigation, mobility, and also allows them to socialize. Other expressed aspirations were purchase of bike, house, land, Smart TV, etc.

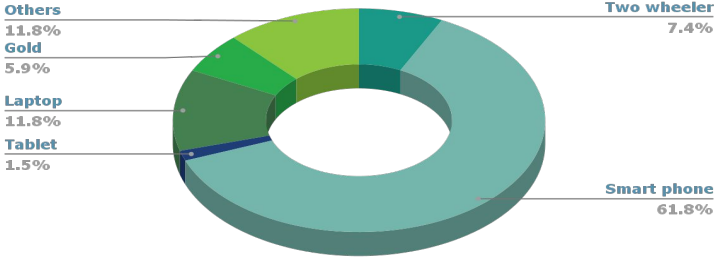
"I bought a smartphone as I can't afford a computer and I aspire to become a gaming influencer."

\- aspirant, Dharavi centre

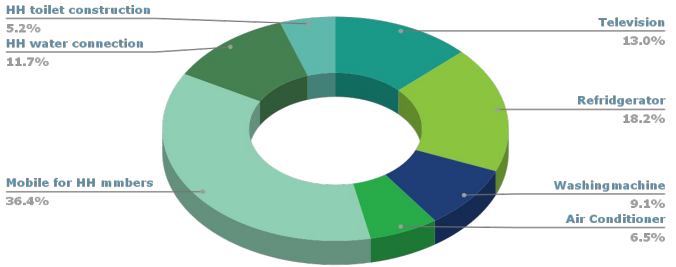
31 out of 63 aspirants who responded that the YDC programme has helped them but assets , said that they prioritise building assets for the family and the household by contributing the purchase of assets such as Television, refrigerator, etc.

17% aspirants have completed undertaken the improvement of the HH hygiene and health by ensuring HH toilets and water connection. This has helped the HH members in accessing toilets and especially the younger female siblings.

Nature of Individual asset building



Nature of HH asset contribution



(n=63)

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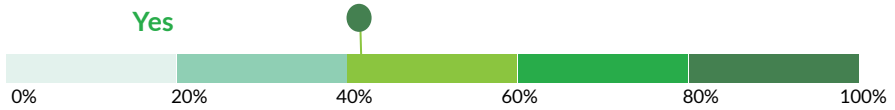
26% aspirants felt they directly contributed towards improving the HH decision making process by improving participation of HH members

Improved Decision Making Capacity
Captures the aspirant's perception of their decision-making capacity and assess their level of involvement by the types of decisions in which they reported active participation.

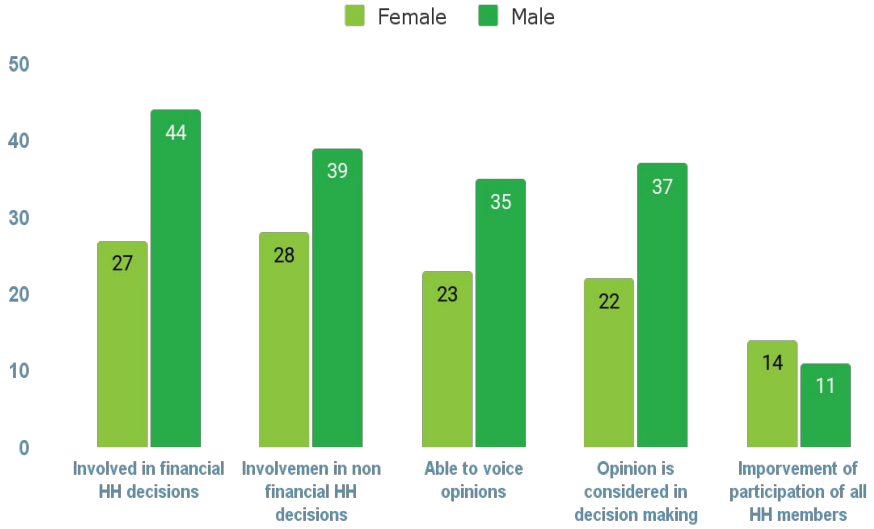


42% (95) aspirants said that their decision making participation and capacity has improved

39

56

Improvement in Decision making (n=95)



Note: This is a multiple choice question- captures the number of aspirants selecting the option

75% of the (71/95) said that they are actively involved in the financial decisions taken in the HH largely due to their employment and financial contribution to the HH.

During qualitative interaction, it was observed that around 30% of the aspirants handover their monthly earning to the parents and the take pocket money from them, even these aspirants said that their opinion is still considered and discussions are done prior to making any major financial decision in the HH.

61% aspirants (58/95) said that they are able to voice their opinion within the HH whenever they deem necessary. These aspirants were unable to engage themselves in any HH decision prior to their employment.

aspirants view the increased participation in decision making as an important milestone in their personal growth, being treated as an equal and active member of the household keeps them motivated to stay persistent and make efforts to improve their career. They all expressed to observed a directly proportional relationship between their earnings and participation in the HH.

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64% aspirants contributed towards improving the quality of education for their siblings through improved resources and access

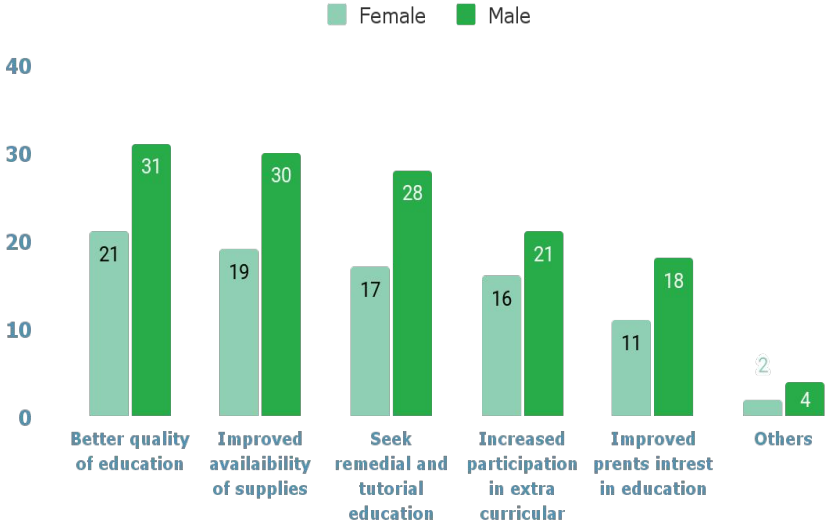
Improved Access for Siblings
Indicates towards the impact created on indirect stakeholder such as siblings as perceived by the aspirants with improved access and availability of resources.

35% (81) aspirants feel their growth has impacted the access and resources for their siblings

33

48

Nature of improvement for siblings (n=81)



Note: This is a multiple choice question- captures the number of aspirants selecting the option

aspirants felt that their income and employment in the formal sector has significantly influenced their parents involvement and awareness of education for their younger siblings.

55% of the respondents are able to support the tuition expenses and provide additional remedial learning for their younger siblings. This is especially helpful for HH where the child is a first generation english medium learner.

All the aspirants who participated in the qualitative interactions and the parents highlighted, the improvement in the families approach to education is one of the biggest impact. Parents who aspired to educate their children but had limited resources are now able to invest a part of earnbinhgs dedicated to the education of the children in the HH.

Around 50% of the parents said that ,their child who studies in YTDC is the education decision maker of the younger siblings and they attend all the parents meeting and other important educational events of their younger siblings.

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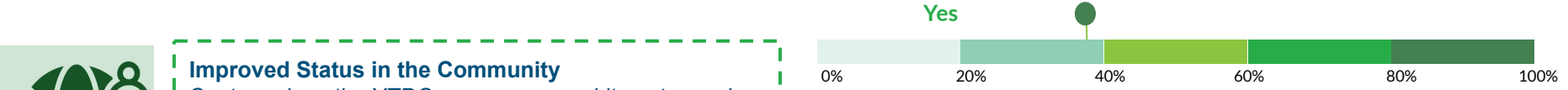
29% aspirants are able to provide support in the community in form on information, guidance on schemes and services

Improved Status in the Community
Captures how the YTDC programme and its outcome has enabled them to positively elevate their family's status within their community and create an indirect impact in the community.

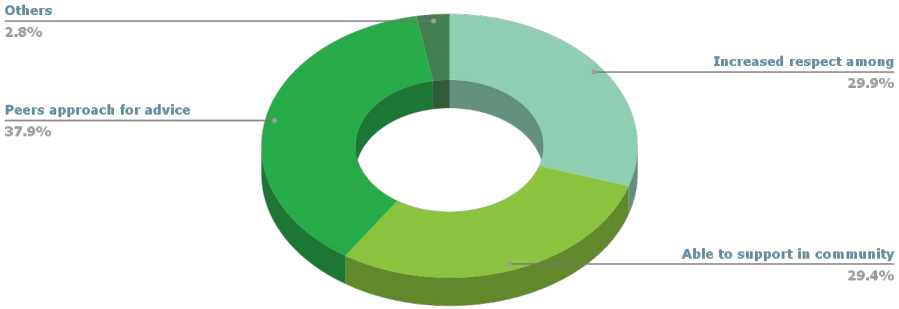


38% (86) aspirants reported and improvement in the social status of their family

31

55

Improved social status (n=86)



Increased respect in extended families: aspirants responses and Parents IDI indicated that the access availed by the YDC aspirant through formal employment and more importantly stable income generation has improved their families respect and standing in the extended family. One of the indicator shared was their HH members are consulted during employment and education decisions of other children/youth in the HH.

Peer effect in the neighbourhood: Several aspirants are able to create a peer effect in their immediate community (eg-gully,chawl), as many aspirants in the neighbourhood enrolled to YTDC as they could visibility notice a positive change in the aspirant and the households standard of living post the YTDC enrollment. aspirants also shared that their younger peers look up to them for guidance on several areas such as education, employment, information, etc.

Improved social capital at community level: aspirants are able to utilize the extra curricular opportunities and information provided by YTDC such as social institution visits, community visits, awareness sessions, etc. and help their neighbors in various ways. This includes providing information on schemes, colleges, hospitals , support in filling forms and other documents.

"I enrolled my daughter because I saw the changes in our neighbours house, their daughter also did the same course."

– *Mother*

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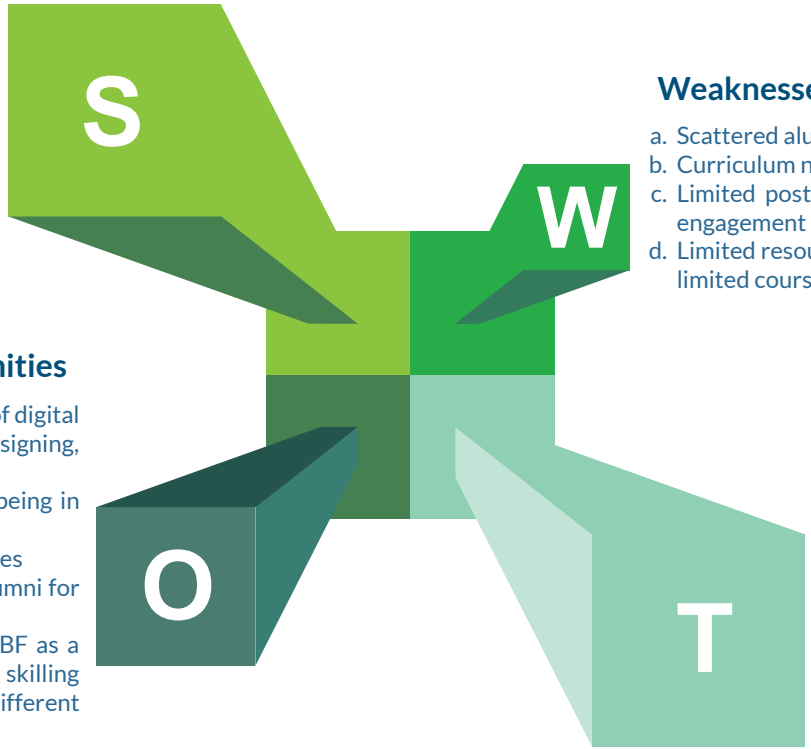
3. Recommendations and way forward

An established network and deeply ingrained community engagement, provides the YTDC programme a significant potential for growth and scalability

The SWOT analysis is based on the insights from the programme document reviews, surveys, qualitative interactions, centres, community visits and observations during the course of data collection . Interactions with BF office and Centre team has enabled us to gain further insights on the functioning and approach of the YTDC programme.

Strengths

a. A ready pool of 11,000 + alumni that can be engaged
b. Strong community presence
c. Existing collaborations with local partners
d. Experience and Brand value in vocational training



Weaknesses

a. Scattered alumni reach
b. Curriculum needs updating
c. Limited post course completion aspirant engagement and tracking
d. Limited resources to map youth aspirations and limited course availability

Opportunities

a. Create a dynamic curriculum with inclusion of digital skills and new developments such as AI, designing, etc.
b. Include modules on mental health and wellbeing in the course
c. Strengthen alumni network in the communities
d. Create peer network among old and new alumni for improved networking and support
e. Develop learning and insights and position BF as a thought leader from the grassroot in the skilling space through sharing learnings through different platforms such as conferences, parers, etc.

Threats

a. Losing connect with the alumni and hence losing an opportunity to create community level impact
b. Major policy changes
c. Dynamically changing job markets and demanded skills
d. Several stakeholders (NGO partners) in one community may lead to beneficiary saturation

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Including aspects such as entrepreneurship to the curriculum or counseling for higher education can make it more relevant for changing times

Strengthening course and curriculum

Conducting aptitude tests: As its a short term vocational programme a skill aspiration mapping time and resource consuming, however conducting aptitude tests can help aspirant decide further course of action.

Updating course curriculum: Adding new topics to the curriculum can support the aspirant in acquiring updated skills such as graphic designing, AI, coding, video editing,etc. Inclusion of components and information on mental health will further enhance the learning and experience of the aspirants.

Increasing digital infrastructure at the centre: Currently the computer to student ratio on an average is 1:7 this provides aspirants with limited time to learn skills. Bringing this ration closer to 1:5 will provide aspirants with better learning opportunities

Including practical exposure: Having a component of practical engagement at any work set up can help the aspirants to decide better about the type and sector of aspired job.

Strengthening YTDC programme

Post course aspirant tracking and engagement: As majority of the alumni come from families where there are no members employed in the formal sector, it becomes difficult for the aspirant to cope with the job and plan for career growth without mentoring. Providing a platform for regular engagement can help the alumni build a network of peers and strengthen their engagement with BF.

Providing counselling and guidance on higher education: Given the young age group of the aspirants, it would be beneficial to provide further guidance and awareness on higher education in order to improve employability and growth opportunities.

Upskilling courses: Introducing some short term upskilling courses which are in further specialized field such as F&B, Digital marketing, Designing, etc. can provide an opportunity for the andiates to upskill themselves through BFs ecosystem and progress further in the economic ladder.

Inclusion of entrepreneurship module and support: To provide encouragement to motivated aspirants, identified aspirants can be referred to a close hand holding and support for their entrepreneurial idea.

Strengthening Partnerships: To strengthen the existing partnerships in a manner so as to optimally leverage the community network for mobilisation of suitable aspirants. In addition, new partnerships with similar NGOs and schools in the community areas can serve to bolster the link between education, skill training and employability, thereby bringing about further ecosystem engagement and change.

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Suggestions gathered from the Programme team can further enhance the overall training experience for the aspirants

Through conversations with the Social Workers, Trainers and Facilitators and the Centre In charges, valuable insights were drawn on the effectiveness of the programme - these pertained to the definition and the execution of the programme processes as well as the effectiveness of the mechanisms that the programme is based on.

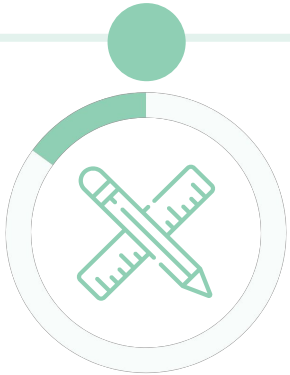
Stakeholder	Areas of Focus	Insights	Suggestions
Social Workers Trainers/ Facilitators Centres In Charge	Mobilisation	• It was reported that the mobilisation team was able to help the aspirants overcome mobilisation hurdles, such as convincing the family through home visits, etc.	• Tying up with schools will help to identify aspirants who are really in need and interested • Expanding the geographical focus will help overcome saturation of the immediate communities
	Training Period and Curriculum Design	• The programme team felt that the most centres were able to maintain a balanced student to trainer ratio in order to ensure effective lesson delivery	• Adding specialised courses such as in coding, AI and entrepreneurship would give them an edge • Having an on the job training component would help the aspirants retain their jobs further
	Community Engagement	• The programme team has been able to establish a rapport with the communities in the immediate areas around the centres and extend the impact to thema as well	• A focus beyond the immediate communities will help to bring in more students into the fold • Building on the established rapport further will allow the team to contain the dropout rates
	Centre Management	• The centre team uses an MIS to handle the aspirant data and is equipped in its usage and management	• A more robust system for monitoring is required • A centre specific analysis of placement figures would lend deeper insights
	Post Placement	• It was observed that the centre teams were able to help most students through the placement process	• Helping the students overcome the challenges that they face in the pursuance of the jobs that they have gained will help with retention such as mobility constraints

4. Annexure

About the Impact Evaluation Study

Over the course of 4 months from July 2023 to October 2023, with the support of the BF team, Sattva strived to understand the impact created by the YTDC programme on the aspirants and the communities that they came from for the time period of 2019-2022.

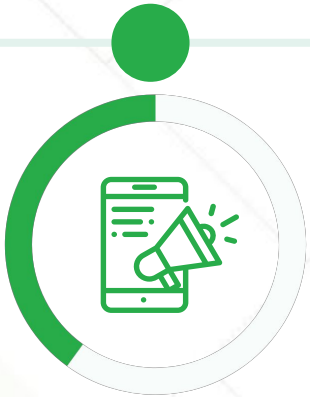
July - September



Study Design

- Review BF programme documents
- Define methodology, financial indicators and data collection tools
- Research on secondary ecosystem level data for the benchmarking

September



Data Collection

- Gather quantitative data from primary stakeholders
- Gather qualitative data from all stakeholders
- Conduct data monitoring
- Conduct data cleaning
- Conduct data-audits

September - October

Analysis and Reporting

- Conduct analysis for primary data (both quantitative and qualitative)
- Triangulate insights using secondary data
- Incorporate insights on benchmarking
- Synthesize insights into a report

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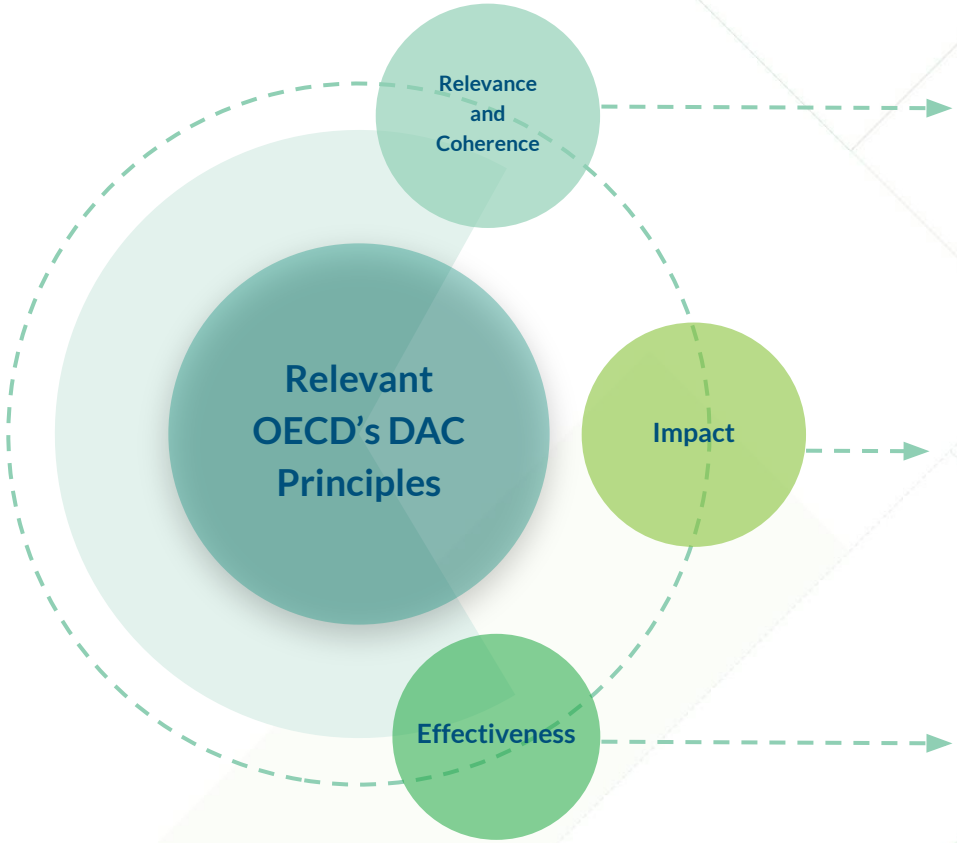
The OECD DAC Framework was contextualised to strengthen the assessment design

Sattva used the Organization for Economic Cooperation and Development's (OECD) Development Assistance Committee (DAC) framework for the evaluation. The relevant principles were used to frame the key areas of enquiry for the study.



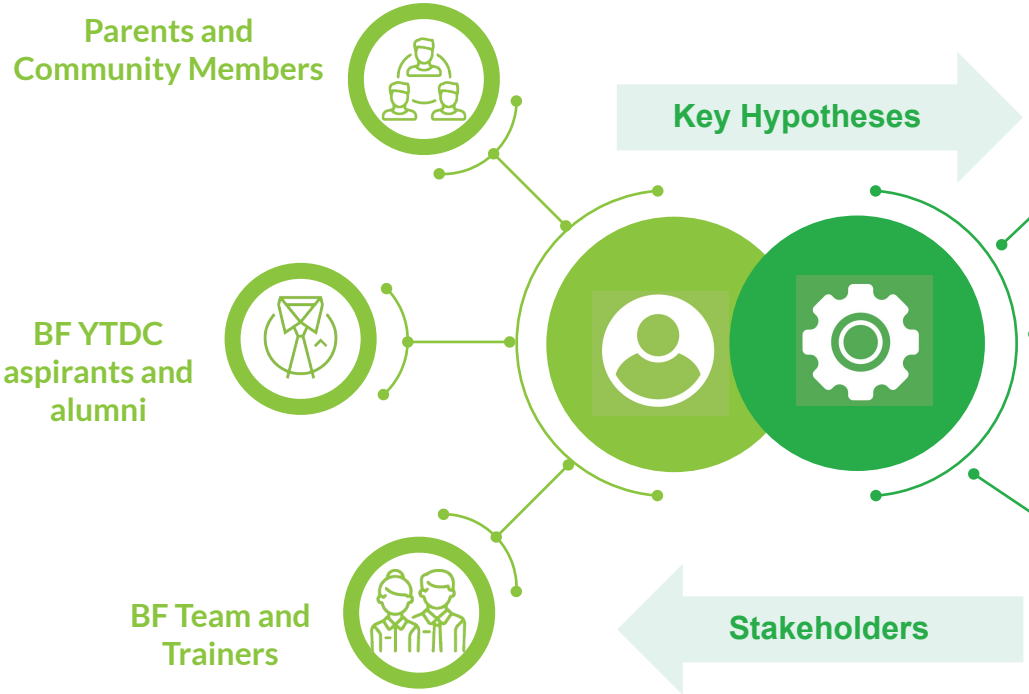
Relevance: Is the intervention doing the right things?
Assessing to what extent the programme objectives and design respond to the target group's global, country, and partner/institution needs, policies, and priorities, and continue to do so if the circumstances change.

Coherence: How well does the intervention fit?
Assessing the alignment of the programme, or what it is likely to deliver with the needs of the community. Also checking its alignment with the priorities of the region, at a state, national or international level

Impact: What difference does the intervention make?
Assessing the extent to which the program has generated significant positive or negative, intended or unintended impact, in terms of local, social, economic, environmental and other development indicators

Effectiveness: Is the intervention achieving its objective?
Assessing the supporting systems and processes influencing the achievement or non-achievement of programme objectives, through concurrent measurement of programme outputs

Stakeholders and Key Research Questions



Employability

The provision of skill training and placement support would increase the overall employability of the aspirants.

Community Upliftment

Through the general improvement in the standard of living - both at the individual and family level - the scope of community upliftment also stands to be widened.

Better Retention and Improved access to Opportunities

Through placement support and bolstering of skills, the aspirants are likely to be able to retain their initial employment while also being better equipped to access further opportunities

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Sampling Approach

Stakeholder Mapping

As part of the study, stakeholder mapping was conducted wherein scholars were identified as the primary stakeholder for the study, from whom data was collected through quantitative surveys and qualitative interviews.

Sampling

Sattva used the **simple random sampling** technique to sample the population and ensure adequate representation. A sample of 375 aspirants was calculated at a 95% confidence level and 5% margin of error.

Survey Tools

To consolidate perspectives, qualitative interviews were conducted with the involved stakeholders in the form of in-depth interviews and focus group discussions.

Stakeholder	Quantitative Sample achieved	Qualitative Sample achieved	
		Focus Group Discussion	In Depth Interview
aspirants- Batch 2022-23 and current Batches	194	8 FGDs (57 aspirants)	7
aspirants - Alumni Batches 2019-20, 2020-21 and 2021-22 batches	229	-	6
Parents	-	-	12
Community Members	-	-	10
Social Workers	-		5
Teachers/Trainers	-	-	4
Bright Future Team Member	-		2
Total	423	63	46-

Key Research Questions and Indicators

Relevance and Coherence	Is the YTDC programme relevant to the aspirants' needs?	• Identification of community needs • Identification of career objectives
Effectiveness	Is there a well defined process to lead the aspirants through the skill development and placement process?	• Monitoring and Evaluation systems and processes to track the progress of the programme • Follow-up and feedback mechanisms for the beneficiaries
Impact	Has there been a change in access to avenues and opportunities for skill development for the beneficiaries? Has there been an impact on the employability of the beneficiaries?	The Impact was designed to understand the impact on 2 chords (Recent and current batches , and Alumni) • % of beneficiaries who feel that they've been able to access more opportunities for skill development • % of beneficiaries who feel confident in their English speaking and communication skills, as a result of the programme • % of beneficiaries who feel that the programme has cultivated employability skills in them • % of beneficiaries who are able to financially contribute to their families and households • Total number of beneficiaries employed within 5 years of the completion of the programme
Impact	Has there been an improvement in English speaking and communication skills, as a result of the programme?	
Impact	Has there been a change in the socio-economic status of the families of the beneficiaries, as a result of the programme?	

Analysis Approach

Informed Consent

All respondents were given appropriate information about the purpose, methods, and intended use of the research, what their participation in the research entails, and what risks and benefits, if any, are involved. The assessment was undertaken only after written consent, free from coercion or undue pressure, from the respondents.

Voluntary Participation

The interview sessions were conducted in an environment that ensured the privacy of the respondents as per their convenience and comfort. They were made aware of their right to refuse participation whenever and for whatever reason they wish, without the fear of penalization or victimisation. Consent was taken regarding the recording and usage of all information acquired - written, verbal, photographic.

Confidentiality

The identity of research participants was and will always be protected through anonymity or confidentiality, unless research participants explicitly agree to, or request the publication of their personal information.

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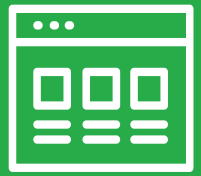
An end-to-end, thorough process of evaluation was followed to gather insights and synthesize learnings from all perspectives



On Ground and Telephonic Data Collection

Data collectors and the Sattva team visited a selected number of BF centres across Mumbai in order to take in-person surveys. This was accompanied with telephonic interviews for the alumni.

High Frequency Checks

Data was monitored at the backend. Correction of data gaps was ensured through audio audits so as to check that the interpretation of the survey by the aspirants was ensured by the data collectors.

Data cleaning and adjusting for outliers

Data was scanned for outliers and +ve and -ve outliers were identified and adjusted wherever applicable. A thorough data cleaning exercise was followed to ensure standardisation, accuracy and logic in primary data.

Benchmarking Values

A thorough benchmarking exercise was conducted to triangulate and compare the skill development programmes. This ensured cross-checking of data reported by primary respondents with BF's and secondary data sources.

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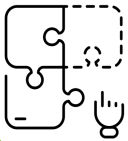
Challenges and Limitations



Acquiescence

Acquiescence bias may have crept in as the respondents might have had a tendency to agree with statements, without the action being a true reflection of their own position or the question itself.

Response Bias

might have creeped in during the data collection when respondents self-report their answers on a survey. The inaccuracy, or bias, may be deliberate or unconscious on the part of the respondent. It is the result of a respondent being unduly influenced to respond a certain way, or a respondent's unwillingness to answer the questions honestly.

Social Conformity

in regard to openly expressing non-conformity when asked to self-report their behaviour and opinions. In such cases, respondents tend to provide a socially acceptable response, sometimes subconsciously, over their true feelings.

Mobilisation

As explained earlier, the bigger section of the aspirants surveyed belonged to the three alumni batches. As such, the survey team experienced a key challenge in mobilising alumni aspirants at the centres due to scheduling conflicts and loss of contact information.

Recall Bias

Might have crept in as the lookback period for the participants spanned across four batches and went as back as 2019. Given the length of the duration which passed between the completion of some batches and the time at which this survey was administered, it is likely that some aspirants may have had difficulty in collecting information and accurate accounts of their experience.

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THANK YOU