



SOCIAL RETURN ON INVESTMENT (SROI) STUDY

KEY FINDINGS AND RESULTS | February 2024

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EXECUTIVE SUMMARY



Project Overview:

The Ambuja Cement Foundation (ACF) operates skill training institutes in Haridwar and Roorkee, Uttarakhand, with the primary goal of enhancing employability and socio-economic well-being. This SROI report assesses the impact of the program conducted between 2018 and 2022, aiming to quantify the social value created for every Indian rupee (INR) invested.



Sample Size:

The study involved 374 alumni, offering a representative sample with a 95% confidence level and 4.65% margin of error. 200 alumni from Haridwar, and 174 alumni from Roorkee were included in the study.



Program Feedback:

85% of alumni provided positive feedback, resulting in a Net Promoter Score (NPS) of 42, signifying a strong recommendation rate. An NPS of 42 is well above the industry average. An NPS of 0 is considered average, and anything above 30 is generally considered excellent. The NPS of 42 indicates that a substantial proportion of alumni are not only satisfied but also willing to recommend the program to others. This suggests a high level of trust and endorsement among program participants.



Motivations:

Participants primarily join the program to acquire new skills (66%) and secure employment (60%).



Program Outcomes:

The program predominantly focuses on imparting vocational skills, fostering aspirations for higher education, improving employment prospects and incomes, and instilling 21st-century skills like confidence and communication.



Employment and Incomes:

The placement rate of the program was 18%, which might be owing to the COVID-19 pandemic. 76% of participants were engaged productively at the time of the survey (24% with full time jobs, 14% self-employed, 6% part time jobs, 32% studying). 38% were first time earners and 9% changed jobs after program completion. Average monthly salaries of those in full time jobs before the program was INR. 11,389 which increased to INR. 16,204 post the program. Average annual savings of first-time earners was INR. 31,404. 38% started contributing to household incomes. Average annual increase in contributing to household incomes was INR. 86,124.



Employer Feedback:

Employer evaluations affirm the superior performance of ACF candidates in essential skills, including confidence, communication, teamwork, knowledge, and punctuality.



SROI Analysis:

The SROI analysis showcases a ratio of 7.29:1, signifying that for every INR. 1 invested by HDFC in this project, a value of INR. 7.29 of social and financial benefits have been generated.



Conclusions and Recommendations:

Employment stands out as the top priority for program participants, followed by the acquisition of practical vocational skills and the development of 21st-century skills like communication and confidence. Higher education is also valued, albeit less than immediate outcomes, while career growth is of lower importance.

To maximize employment outcomes, the program should establish partnerships with corporations, organize job fairs, and offer internships. Improving course quality and practical training is crucial for vocational skills. Incorporating mock interviews and English language modules can enhance 21st-century skills. Promoting higher education awareness and offering exposure visits can boost higher education and career growth. Additionally, providing travel allowances can reduce alumni input costs, making the program more accessible. These recommendations aim to enhance program impact and outcomes.

1. INTRODUCTION



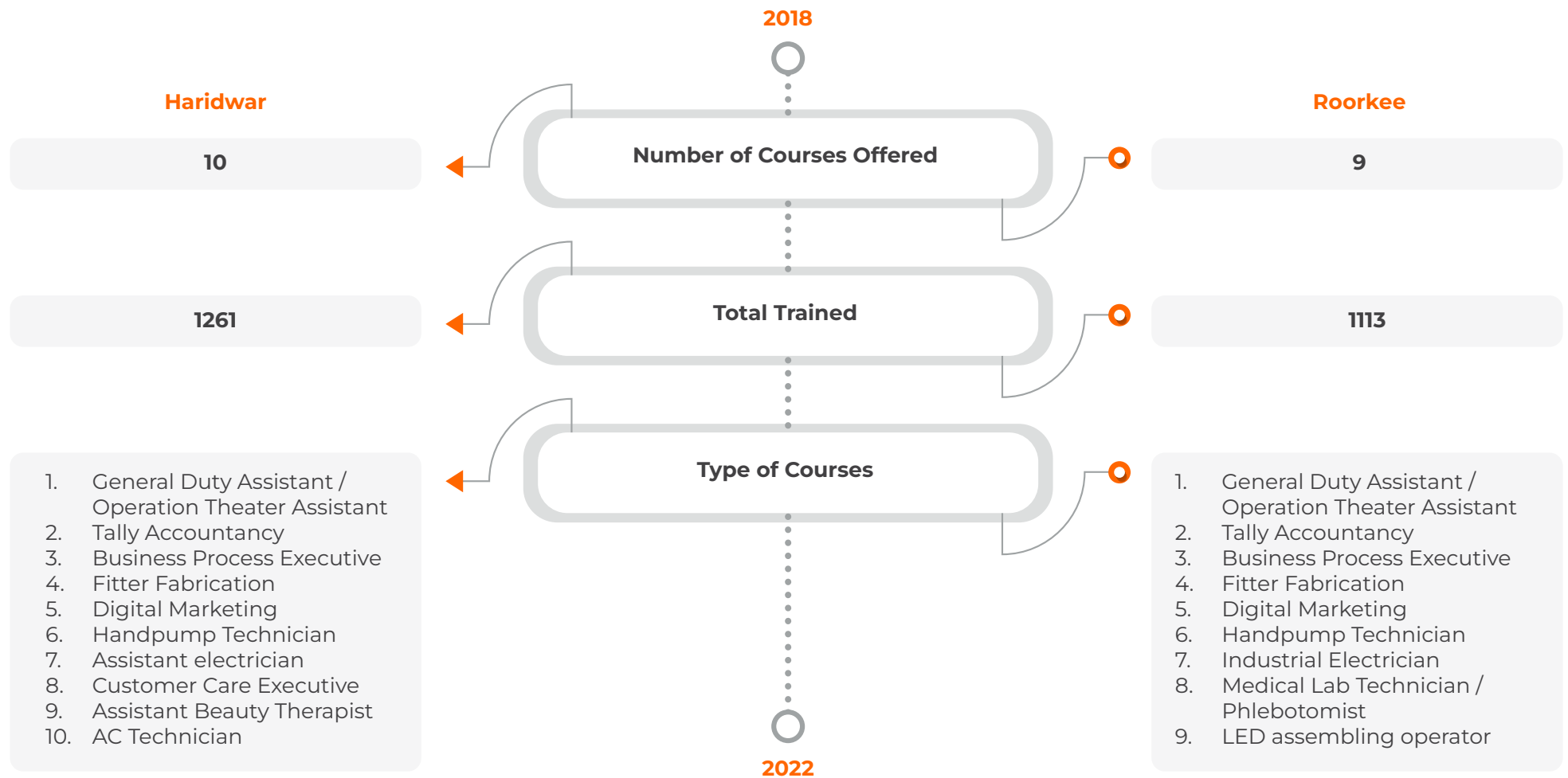
HDFC Bank's Focused Development Project (FDP)

HDFC Bank is dedicated to transforming the lives of millions of Indians through its comprehensive social initiatives. These endeavors are collectively known as 'Parivartan' and are designed with the purpose of actively supporting the economic and social progress of the nation by empowering its communities in a sustainable manner. Under the umbrella of Parivartan, HDFC Bank is implementing Focused Development Projects (FDP) within the overarching theme of 'Skill Development and Livelihood Enhancement'.

Skill Training Institutes in Haridwar and Roorkee, Uttarakhand (P0272)

The skill training institutes located in cities of Haridwar and Roorkee in Uttarakhand are established and operated by the Ambuja Cement Foundation (ACF). These institutes are dedicated to providing skill development and vocational training opportunities to individuals, contributing to their personal and professional growth. They address pressing challenges such as the dearth of vocational education opportunities, soaring high school dropout rates, limited skill training capacity, prevalent negative perceptions towards skill development, and the absence of industry-ready skills among youth. The key objective of this Focused Development Project (FDP) was to empower youth through skill training, offering sustainable career prospects for socio-economic advancement.

Figure 1: Program Overview



Social Return on Investment (SROI) Study

The overarching objective of the study was to identify and quantify the impacts and changes created through the project into tangible numbers, to identify the social value created for each Indian rupee (INR) spent. The findings and observations from this study shall be used to formulate future course corrective actions and a strategy for scaling up the project.

The study intends to understand:



Which outcomes contribute the most value to the lives of youth and communities?



What are the principal factors contributing to the final outcomes?



How can the most valuable outcomes be maximized?

The SROI methodology has engaged stakeholders throughout the process to have them articulate the main changes at an outcome level in their lives due to the project and what the relative value of these outcomes is for them. This was an Evaluative SROI conducted retrospectively and based on actual outcomes that had already taken place.

The evaluation was guided by the seven principles outlined by the SROI Network.

Figure 2: Application of Seven SROI Principles

Understanding Project Impact:

To comprehend the impact over a 4-year span, an impact map was crafted, delineating inputs, activities, outputs, and outcome indicators.

Including Material Factors Only:

Relevant indicators and corresponding financial proxies have been identified for the mapped outcomes.

Transparency:

The study's findings will be shared with beneficiaries, the implementation team, employers, and all relevant stakeholders.



Involvement of Stakeholders:

The evaluation has embraced the active participation of all key stakeholders: youth alumni, their families, employers and the implementation team.

Valuing What Matters:

Key inputs, activities, and outputs have been mapped, shedding light on impact outcomes and their respective value as outlined by stakeholders

Avoiding Over-Claiming:

Critical aspects like deadweight, displacement, attribution, and drop-off have been calculated for each key outcome indicator to establish the social value and impact.

Verification of Results:

The results and values derived have been verified by data analysis and impact assessment experts comprising the evaluation team.

The study was conducted between October 2023-January 2024. For an overview of methodology, tools, and limitations, please refer to Annex 1.

2. PROGRAM OVERVIEW AND FEEDBACK

Relevance and Context: ACF's Distinctive Approach

In the cities of Haridwar and Roorkee, vocational skill training opportunities are limited. Key organizations like GD Goenka, Anchor-Panasonic, Punjab National Bank RSETI, and government initiatives such as Dindyal Upadhyay Gramin Swarojgar Yojana offer primarily ITI skills which have limited potential for career advancement (see Annex 2). Given this scarcity of comprehensive courses, the Ambuja Cement Foundation (ACF) centers emerge as highly relevant hubs for skill development, offering a more diverse and holistic range of training programs to empower individuals for broader career prospects and personal growth.

Ambuja Cement Foundation (ACF) stands out from other centers in proximity due to several distinctive features.



ACF has **expert trainers** who bring a wealth of knowledge and experience to the training programs.



ACF is **committed to job placement** after completing the training, providing students with a clear pathway to employment.



ACF includes **soft skill training** across all courses, recognizing the importance of holistic development for professional success.



ACF conducts a **psychometric test before training**, a unique feature that helps students understand their traits and strengths. This personalized approach contributes to a more tailored and effective learning experience.



HARIDWAR TRAINING CENTRE



RORKEE TRAINING CENTRE



HARIDWAR TRAINING CENTRE



RORKEE TRAINING CENTRE



RORKEE TRAINING CENTRE



HARIDWAR TRAINING CENTRE

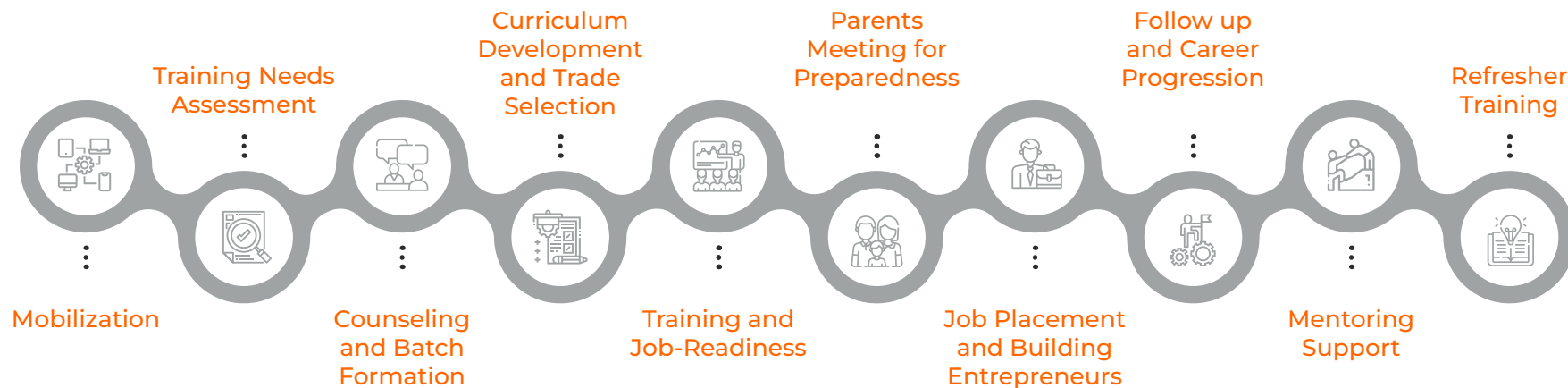
The center's infrastructure is characterized by a spacious layout and modern equipment facilities. This emphasis on a well-equipped and conducive learning environment underscores ACF's commitment to providing a comprehensive and high-quality training experience. Overall, it distinguishes itself through its holistic approach, personalized assessments, and a strong focus on ensuring job placement for its trainees.

Program Implementation

The implementation of HDFC Bank's Skill Development and Livelihood Enhancement Project adheres to a structured and systematic approach, aligning with the national framework on skills set by NSDC (National Skill Development Corporation) and GOI (Government of India). [www.nsdcindia.org]

The Skill Training and Placement process comprises several stages, including, Mobilization, Counseling & Batch Formation, Training, Assessment & Certification, Placement, and Follow-up.

Figure 3: Program Activities



Mobilization

The journey begins with the selection of youth and potential candidates through community scouting. Aspirants and their parents are counseled and encouraged to participate in the program. Focus is placed on counseling, motivation, and interaction with alumni and parents. These efforts play a crucial role in enrolling women aspirants who require support in pursuing their career aspirations.



Due to lack of awareness in the community, parents don't easily agree to their children enrolling in the training program."

- ACF Implementation team at Haridwar



Mindset of the community was the biggest challenge as they were reluctant to send their daughters to work."

- ACF Implementation team at Roorkee



Personal networks play a significant role in disseminating information about the program, with males having a somewhat higher reliance on this source. Males were more likely to be reached through course mobilizers, while educational institutions had a more significant influence on females' awareness of the program.

Students enroll in the course for diverse reasons, ranging from a genuine interest in specific topics to the pursuit of job placements. The appeal of better income opportunities and low course fees adds to the attractiveness of the program. Many seek to improve skills and knowledge, and the opportunity for free training that often leads to job placements serves as a significant incentive for enrollment. Table 1 provides insights into the training objectives of the total respondents (N=374), allowing us to categorize their reasons for participating.

Skill Development:

A significant portion of participants joined the program with a focus on skill development. This indicates their recognition of the value of acquiring new skills and knowledge, suggesting a desire to enhance their employability or entrepreneurial potential.

Table 1: Means of Mobilization







Source of information (Mobilization)	 Female (N=178)	 Male (N=178)	 Total (N=374)
Friend/Relative	38%	48%	43%
Course Mobiliser	10%	22%	16%
School/College Teacher	15%	8%	11%
News Paper/Websites	4%	1%	3%
Poster/Banner	4%	3%	3%
Not Specified/ Don't Remember	29%	18%	23%

Table 2: Youth Motivations for Enrolment

Reasons for enrolling	 Female (N=178)	 Male (N=178)	 Total (N=374)
Skill Development	66%	66%	66%
Getting Job	56%	63%	59%
Higher Income	27%	24%	25%
Further Education	28%	21%	24%
Setting up own shop/enterprise	6%	6%	6%

Getting Job:

The majority of program participants joined with the primary objective of securing employment. This underscores the importance of job opportunities and the role the program played in addressing unemployment or underemployment issues within the community.

Higher Income:

Another notable group aimed for higher income as their training objective. This highlights their aspiration for improved financial stability and indicates that they expected the program to lead to income-boosting opportunities.

Further Education:

Some respondents sought further education as their training objective. This group likely aimed to use the program as a stepping stone for pursuing advanced studies or specialized training, reflecting a commitment to continuous learning.

Setting up their own shop/enterprise:

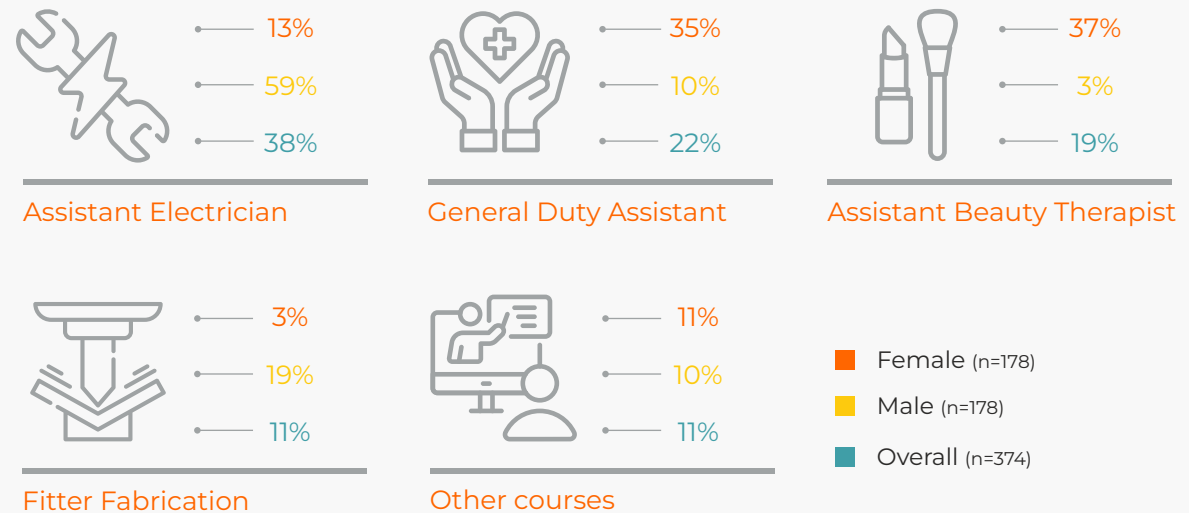
A smaller percentage of participants had the goal of setting up their own businesses or enterprises. This subgroup likely had entrepreneurial ambitions and anticipated that the program would equip them with the skills and knowledge needed to become successful entrepreneurs.



Training

Youth are trained in accordance with the National Skills Qualification Framework. They also receive training in soft skills, digital literacy, and entrepreneurship, enhancing their confidence and employability. Training is offered in various fields, including Electrical, Digital Marketing, Fitter-Fabrication, Assistant Beauty Therapist, and General Duty Assistant (GDA), etc.

Table 3: Type of Courses Undertaken (Gender Differences)





Distribution of courses based on the gender of the candidates showcases:




○ The Assistant Electrician and Fitter Fabrication courses exhibit a male-centric preference.

○ General Duty Assistant and Assistant Beauty Therapist courses show a female-centric inclination.

○ There are other courses undertaken by alumni, such as Business Process Executive (5%), Medical Laboratory Technician (3%), Hand Pump Technician (1%), LED Assembly Operator (1%), and Office Assistant (1%).

Most students undertook in-person training, constituting 75% across genders. The years 2020 and 2021 saw more students learning online or in hybrid mode, owing to COVID realities.

Table 4: Mode of Participation

Mode of Training	 Female (N=178)	 Male (N=178)	 Total (N=374)
Offline	75%	75%	75%
Online	13%	11%	12%
Neutral	12%	14%	13%

“The training program fosters students' comprehension of the job market, providing practical knowledge, and motivating them to excel in their courses.”

- Implementation team member, Roorkee

“During the first month of the training an internal assessment is conducted so that students know where they are lacking. In the second month of the training exposure visit is conducted where ACF takes students to different companies. Guest lectures and Alumni sessions are arranged in the last month of the training.”

- Implementation team member, Haridwar

26%

participated in exposure visits.

Companies visited included Reliance, Unitech Company, TATA Showroom, Sila Power house, Rockman Company, Laboratory, Computer lab center, Chilla Power Station, CDCool Company, Astroglobal Company, Apro Company, Accountant Office (Annex 3).

Exposure visits played a vital role in imparting industry-specific knowledge and insights to participants of the skill training program. Gender differences in key learnings emerged due to variations in course enrollments and industry preferences. While males showed learning from exposure visits related to technology-related roles, females emphasized customer services and communication skills (Annex 4).



Placement



The placement officer (PO) tries to ensure placement for all the candidates. At times, PO has to make adjustments for placements as candidates have to migrate to get higher wages, and some candidates are reluctant to migrate.

- ACF Implementation team at Roorkee

ACF offers a comprehensive six-month retention program to facilitate job placements for students upon completing their training. The available job opportunities encompass a wide range of roles, including Electricians, positions in Beauty Parlors, roles in Retail Outlets (such as Reliance and Jio Mart), General Duty Assistant positions in hospitals, and Customer Care Executive roles involving front desk responsibilities, receptionist duties, sales, marketing, and opportunities in BPO sectors.

○ Candidates pursuing health-related courses have a competitive advantage in the current job market due to increased demand for health professionals post-COVID-19.

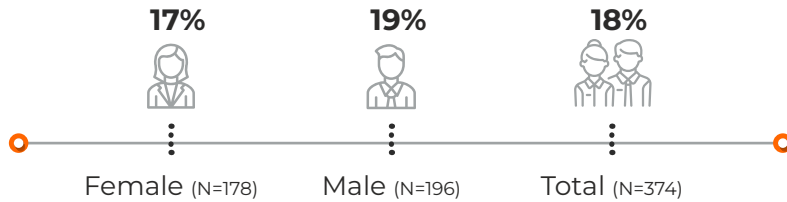
○ Business Process Executive candidates often experience significant salary increments, particularly when open to relocating to other cities.

In addition to job placement assistance, ACF also organizes interviews during exposure visits, employing group placement strategies to enhance placement and retention rates. These interviews typically assess candidates based on qualifications, communication skills, personality traits, etiquette, and technical proficiency, ensuring they are well-prepared for successful employment opportunities.



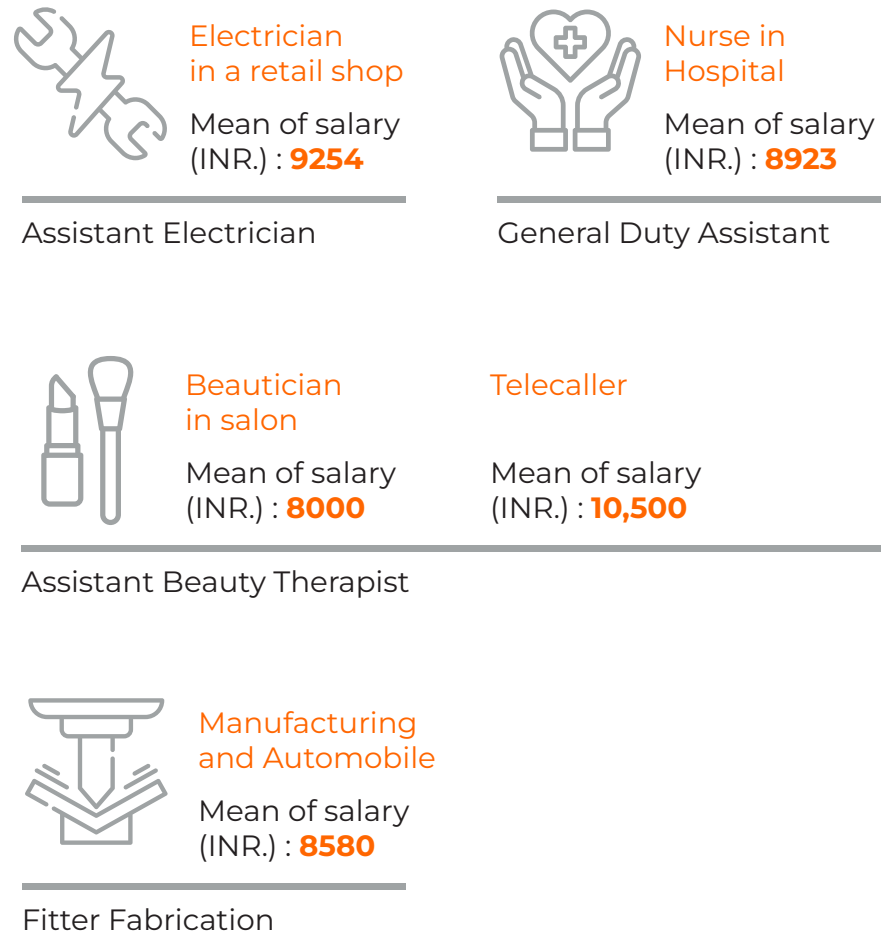
Out of the 374 students, 68 (18%) secured placements through the program. The primary reasons for the low placement rate were students not participating in placement interviews (18%), the center not offering job placements (31%), dissatisfaction with offered salary (13%), and the preference for further education (12%). It should be noted that 2 of the 4 years of considered years are Covid years which could have had negative implications on the placement rate.

Figure 4: Placement Rate by Gender



The table summarizes various courses, employment rates, and mean salaries of placement jobs. Assistant Electricians freelance with a mean salary of INR 8,333. Electricians work in retail offices, earning INR 10,175. General Duty Assistants become assistant nurses, earning INR 8,923. Assistant Beauty Therapists earn INR 8,000 or opt for Telecaller roles at INR 10,500. Fitter Fabrication and Automobile workers earn INR 8,660 and INR 8,500, respectively. Accounts Executives and Computer Operators earn INR 12,750. Medical Laboratory Technicians earn INR 7,000. LED assembly operators work as helpers for INR 4,000. Accounts Executives secure diverse roles with an average salary of INR 11,600.

Figure 5: Average Placement Salary (Job Specific)





Post Placement

The post-placement support provided by ACF extends over a span of two years. Beyond securing initial job placements, the placement officer actively follows up with alumni, helping in career transitions. If a student expresses discomfort in their current role, the placement officer plays a crucial role in facilitating the search for a new job.

ACF organizes alumni meetings and creates WhatsApp groups to foster a supportive network for candidates who have recently relocated to other cities. The aim is to help individuals, particularly in matters related to accommodation, and ensure a smooth transition to their new environments.

Recognizing the economic landscape, the placement officer advises candidates to consider relocating to cities where their skills are more valued. For instance, in Haridwar, where salary prospects may be limited, the placement officer encourages candidates to explore opportunities in other locations, optimizing their income potential.

In the journey towards career development, ACF emphasizes continuous learning. After gaining experience, candidates may transition to a semi-skilled status. In the post-program follow-up, placement officers actively advocate for further education or specialized courses, viewing them as pathways to enhanced career prospects.

ACF's commitment extends to supporting candidates in self-employment endeavors. For those who opt for entrepreneurship, the ACF team actively assists in promoting their businesses. The result is visible growth in income for those who have ventured into entrepreneurship.

Job retention is a key focus, contributing directly to income growth. For candidates in wage employment, the placement officer strategically advises migration after a certain tenure, ensuring a trajectory of continuous income enhancement.

An analysis of candidates who changed jobs post-placement reveals.

51% cited dissatisfaction with salary

16% mentioned the inconvenience of job location.

8% sought better opportunities.

6% pursued higher education.





Program Feedback

85% alumni expressed positive feedback for the program. Reasons cited include the program's commitment to job placement upon completion, enabling financial support for their families. Participants highlighted improved confidence, communication skills, subject-specific technical expertise, and enhanced knowledge gained through program enrollment.

Overall, 68% of candidates liked the teaching method of trainers because they used activity-based learning and different group activities to make the sessions more interactive. Additionally, 67% value the support received from trainers. This emphasizes the importance of mentorship and guidance in the learning process. Course and curriculum satisfaction are notable factors contributing to program appreciation, with 51% overall indicating a liking for these aspects as the curriculum was made very easy to understand. 10% of the candidates like the program due to exposure visit as they believed in experiential learning.

2% of candidates gave negative feedback, citing reasons such as dissatisfaction with the program's extended duration, high fees, and the course curriculum.

12% candidates stated the training institute was inconveniently located and was very far (Annex 5).

Table 5: Program Feedback







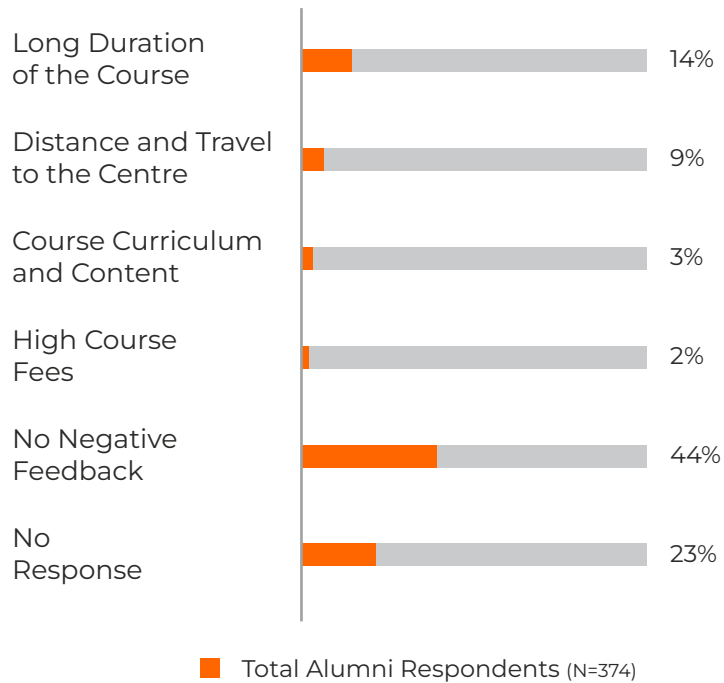
Feedback on Program	 Female (N=178)	 Male (N=178)	 Total (N=374)
Positive	84%	86%	85%
Negative	2%	4%	2%
Neutral	14%	11%	12%

Table 6: Positive and Negative Feedback

Positive Feedback	 Female (N=178)	 Male (N=178)	 Total (N=374)
Teaching Methods	66%	70%	68%
Support from Trainer	63%	70%	67%
Course and Curriculum	46%	55%	51%
Job Placement	12%	11%	11%
Exposure visit	10%	10%	10%
No Positive Feedback	1%	5%	3%
No Response	29%	18%	23%

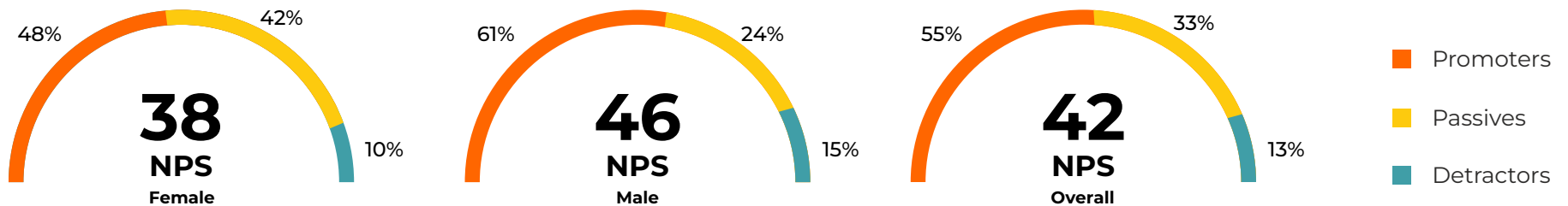
Negative Feedback



The Net Promoter Score (NPS) for the program is analyzed across gender, revealing valuable insights into candidate satisfaction and likelihood of recommendation. Overall, the program achieves an NPS of 42, indicating a favorable recommendation rate. An NPS of 42 is well above the industry average. An NPS of 0 is considered average, and anything above 30 is generally considered excellent. The NPS of 42 indicates that a substantial proportion of alumni are not only satisfied but also willing to recommend the program to others. This suggests a high level of trust and endorsement among program participants.

The majority of candidates (55%) are enthusiastic promoters, driven by their successful job placements post-training and the acquisition of contemporary skills and knowledge. An additional 33% of candidates are categorized as passives, indicating a willingness to recommend the course when relevant. However, 13% of candidates are detractors, expressing dissatisfaction with the program, citing unmet expectations and challenges in securing desired employment opportunities.

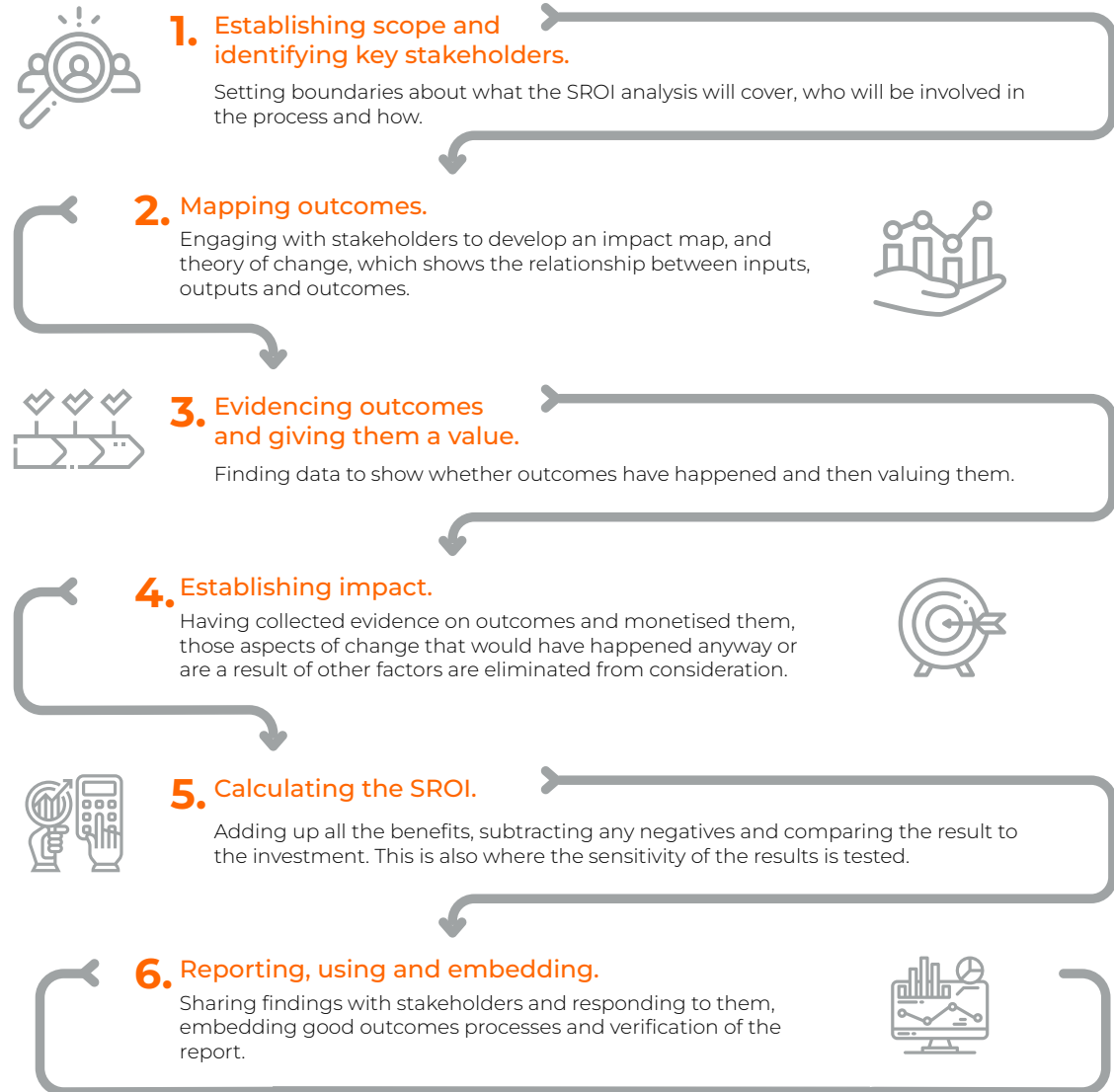
NPS Scoring



3. MEASURING SOCIAL RETURN ON INVESTMENT

Measuring Social Return on Investment (SROI) is a systematic process involving six crucial steps. It all begins with defining the scope, which sets the boundaries, stakeholders, and timeframe for the analysis. Stakeholder involvement follows, where engaging with key stakeholders helps identify relevant outcomes and indicators. The third step entails outcome mapping, where social, environmental, and economic outcomes are clearly defined and assigned values. Impact valuation comes next, where methodologies are applied to assign financial values to these outcomes. In the fifth step, impact aggregation, the various impacts are summarized and aggregated to calculate the SROI ratio. Finally, the findings, recommendations, and the calculated SROI ratio are communicated to stakeholders and decision-makers, facilitating informed choices and resource allocation based on the assessment of social impact and financial return.

Figure 6: SROI Process



Establishing Scope and Identifying Stakeholders

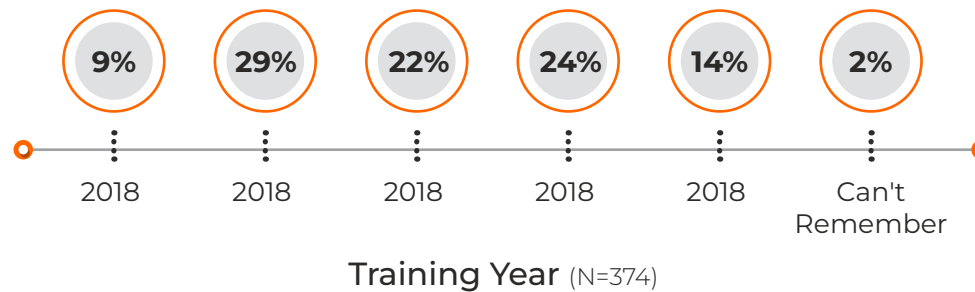


Scope, Timeline and Sampling

The scope of the SROI study encompassed a comprehensive evaluation of the skill training program conducted in two locations in Uttarakhand, targeting alumni who had completed their training between 2018 and 2022. Final sample was 374 alumni of a sample universe of 2374, allowing for a representative alumni sample with a 95% confidence level and 4.65% margin of error. 200 alumni from Haridwar, and 174 alumni from Roorkee were included in the study.

The study's alumni sample selection criteria ensured representation of diverse program aspects, with proportional allocation to cities, years, and course categories, aligning with observed distribution patterns in the provided data. By adopting this approach, the evaluation aimed to provide a holistic understanding of the program's impact, accounting for variations across different dimensions.

Figure 7: Year of Participation



Stakeholder Mapping and Involvement

Four key stakeholders, including alumni, parents, employers, and the implementation team, played a central role in the study. Various methods were employed to engage and consult with them. Alumni were surveyed via telephone and participated in Focus Group Discussions (FGDs) to provide insights into program impact. Employers were interviewed to understand their engagement and hiring practices. The implementation team's FGDs offered valuable insights into program execution. Additionally, Focus Group Discussions were held with parents to assess their understanding and perceptions of the training program's influence on their children's lives, communication dynamics, and support mechanisms.





Telephone Surveys and Focus Group Discussions with Alumni

The telephone survey gauged the training program's influence on alumni's continued education and employment prospects, their success in securing job placements post-training, and the practical application of skills acquired from the program. This comprehensive information was collected from all participating students.

During the Focus Group Discussions, academic histories, course choices, current pursuits, and the impact of the training program on continued education and employment prospects were explored among students. In the value game for SROI calculation, students identified program benefits, represented them visually, and prioritized them collectively. They also associated these benefits with tangible gift values, helping students gauge the program's importance in their lives. This exercise facilitated a comprehensive understanding of the training program's significance in terms of tangible and intangible outcomes for the students (Annex 7).



Interviews with Employers

Discussions primarily focused on employer engagement with HDFC Bank's Skill Development Training Center. Employers elaborated on their approaches in establishing connections with the training center, detailing the duration of their engagement and the process involved in hiring candidates sourced from this center. Insights were gathered on their organization's selection process, emphasizing the specific skills and qualifications required when considering candidates for employment. Employers were also asked to compare the skill sets of the center's candidates and other candidates.



Focus Group Discussions with Implementation Teams

The team conducted Focus Group Discussions (FGDs) with implementation teams at all three centers, to understand their roles and contributions to the skill training program. Queries revolved around challenges in program implementation, mobilization strategies, available courses, fee structures, career guidance provision, job placements, and post-placement support provided to students by the centers.



Focus Group Discussions with Parents

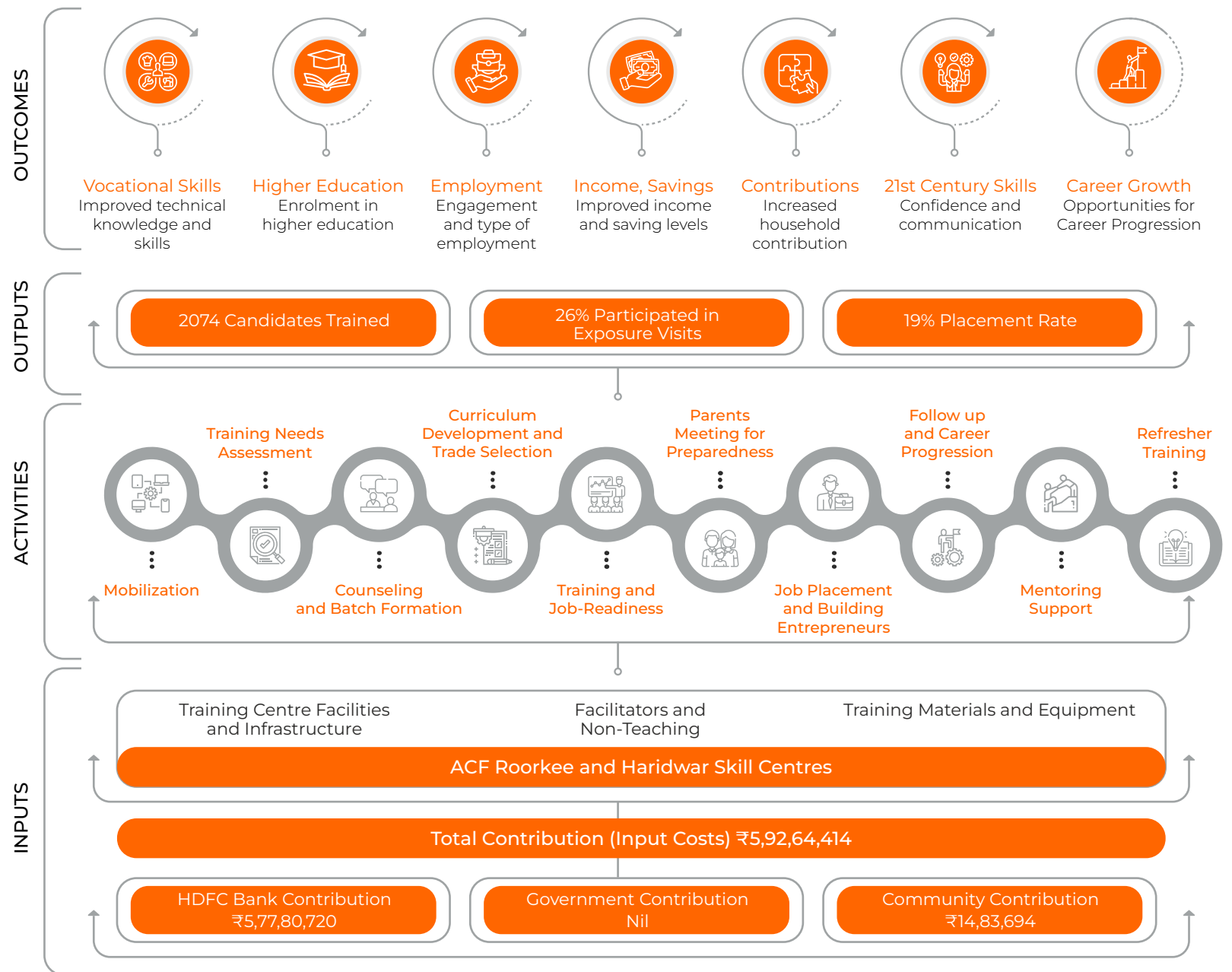
Parents were questioned about their children's educational background, employment status, and the specific course enrolled in at the training center. Additionally, inquiries were made to ascertain how parents became aware of the training program, the level of support they provided to their children, and the perceived impact of the program on their child's life. The goal was to comprehend the communication dynamics between children and parents regarding the training and to evaluate the parental perspective on its influence on their child's development and prospects.



Mapping Outcomes

The impact map plays a pivotal role in guiding the SROI (Social Return on Investment) study by serving as a comprehensive framework for understanding the program's value and effectiveness. It delineates the interconnected elements of the skill training program, starting from inputs and culminating in far-reaching impacts and value creation.

Figure 9: Program Impact Map



Evidencing Outcomes



Improved Technical Knowledge



51%
Male



39%
Female



45%
Overall

Case Study: Improved Technical Knowledge and Job Prospects

Mohd Aasif, a 23-year-old resident of the rural village Bukkanpur, Roorkee completed his 12th-grade education before pursuing training as an Assistant Electrician. During his training, he acquired in-depth knowledge of wiring, covering various appliances such as refrigerators, ACs, washing machines, as well as board and circuit assembly, fan repairing, transformer parts, voltage current, and power lines. The training, which emphasized both theoretical understanding and practical application, significantly enhanced Aasif's technical skills.

Guidance on interview techniques was also part of the training, leading to a successful placement. However, due to family issues, he couldn't take up the offered job. Two months post-course completion, Aasif secured a position in the electrical department in Dehradun, aligning well with the skills acquired during his training.

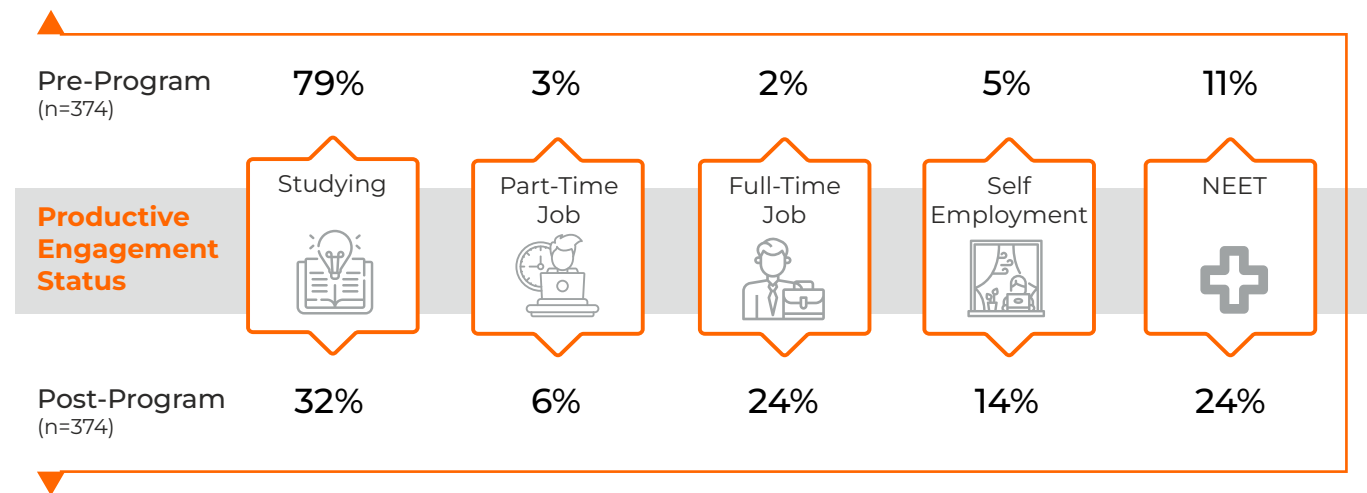
Currently employed for four years in the electrical department, Aasif serves as a Meter Reader, earning a monthly salary ranging from 16,000 to 20,000 rupees. His responsibilities align closely with what he learned during his training. Aasif is associated with a DTS company in his current employment.



Prior to assistant electrician training, students had very limited technical knowledge, during the course their technical skills developed.”

- Male 23, Assistant electrician, Roorkee

Figure 10: Productive Engagement Status of Alumni





Higher Education

Approximately 30% of alumni continue their education, indicating a commitment to learning within their age group. Before the program, 79% of the participants were studying, but this percentage decreased to 32% after completing the program. This change indicates that a substantial portion of the participants transitioned from being students to other statuses, which could imply program completion or graduation from educational institutions.

Before the program, the predominant educational levels were higher secondary 51%, followed by Graduation (42%). After the program, there was a substantial increase in Graduation pursuits, reaching 79%, and a notable emergence of post-graduation and above studies, accounting for 14%. Additionally, there was a transition towards vocational training and government competitive exam preparation (8%) post-program, indicating a diversification in educational trajectories. Overall, the program seems to have influenced a shift towards higher educational levels and a broader range of study options.

Figure 11: Highest Education Attainment (Pre-Post Program)

Education	Pre-Program			Post-Program		
	Female (N=144)	Male (N=150)	Total (N=294)	Female (N=66)	Male (N=52)	Total (N=118)
Pursued Higher Secondary	53%	49%	51%	0%	0%	0%
Graduation	46%	39%	42%	88%	67%	79%
Post-graduation and above	1%	1%	1%	8%	21%	14%
Diploma, ITI, Government Competitive Exams, Vocational training course/certification	1%	7%	5%	0%	12%	8%

Employment Outcomes



Part-Time Job:

The percentage of individuals in part-time jobs increased from 3% before the program to 6% after the program. This may suggest that some participants engaged in part-time employment alongside their studies or as a means of support during the program.



Full-Time Job:

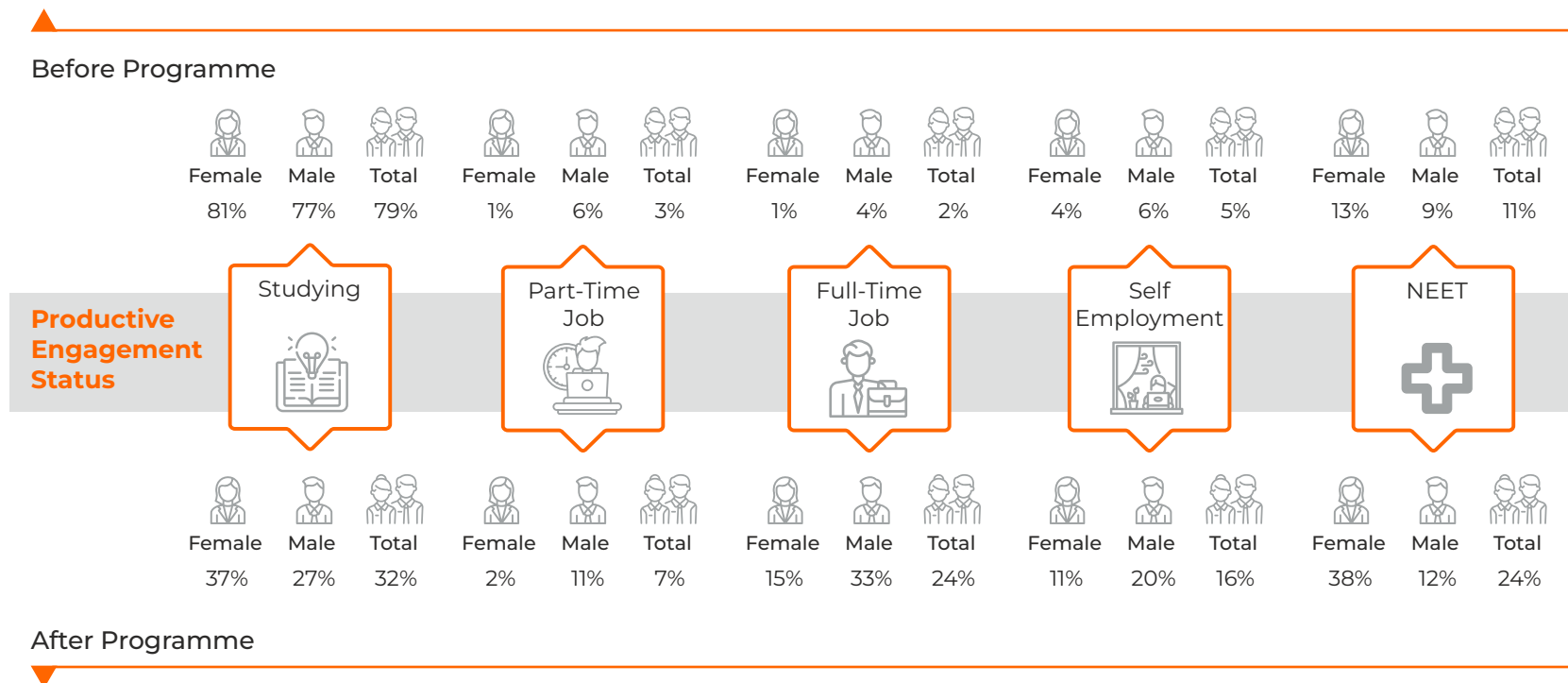
The most significant change occurred in the full-time job category, with the percentage rising from 2% pre-program to 24% post-program. This substantial increase indicates that a considerable number of participants secured full-time employment as a result of the program, highlighting its effectiveness in enhancing employability.



Self-Employment:

The percentage of individuals engaged in self-employment increased from 5% to 14%, showing that some program participants transitioned into entrepreneurial roles or self-employment opportunities, potentially leveraging the skills acquired during the program. Self-employment rates are notably higher among males (20%) and females (11%), suggesting room for program improvement in fostering entrepreneurship.

Figure 12: Productive Engagement Status of Alumni (Gender Differences)





NEET:

The increase in the NEET category can be seen as a negative trend in the short term, as individuals in this category are neither actively employed nor pursuing further education or training. However, it's important to consider the long-term implications. If program participants are actively seeking employment or higher education opportunities and are temporarily in the NEET category, it may be a transitional phase toward better opportunities. NEET status is significantly higher among females (38%) compared to males (12%), reflecting various challenges such as limited mobility, local job availability, family constraints, and a lack of financial support or 21st-century skills among female participants. Addressing these barriers is essential to empower female program participants effectively. (Annex 8)

99%

alumni remained in Uttarakhand showcasing no trends of migration.

Type of Jobs

Post-program, part-time job opportunities saw an increase, particularly in semi-skilled and skilled categories, compared to the pre-program period (Annex 9).

In terms of full-time employment,

- Unskilled roles saw a shift as more males worked in daily wage labor before the training, but afterward, their participation decreased as they transitioned to semi-skilled positions.
- The semi-skilled category experienced a significant rise in male candidates, aligning with occupations more suited to their skillsets.
- In the skilled category, there was a notable increase in female candidates, particularly in roles like General Duty Assistant and advanced beauty therapists. This shift can be attributed to the female-centric nature of these courses.
- Various other job roles, including assistant electricians, fitter fabrication specialists, and office assistants, were pursued by males.
- Post-program, new job opportunities emerged, such as Insurance officers, gym trainers, supervisors, and medical representatives, expanding the horizons of program participants. These findings underscore the evolving dynamics of employment among program alumni (Annex 10).



Self-Employment

Self-employed numbers increased after the program because participants' skills have enhanced and acquired knowledge on establishing a business. There was a notable increase in overall candidates because after the program male have started business in Electrical, Garments, General store, Farming, Catering and Food Services and females have started Tutions, Beauty and Personal Care.

Out of the initial 20 people running their own businesses, 15 are still entrepreneurs. The remaining 5 individuals have transitioned: 2 are NEET, 1 is working part-time, and 2 are employed full-time in different occupations. Business include Beauty and Personal Care, Farming, Catering and Food Services, Retail and Services like Tutions, Painting, Welding and Repair, Mechanics, etc.

Not in Education, Employment or Training (NEET)

The 24% of alumni who were not in employment, education, or training (NEET) can be attributed to several factors:

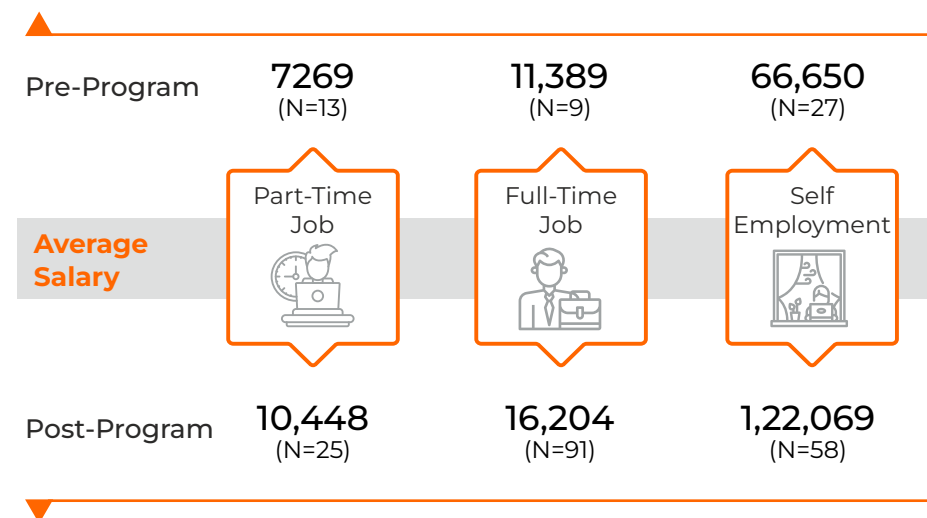
- **Family permission** as a reason for being NEET increased as a reason among females comparing pre (17%) and post (52%) program. This could be because girls were not given permission to work once, they completed their studies or that since jobs offered required them to travel or migrate it deterred them and their families from joining the workforce.
- **Not finding the right job** was very prominent amongst males (higher than 70%) across pre and post program timelines.
- **Household commitments** as a reason reduced among women respondents from pre to post since there could be a new found sense of self and independence among women who undergo the program. Migration as a reason reduced from pre to post program possibly because alumni understand the need for this to grow in their career trajectories and understanding the market needs and low availability of jobs locally.
- There was a slight reduction in those stating that they **did not have the right skills** to join the workforce before and after the program.

Incomes and Savings

There have been positive changes in average salaries for participants across different employment categories after completing the program. These increases in income reflect the program's success in improving participants' economic well-being and employability. Particularly noteworthy is the substantial rise in average salaries for those in full-time jobs and self-employment, highlighting the program's effectiveness in enhancing earning potential and entrepreneurial success.

For part-time jobs in the unskilled sector, more men are employed than women, and their income surpasses that of women. Income was lower before participating in the program, but it increased after joining. In the unskilled sector, women used to earn 3000 per month initially, and

Figure 13: Average Monthly Salary (Pre-Post Program)



now they earn 5250, indicating a rise of 2250 after program participation. In the skilled category, men earned 8000 before the program and now earn 11520, reflecting an increase of income 3520. After program participation, more men are earning in the skilled sector. Unfortunately, no women are working in the skilled sector, possibly due to restrictions on women working in other cities and states.

Prior to the program, no women were engaged in unskilled and semi-skilled work due to educational and household commitments. Post-program, female employment has risen in these categories, aided by organizers' outreach to household heads. Women's incomes have also grown. In the semi-skilled sector, men's income increased from 12000 to 16667, a significant gain of 4500. In the skilled sector, men earned 12750 initially, but post-program, their income surged to 21167, a substantial gain of 9500.

The table demonstrates notable improvements in the percentage of participants with job benefits, particularly among those in full-time employment. This indicates that the program not only helped individuals secure full-time jobs but also led to a substantial increase in the availability of job benefits, contributing to improved job quality and overall well-being for program alumni.

Figure 16: Percentage of youth accessing job benefits.

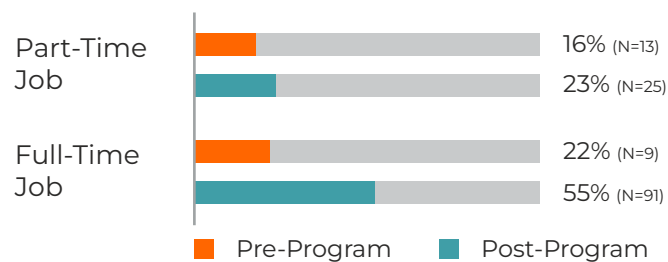


Figure 14: Average Salary of Part Time Jobs (Pre-Post Program, Gender Differences)

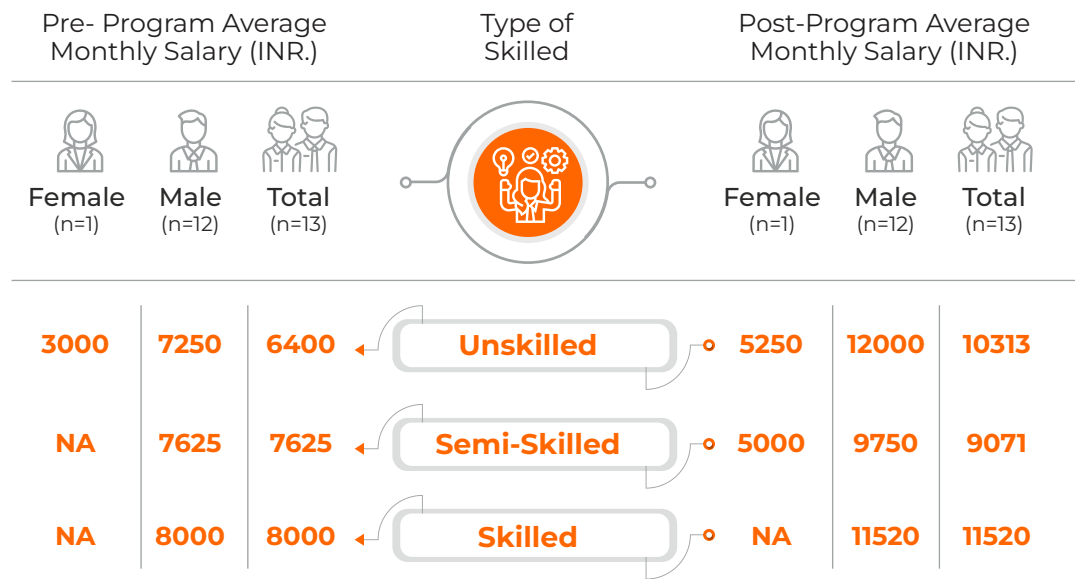
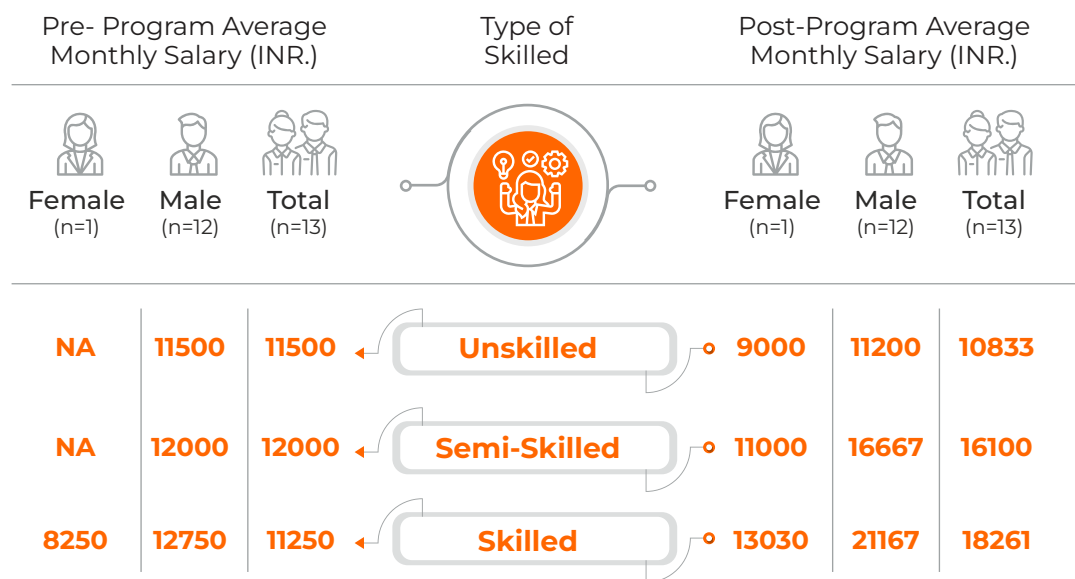


Figure 15: Average Salary of Full Time Jobs (Pre-Post Program, Gender Differences)



A significant increase is evident in the transition from part-time to full-time employment in the data before and after the training program. Following the completion of the training, candidates secured full-time positions as part of their placement, as reflected in the job benefits data before and after the program.



14% are now enjoying health and life insurance benefits in their full-time positions.



The provident fund benefit has seen a noteworthy rise, increasing by 16% in part-time jobs and 31% in full-time jobs. No candidate received a transportation allowance for either part-time or full-time positions before the training program (Annex 11).

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The candidates' overall savings have experienced a substantial increase post-program, rising significantly from 52% to 72%.

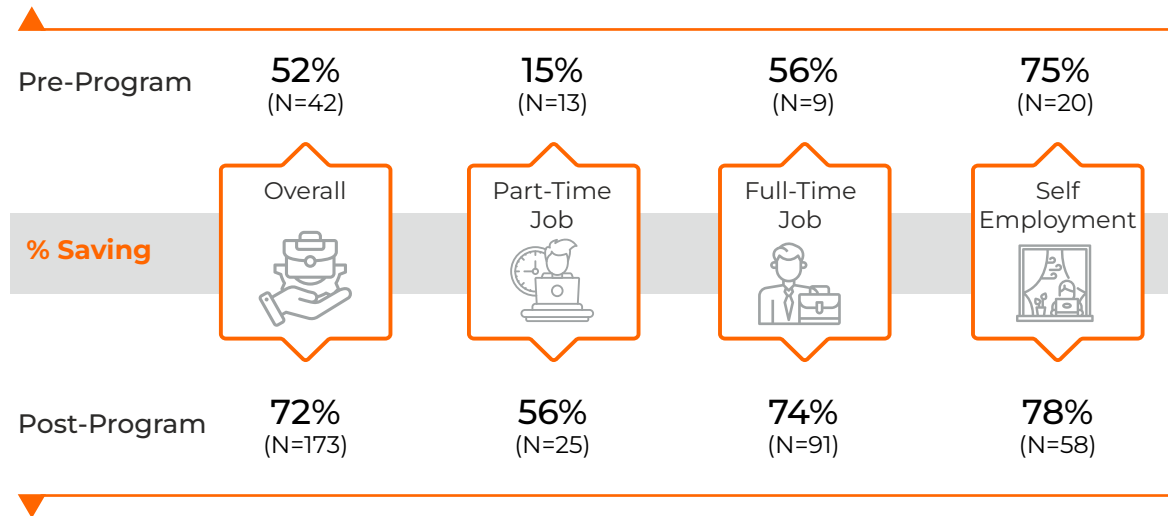


Before the program, candidates in part-time jobs had a savings rate of 15%, which remarkably increased to 56% after the program.



The Self-Employment category also noticed a marginal increase in savings post-program.

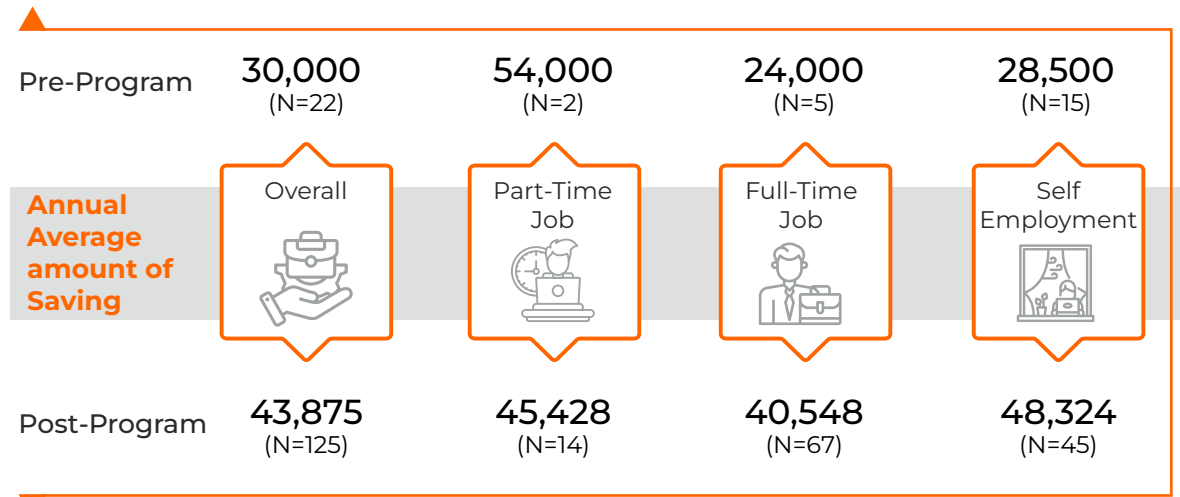
Figure 17: Percentage of youth saving (Pre-Post Program)





On account of completing the training, full-time category job holders got the placement as part of the training program; therefore, they have experienced an increase in their average annual savings, from INR 24,000 to INR 40,548. Furthermore, candidates in the self-employment category began to save more money after the training program.

Figure 18: Average Annual Amount of Saving (Pre-Post Program)



Household Contributions



Increased Support to family



18%
Male



17%
Female



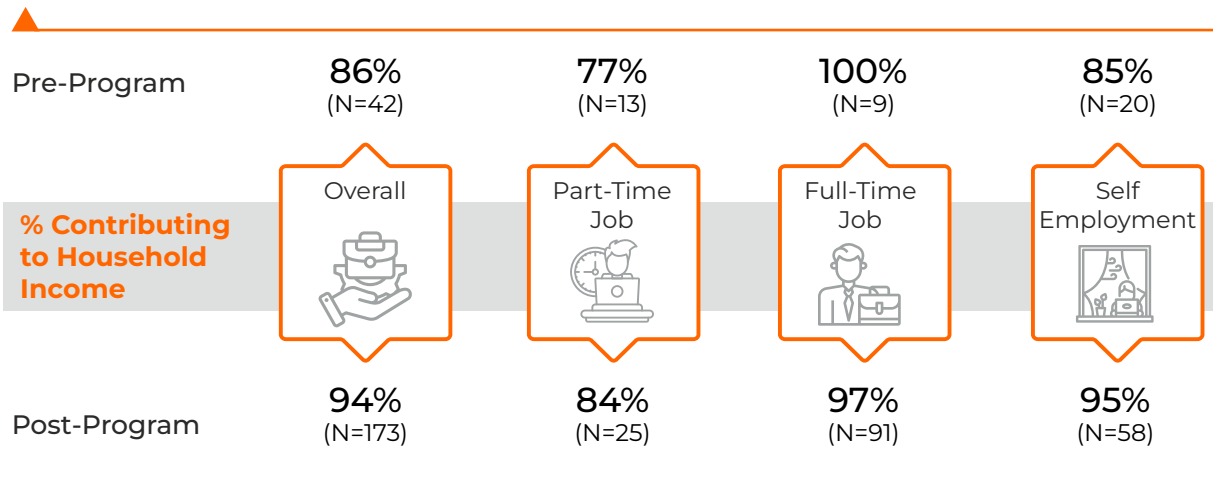
18%
Overall

The household economic conditions of candidates have uplifted after completing the training, as their contribution to households has increased to 94% from 86%.

- Post-program, the candidates in the part-time job category experienced a substantial increase in household contribution, with the percentage rising to 84%.
- Individuals engaged in self-employment saw a significant hike, contributing 95% to their households' post-program as they began providing financial support.
- A slight decrease from 97% was noted in the full-time job category, potentially attributed to the increased number of candidates post-program.

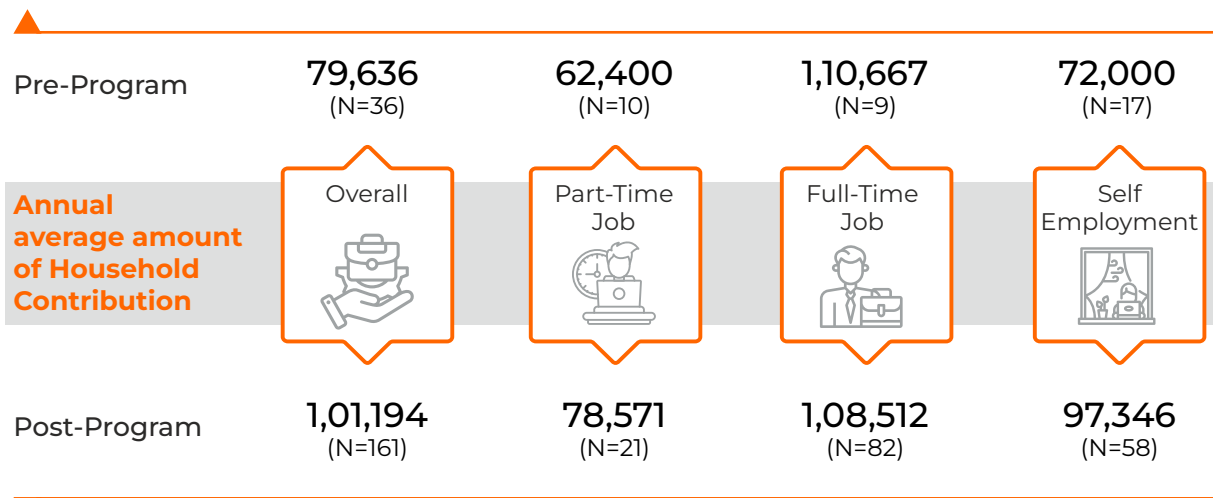


Figure 19: Percentage of alumni contributing to household incomes.



Candidates have significantly shared household financial responsibilities both before and after the program. Notably, there is a substantial increase in the overall average household contribution by candidates, rising from INR 79,636 to INR 1,01,194.

Figure 20: Average amount of annual contribution to household.





21st Century Skills



Gained Confidence



49%
Male



59%
Female



54%
Overall



Improved Communication skills



46%
Male



48%
Female



47%
Overall

Building Communication Skills and Earning Higher Incomes

Khushi, 20, from Haridwar, initially found limited success in a beauty parlor course during her 12th grade. Seeking more, she enrolled in an Assistant Beauty Therapist course in the academic year 2021-2022.

The Assistant Beauty Therapist course equipped Khushi with in-depth knowledge of beauty products and skills in facial care, threading, waxing, and more. Her mother's guidance added insights into technology and running a beauty parlor.

Khushi, while pursuing a Bachelor of Arts, applied her skills in a small beauty parlor. She ventured into entrepreneurship, earning 200-300 rupees daily and up to 3000 rupees during the wedding season. Khushi's earnings became vital for the household, supporting her brother as the sole earner.

The course not only enhanced Khushi's technical skills but also improved her communication. Her newfound confidence led to personal and entrepreneurial growth. She aims to open a larger salon post her education. Khushi's journey highlights the transformative impact of focused vocational training, showcasing the potential for personal and entrepreneurial success.



I am a very shy person but after doing the Assistant Beauty Therapist my communication skills improved."

- Female, 20, Assistant Beauty Therapist, Haridwar

Transformative Journey of Women in Haridwar

Anjali, a 22-year-old from Haridwar, was known in her community as a shy and reserved individual. She faced challenges in communicating effectively with others, which often held her back in both personal and professional settings. Anjali's quiet demeanor was not just a personal trait but also a reflection of the limited opportunities she had to develop her interpersonal skills.

Anjali's life took a significant turn when she enrolled in a General Duty Assistant course at a local skill training centre. This course was designed not just to impart technical skills relevant to her chosen field but also to enhance soft skills, particularly communication.

During the training, Anjali was exposed to various interactive sessions and games that were strategically incorporated to improve communication skills. These activities provided a safe and supportive environment where she could express herself freely and build her confidence. The training had a profound impact on Anjali. She noticed a considerable increase in her patience and her ability to interact with others more effectively. This newfound confidence was not just limited to her personal life but also extended to her professional environment, where she began to engage more openly with clients and colleagues.

Anjali's transformation was evident to her instructors and peers. From being hesitant in conversations, she evolved into a more confident and articulate individual. This change was not only a result of the training but also of her determination and willingness to step out of her comfort zone.

Anjali's journey is a testament to the power of skill development programs in enhancing not just technical abilities but also crucial life skills. Her improved communication skills have opened new doors for her, both professionally and personally, and she now serves as an inspiration to other young women in Haridwar, demonstrating that with the right support and training, personal barriers can be overcome.

Anjali's story underscores the importance of comprehensive skill training programs that focus on holistic development. It highlights how such initiatives can empower individuals, especially women in rural areas, to break free from their inhibitions and achieve their full potential.

“During the training, the trainer made us do group activities to improve our communication. Initially I was scared but later I gained confidence and my communication improved.”

- Female, 22, General Duty Assistant, Roorkee



Increased Independence



10%
Male



30%
Female



20%
Overall



Increased Self Esteem



13%
Male



31%
Female



22%
Overall

A Path to Empowerment and Family Support

Pinki, a 24-year-old resident of Roorkee, enrolled in the Medical Laboratory Technician course during the academic year 2021-2022. Before this, she was pursuing her second year of B.Sc.

The course provided Pinki with both theoretical and practical knowledge of medical laboratory technician skills, including the proper collection of blood samples and the process of generating reports. This comprehensive training equipped her with a profound understanding of the subject. Two months after completing the course, Pinki successfully secured a placement at Gupta Pathology through an interview conducted in Roorkee. The job offered a monthly salary of INR 6,000.

Pinki's decision to enter the workforce was influenced by personal circumstances. Her mother had passed away when she was just five years old, leaving her with five sisters and a father who couldn't work due to old age. Pinki's elder sister assumed the responsibility of supporting the family, and Pinki, residing at her sister's home, decided to contribute by joining the workforce.

Pinki's job not only provided essential financial support to her family but also boosted her self-esteem. The decision to join the workforce proved to be a significant step towards empowerment and self-sustainability.

This case study illuminates Pinki's inspiring journey, showcasing the role of education, skill development, and employment in transforming her life and contributing positively to her family's well-being.



Initially I wasn't given permission to work but trainers counseled my parents and they gave me permission to study and now I am working."

- Female, 22, General Duty Assistant, Haridwar



Before training I did not have permission to go out for work. Later trainers counseled my parents and I got family support and now I am working as a nurse."

- Female, 22, General Duty Assistant, Roorkee

Career Progression



Improved Networks and people connections



43%
Male



34%
Female



39%
Overall



Improved Entrepreneurship skills



28%
Male



23%
Female



26%
Overall



Improved Job opportunities



17%
Male



19%
Female



18%
Overall

Financial Independence and Career Advancement

Tanveer, a 23-year-old resident of Haridwar, navigated a transformative journey by combining education with professional development. Pursuing his second year of B.Com, he enrolled in a training program as an Accounting Executive, acquiring valuable skills in tallying, credit and debit transactions, and communication.

Undeterred by his training, Tanveer continued his academic journey with a focus on M.Com. Simultaneously, he secured a role as a Sales Officer at Manappuram Company, specializing in handling finances for two-wheelers and four-wheelers, earning a monthly salary of 16,000 rupees.

This employment opportunity in Haridwar not only provided financial independence but also paved the way for Tanveer's personal growth. Currently, he is dedicated to preparing for a banking job, showcasing his determination to advance his career and achieve ambitious professional goals. Tanveer's case underscores the potential for individuals to carve a successful path by combining education, training, and career aspirations.



After completing the training, I started freelance work and now I am applying to move to the gulf countries for work."

- Male, 27, Assistant electrician, Roorkee



Transformative Business Growth in Jagdishpur

At 26 years old, Akash hails from the village of Jagdishpur, Haridwar. Before embarking on a transformative journey, he completed a diploma and a Bachelor of Commerce. The turning point came when he took over his father's garment business, setting the stage for an entrepreneurial adventure.

Initially involved in managing the garment business, he sought avenues for growth. Recognizing the importance of honing his business acumen, he enrolled in training as an office assistant. The training was designed to equip him with essential skills, including computer-based billing, effective business management, and customer communication.

Akash successfully applied the skills he learned during training to his father's business. The implementation of efficient billing processes, enhanced business management, and improved customer interactions resulted in substantial growth. The shop's income witnessed a significant rise from an initial range of 10,000 to 15,000 rupees to a current range of 20,000 to 25,000 rupees.

This case study sheds light on Akash's journey from education to entrepreneurial success, underscoring the significance of skill development.



After completing Office Assistant training I learnt efficient billing processes, enhanced business management, and improved customer interactions.

- Male , 26 years, Office Assistant , Haridwar

The data presented reveals how individuals in the program searched for their current job placements and provides insights into whether the program has helped improve their job networks.

Here's an analysis of the findings:

Online Job Portals: Both females and males utilized online job portals to a limited extent, with a higher percentage of females (11%) compared to males (5%). While this source is less commonly used, it signifies that some participants leveraged digital platforms in their job search.

Referrals from Friends or Family: A significant portion of both females (52%) and males (50%) secured their jobs through referrals from friends or family members. This suggests that personal networks played a crucial role in their job placements, indicating a potential area where the program could further encourage and facilitate network building.

Referrals from Professional Contacts: Professional contacts played a relatively minor role in job placement, with 11% of females and 19% of males securing jobs through this source. While this is less common, it indicates some degree of professional networking.

Alumni Network: Interestingly, the program's alumni network did not seem to significantly contribute to job placements for females (0%) but played a minor role for males (9%). This suggests room for potential growth in leveraging the alumni network for job opportunities, especially for females.

Recruitment Agencies: Recruitment agencies played a minimal role in job placements for both genders, with 5% of males and no females using this source.

Placement from Institute: In some cases, participants found employment through placements facilitated by the institute, with 6% of males and no females benefiting from this source. While this source was not as prevalent, it highlights the program's role in providing direct placement opportunities.

Newspaper Advertisements: Newspaper advertisements played a more substantial role in job searches, with 15% of females and 8% of males securing jobs through this source. This indicates that traditional methods of job searching remain relevant.

Recruitment Process of the Program: A small percentage of both females (11%) and males (2%) found jobs through the recruitment process of the program. This suggests that the program's own job placement efforts contributed to some extent.

In summary, the data suggests that personal networks, particularly referrals from friends or family members, were the most prominent sources of job placements for program participants. While some participants utilized online job portals and other sources, there is room for further strengthening professional networks, including alumni networks, and expanding the program's role in job placement efforts.



Employer Feedback

During the interview process, the employer evaluated candidates, comparing their performance across various essential skills. As per the employer's skills evaluation, ACF candidates performed better in all the skillsets. ACF outshined other candidates in confidence, communication skills, knowledge, teamwork, and timeliness. It corresponds with alumni responses as well as why ACF training is better as compared to other institutes.

In summary, the ACF candidate stands out with superior confidence, communication, teamwork, timeliness, knowledge, and hard work, making them a well-rounded and promising candidate in comparison to others in the evaluation (Annex 12).



Valuation of Outcomes

For outcome valuation, for each indicator the number of alumni responding positively were considered to gauge how many people that per alumni value applies to. The quantity of change for the impact map is calculated by extrapolating the number of responses from the sample covered to the total population of the beneficiaries. Depending upon the responses received during data collection, proportionate percentage of total beneficiaries are calculated.

Table 7: Outcome Valuation

Education	Indicator	% of alumni	Financial Proxy	Proxy Value (Per Alumni Per Year)	Total Value	Total Value Created
Vocational Skills	% reporting improved technical skills	45%	¹ Perceived Monetary Value for Improved Technical Skills	₹30213	₹32276548	₹32276548
Higher Education	% Pursuing higher education after the program	32%	² The difference in annual salary of employed candidates at higher levels of education compared to lower levels.	₹38760	₹29445197	₹29445197
Employment and Incomes	% of first-time	38%	³ Average annual income of first-time earners.	₹165696	₹149477676	₹165315152
	% moved into other jobs	3%	⁴ Average annual income increases of those who moved to other jobs	₹86004	₹6125205	
	% of alumni getting job benefits	15%	⁵ Average value of job benefits	₹27274	₹9712271	
21st Century Skills	% reporting improved confidence	54%	¹ Perceived Monetary Value of Improved Confidence	₹35021	₹44895521	₹73272940
	% reporting improved communication	47%	¹ Perceived Monetary Value of Improved Communication	₹20426	₹22790922	
	% reporting improved independence	20%	¹ Perceived Monetary Value of Improved Independence	₹11766	₹5586497	
Career Growth	% reporting improved career progression prospects	18%	¹ Perceived Monetary Value of Improved Career Progression Prospect	₹9106	₹3891176	₹4305035
	% reporting improved professional networks	39%	¹ Perceived Monetary Value of Improved Professional Networks	₹447	₹413859	

¹The values of each outcome (Confidence, Knowledge, Job Placement, Independence, Communication, Technical skills, Income, Family Support, Business, Career Progress, Quality of life and Networks) has been obtained from Value Games conducted in Focus Group Discussions. A weighted average method was used to get these proxy values. The number of participants for each FGD served as weights that were assigned to each programme outcome.

²The difference in salary of employed candidates from Higher Secondary to Graduation and Graduation to Post-Graduation is considered and weighted by the number switching in the respective categories.

³The weighted average income of candidates moving from NEET to employment and from studying to employment is considered.

⁴The weighted average of change in income of candidates moving from one form of employment into another (Part-time/Full-time/Self-employed).

⁵An average value of income accrued through various job benefits (like health insurance, EarnLeave/Casual Leave/Maternity Leave, Maternity Leave, Provident Fund and Transportation allowance) is computed yearly and weighted by the number accruing the respective benefits.

Establishing Impact

Social Return on Investment (SROI) analysis involves considering various factors that influence the outcomes achieved, including deadweight, displacement, drop-off, and attribution. These elements play a pivotal role in determining the true social and financial benefits generated by an intervention program. Deadweight helps us estimate what would have occurred without the program, while displacement measures the extent to which the program may have substituted other positive changes. Drop-off acknowledges the natural decline in program results over time. Attribution discount, on the other hand, recognizes that program outcomes are influenced by a complex interplay of factors beyond the program's control.

By systematically considering these factors and applying appropriate discount rates, the SROI analysis provides a more accurate representation of the program's actual social and financial benefits while considering the complex dynamics involved in social interventions. This comprehensive approach ensures that the impact assessment is robust and reflective of real-world scenarios.

Table 8: Discounting of Outcome Values

Outcomes	Deadweight	Displacement	Drop-Off	Attribution
Vocational Skills	15%	5%	20%	10%
Higher Education	30%	10%	0%	50%
Employment and Incomes	25%	0%	10%	20%
21st Century Skills	15%	0%	0%	10%
Career Growth	15%	0%	20%	10%

Deadweight

Deadweight is an estimation of the social and financial benefits that would have been created/achieved without this intervention programme. The factors were categorized and grouped into broad themes from the survey question “What would have happened to you if you had not been a part of this program” and matched with the corresponding outcomes. Along with this the findings from qualitative studies have also been used to arrive at the discount rates.

- For Outcomes, “Vocational Skills”, “21st Century Skills” and “Career Growth”, the percentage of candidates reporting affirmation to the following question: “I would have received similar services from another NGO or government agency, as good as this “was considered. With respect to this question 29% reported in affirmation. Along with the quantitative survey, we also considered the assessments derived from the qualitative focus group discussion. Considering both the analyses, the figures were rounded to a lower end of 15% for each of these categories.

- For Outcome, higher education we considered affirmation to the question: "Pursued higher studies". This figure was 45%. We considered the qualitative findings along with this and rounded this to 30%.
- For Outcomes, "Employment", "Income/Savings", we considered the question: "Got another job". Affirmative response in this category was 28%, rounded off to 25%.

Displacement

This measures the extent to which this programme has displaced other positive changes/outcomes. The factors were categorized and grouped into broad themes from the survey question "Reasons for Dissatisfaction from the Programme" and matched with the corresponding outcomes.

- For "Vocational Skills," reasons considered included program helpfulness, course duration, curriculum, difficulty understanding, and inability to undertake other skill enhancement courses. The discount rate is 5.6% (rounded to 5%).
- For "Higher Education," no reasons were deemed suitable to discount this category. However, since 32% of the population is pursuing higher education, a discount rate of 10% is considered.
- For "Employment," reasons considered were inability to take up other jobs, difficulty finding a job after the course, and family pressure to join available employment opportunities. The discount rate is 1.9%, too low for discounting.
- For "21st Century Skills," reasons included program helpfulness, course curriculum, and inability to undertake other skill enhancement courses. The discount rate is 2.9%, too low for discounting.
- For "Career Growth," reasons considered were inability to take up other jobs, program helpfulness, and inability to find a job after the course. The discount rate is 3.2%, too low for discounting.

Drop Off

It is the decline in the results of a project over time, which could be compared to the depreciation on a fixed asset due to use. Drop-off accounts for programs lasting longer than one year. The factors were categorized and grouped into broad themes from the survey question "Reasons for Drop off from the Programme" and matched with the corresponding outcomes.

83%

of program graduates continue to utilize the skills acquired during the program,

with a higher percentage of males (89%) compared to females (75%). Those who do not apply their acquired skills cited various reasons, including current unemployment, limited job opportunities, incomplete program participation, or the perceived irrelevance of the knowledge to their current situations. (Annex 13)

- For "Vocational Skills," 80% have continued to use their skills, while 20% are considered drop-off over time due to skill depreciation.
- For "Higher Education," no reasons warrant discounting, so none is considered.
- For "Employment," reasons like "Unavailability of Opportunities" and "Changed Field" contribute to a computed discount rate of 10%.
- For "21st Century Skills," the reason "Knowledge was not useful" has a low discount rate of 2.1% and is not considered.
- For "Career Growth," reasons such as "Knowledge was not useful," "Unavailability of Opportunities," and "Changed Field" lead to a computed discount rate of 10.2% (increased to 20%).

Attribution

Attribution discount in SROI is the percentage by which the program's impact on specific outcomes is reduced, acknowledging that multiple factors contribute to those outcomes beyond the program's influence.

- For "Vocational Skills," a 10% discount is applied because skills can be acquired from various sources, such as family-owned businesses, internships, and educational institutes, making it challenging to attribute the program as the sole source of these skills.
- For "Higher Education," a 50% discount is considered because factors like family support and personal ambitions also influence pursuing higher education, reducing the program's sole attribution.
- For "Employment" and "Income/Savings," a 20% discount is applied as these outcomes can be influenced by personal networks, ambitions, and skill sets, making it difficult to attribute them solely to the program.
- For "21st Century Skills," a 10% discount is justified as these skills are typically developed from various sources and settings, making it challenging to attribute them solely to the program.
- For "Career Growth," a 10% discount is applied because this outcome marks the early stages of career development, involving learning vocational skills, job prospects, and network formation, with potential contributions from other sources.

The above values are in parity with the FGD analysis of the question “How much of your present employment status would you attribute to this skills training program in percentage terms?” The FGD analysis attributes approximately 82% of the current outcomes to the training programme with the variation ranging from 40% to 100%.



Calculating the SROI

Table 9: Program Budget and Expenditures

HDFC-P-272 Project Budget Details	HDFC Direct Contribution	HDFC Indirect Contribution ⁶	Total Government Contribution	Total Community Contribution	Total Contribution
Apr 2018 to Mar 2019	₹46,44,425	₹19,23,897	₹0	₹0	₹65,68,322
Apr 2019 to Mar 2020	₹1,34,03,451	₹44,50,866	₹0	₹5,55,900	₹1,84,10,217
Apr 2020 to Mar 2021	₹1,18,23,477	₹40,13,653	₹0	₹1,59,722	₹1,59,96,852
Apr 2020 to Mar 2021	₹1,32,98,810	₹42,22,141	₹0	₹7,68,072	₹1,59,96,852
Total Contribution	₹4,31,70,163	₹1,46,10,557	₹0	₹14,83,694	₹5,92,64,414

Table 10: Average Costs incurred by Alumni

Average Cost incurred by Alumni	Total %		Total Input Cost
Transport	81%	4990 (N=302)	9595471
Books	26%	164 (N=96)	101227
Fees	80%	1380 (N=298)	2620896
Other Costs	13%	6500 (N=2)	2006030
Overall Cost			₹1,43,23,624

This SROI ratio underscores the significant social and financial benefits derived from the program. For every unit of investment made, the program has generated substantial value in terms of improved vocational skills, higher education, employment, income, savings, contribution to households, 21st-century skills, and career growth.

The Social Return on Investment (SROI) analysis of the program reveals a compelling impact on the lives of participants and society as a whole. The input cost of the program amounted to ₹7,35,88,038. However, when we consider the cumulative value of outcomes generated by the program, which totals ₹55,85,36,406, the SROI ratio is: 7.29:1.



⁶ Includes Human Resource, Administration and Management Costs

Table 11: SROI Calculation

SROI Calculation									
Education	Total Value	Deadweight	Displacement	Attribution	Drop Off	Impact 22-23	Impact 23-24	Cumulative Impact	NPV
Vocational Skills	32276548	15%	5%	10%	20%	23456981	42222566	65679547	59251252
Higher Education	20243573	30%	10%	50%	0%	9275237	18550474	27825711	25064340
Employment	165315152	25%	0%	20%	10%	99189091	188459273	287648364	259292164
21st Century Skills	73272940	15%	0%	10%	0%	56053799	112107599	168161398	151473380
Career Growth	4305035	15%	0%	10%	20%	3293352	5928034	9221386	8318855
						191268461	367267945	558536406	503399992
							Input Cost	73588038	69096749
								SROI	7.29
								SROI Ratio	7.29:1

Net Present Value:

The input value and impact value is discounted to compute the net present value (NPV) of the outcome values. The idea is to reflect the present day value of benefits. A discount rate of 6.5% (present repo rate) has been used for the NPV calculations.
 NPV = Value of benefits/ ((1 + discount rate) x time)



4. CONCLUSIONS AND RECOMMENDATIONS

The Social Return on Investment (SROI) ratio has played a crucial role in identifying and prioritizing key outcomes valued by stakeholders in the vocational training and placement program. By analyzing each of these outcomes, we can uncover actionable recommendations aimed at increasing the number of program participants who experience these outcomes. This, in turn, will contribute to a higher SROI ratio, indicating a more impactful program. These recommendations focus on strengthening the program's capacity to scale, deepen, and extend the duration of outcomes, ultimately enhancing its effectiveness in bringing positive changes to the lives of youth and communities.

Research Question 1: Which outcomes contribute the most value to the lives of youth and communities?

The evaluation aimed to identify the outcomes that contribute the most value to the lives of youth and communities in the vocational training and placement program.

Employment: Employment is identified as the most valuable outcome by the students, underscoring the primary motivation for program participation.

Vocational Skills: The acquisition of practical vocational skills is also highly valued, indicating the immediate employment prospects associated with these skills.

21st Century Skills: This outcome, focusing on soft skills like communication and confidence, is notably valued, highlighting the importance of holistic skill development.

Higher Education: While valued, it is perceived as less valuable than employment and skills, indicating that students prioritize immediate outcomes.

Career Growth: Career growth is considered less valuable, possibly because it is not the primary motivator for program participation.

Research Question 2: What are the principal factors contributing to the final outcomes?

Understanding principal factors that contribute to final outcomes allows for targeted interventions and program enhancements to maximize the achievement of desired outcomes and better support program participants in their career journeys.

Employment

- **Availability of Jobs:** Local job availability plays a crucial role in employment outcomes. If there are limited job opportunities in the area, it can hinder participants' chances of securing employment.
- **Family Permissions:** Family support and permissions also impact employment outcomes. If participants' families do not permit them to work, it can affect their ability to secure jobs.
- **Mindsets Toward Higher Education:** Participants' attitudes and aspirations regarding higher education can influence their decision to seek employment immediately after completing the program.
- **Low Salaries and Job Mobility:** Low starting salaries and frequent job changes can impact the sustainability of employment outcomes.

Higher Education

- **Awareness of Opportunities:** Participants' awareness of higher education opportunities, including upskilling courses and related scholarships, influences their decisions to pursue further education.
- **Strengthened Professional Networks:** Building professional networks can enhance access to higher education opportunities and career advancement.
- **Career Mindset:** Participants with a career-focused mindset are more likely to pursue higher education for skill enhancement and career growth.

Vocational Skills

- **Quality of Courses:** The quality and relevance of the vocational courses offered in the program determine the skills participants gain as an outcome. Well-designed courses with practical components are essential for skill development.

21st Century Skills

- **Exposure to Work Environments:** Exposure to real work environments and experiences contributes significantly to the development of 21st-century skills, particularly communication and confidence.

Career Growth

- **Awareness of Opportunities:** Similar to higher education, awareness of career advancement opportunities is crucial for career growth outcomes.
- **Strengthened Professional Networks:** Building and leveraging professional networks can lead to career growth and advancement.
- **Promotion of Opportunities:** Providing information about potential career growth opportunities can motivate participants to pursue career development.



Research Question 3: How can the most valuable outcomes be maximized?

The study aimed to explore strategies for maximizing the most valuable outcomes of the vocational training and placement program. Based on the analysis, the following recommendations can be implemented to enhance these outcomes:

Employment Opportunities

- **Establish Partnerships:** Form partnerships with reputable local and national corporations to increase job opportunities for program participants.
- **Conduct Job Fairs:** Organize job fairs or recruitment drives in collaboration with partner companies to facilitate direct employment.
- **Create Employer Outreach Team:** Develop a dedicated employer outreach team responsible for building relationships with potential employers and matching participants with suitable job openings.
- **Facilitate Internships:** Introduce internship programs to bridge the gap between education and employment. Collaborate with local businesses to offer practical work experience.

Vocational Skills

- **Regular Review of Course Content:** Continuously review and update course content to ensure its relevance and alignment with industry needs.
- **Introduce Practical Exercises:** Incorporate practical exercises and real-world scenarios into training modules to enhance hands-on skill development.
- **Invest in Modern Equipment:** Provide modern equipment and tools for practical training to simulate real work environments.
- **Conduct Skill Assessments:** Implement regular skill assessments to monitor participants' progress and identify areas for improvement.

Regular Review of Course Content:

- **Mock Interviews:** Integrate mock interview sessions into the program to boost participants' confidence and communication skills. Provide constructive feedback to improve interview performance.
- **English Language Modules:** Include English language modules in the training curriculum to enhance participants' employability, especially in industries with international communication.

Higher Education

- **Promote Awareness:** Create awareness platforms and information sessions about higher education opportunities, upskilling courses, and available scholarships.
- **Scholarships:** Actively promote scholarship opportunities among program participants to encourage them to pursue higher education for skill enhancement.

Career Growth

- **Exposure Visits:** Organize exposure visits to various workplaces, industries, and job sites to provide participants with practical insights into potential career growth paths.
- **Basic Computer Training:** Offer basic computer training to improve candidates' digital literacy, a valuable skill in many industries.

- **Provide Travel Allowances:** Reduce input costs for alumni by offering travel allowances to overcome transportation barriers and encourage wider participation.

By undertaking these strategic actions, we anticipate a significant increase in the number of participants reporting positive outcomes, such as improved employability, vocational skills, 21st-century skills, higher education pursuits, and career growth. As a result, the overall value of the program will increase, contributing to a higher Social Return on Investment (SROI) in the future. These actions are designed to empower program participants, enhance their skills and opportunities, and ultimately lead to more impactful and meaningful outcomes, aligning with the program's objectives and mission.



LIST OF ANNEXURES

Annex 1: Study Design and Methods

In order to understand the outcomes created by the program and to estimate the value of these outcomes, a mixed methods study was undertaken.

Quantitative Methods

- **Surveys:** Telephone surveys were conducted with alumni of the skill training institutes. These surveys collected data on various aspects, including demographics, current employment status, income levels, and changes in skills and knowledge acquired before and after participating in the training program.
- **Secondary Data Analysis:** Existing data sources, such as employment and job platform data, government employment records, and program records, were reviewed. This data analysis provided insights into participant outcomes, including employment rates and income levels, contributing to an understanding of the program's impact.
- **Economic Models:** Economic modeling techniques were employed to estimate the value of program outcomes. This involved assigning economic values to specific outcomes, such as increased income, cost savings, and other financial benefits derived from program participation.

Qualitative Methods

- **Semi-Structured Interviews:** One-on-one interviews were conducted with various stakeholders, including family members of program alumni, trainers, and employers who had engaged with program graduates. These interviews captured insights into their experiences, perceptions, and the impacts of the training program.
- **Focus Group Discussions (FGDs):** Focus group discussions were organized with both current students and program alumni. These discussions facilitated dialogues on the impacts of the program. Topics covered included changes in employment status, perceived benefits of the program, and the influence of program participation on social dynamics.
- **Document Analysis:** An extensive review of program-related documents, reports, and participant testimonials was undertaken. This document analysis extracted data, including success stories, program challenges, and narratives shared by program participants.

Limitations of the study

- Separate group discussions for boys and girls were intended; however, this arrangement could not be executed due to the unavailability of students.
- Participation in the Focused Group Discussions (FGDs) was limited due to constraints related to working hours, resulting in fewer students taking part.
- During the Focus Group Discussions, notable variations in gender ratios were observed across different courses. For instance, courses like General Duty Assistant and Assistant Beauty Therapist exhibited a higher representation of females, whereas courses such as Assistant Electrician and Warehouse Picker and Packer had a higher male ratio.
- The research team encountered challenges in conducting Focus Group Discussions (FGDs) at workplaces due to high levels of noise and crowded conditions in the hospitals.
- Students, being employed, preferred to schedule telephonic data collection appointments during the early morning or after 7 pm.
- Due to the passage of several years, some students experienced difficulty recalling information related to their HDFC training program.
- In the telephonic interview, some students hesitated to share information because they had not yet received their course certificates and had not received placement calls from the training center.



Annex 2: Other Skill Training Institutes in the Vicinity

Other Institutes	Course	Fees
Haridwar		
GD Goenka	Assistant electrician	27,000
Anchor-Panasonic	Assistant electrician	2,000
Punjab National Bank (RSETI - Rural Self Employment Training Institute)	Assistant electrician	1,000
Rorkee		
Dindayal Upadhyay Gramin Swarojgar Yojana	General Duty Assistant	Free
	Microfinance executive	Free
	Assistant electrician	Free
Anchor-Panasonic	Assistant electrician	2,000
	Retail course	1,500

Annex 3: Companies in which exposure visit conducted by gender

Company	Female (n=54)	Male (n=43)	Total (n=97)
Reliance	28%	44%	35%
Beauty Parlour/Salon	31%	0%	18%
AIIMS/ Hospital	20%	4%	13%
Electrical Power house	0%	5%	2%
BHL seed food hotel	2%	2%	2%
Other Companies	4%	18%	12%
Don't Know	15%	21%	18%

Annex 4: Learning from Exposure Visit

Skills Learnt	Female (n=54)	Male (n=43)	Total (n=97)
Technology and Automation	30%	44%	35%
Industry Insights	26%	53%	38%
Time Management	31%	44%	37%
Teamwork and Collaboration	26%	49%	36%
Market Trends	35%	35%	35%
New Skills and Techniques	37%	28%	33%
Customer Service	39%	23%	32%
Communication Skills	33%	23%	29%
Personal and Professional Growth	30%	23%	27%
Networking and Contacts	26%	23%	25%

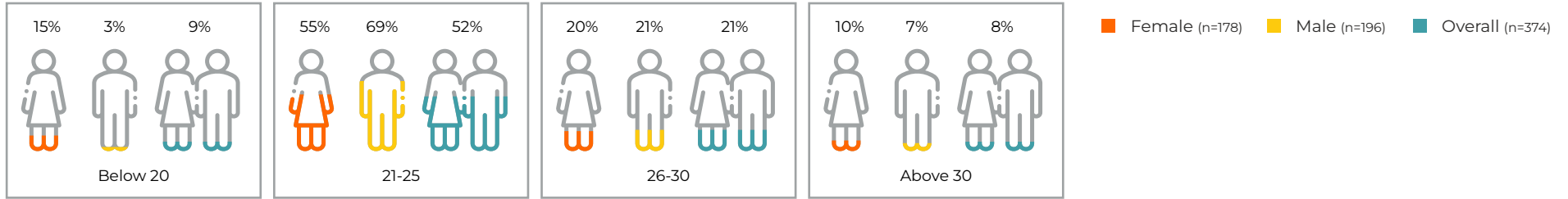
Annex 5: Center location feedback

Center location	Female (n=54)	Male (n=43)	Total (n=97)
Convenient (Not too far, transport was available)	29%	38%	33%
Highly Convenient (Very close to residence)	12%	9%	10%
Neutral (Not too far, not too close)	47%	42%	44%
Highly Inconvenient (Was very far)	4%	2%	3%
Inconvenient (Far)	8%	10%	9%
Grand Total	100%	100%	100%



Annex 6: Sample Alumni Profiles

The average age is 25 for both genders, with slightly more males (52%) than females (48%) out of a total of 374 individuals. Females have a lower representation in the 21–25 age group (55%) compared to males (69%), while there is a higher percentage of females (15%) than males (3%) in the below 20 years category.



The young demographic still showcases that 51% were married, 26% were unmarried, while data of 23% was not recorded. 99% alumni remained in Uttarakhand showcasing no trends of migration.⁷

- 20-25 years: Uttarakhand 52% Odisha 63%
- 25- 30 years: Uttarakhand 21% Odisha 31%
- Above 30 years: Uttarakhand 8% Odisha 4%

Highest Education Attainment at time of Survey			
Education Status	Female (n=54)	Male (n=43)	Total (n=97)
10th Class or Below	8%	10%	10%
11th to 12th	29%	24%	26%
Diploma/Certificate, ITI	0%	12%	6%
Graduation	53%	46%	50%
Post-graduation and above	10%	8%	9%

Annex 7: Value Game Facilitation and Calculations

The process for obtaining proxy financial values for outcomes in the SROI calculation involved a creative and participatory "value game."

Here's a breakdown of how this game was conducted:

- **Identifying Benefits:** Students who attended the training program were asked to articulate and share the benefits they gained from it. These benefits were documented on chart paper.

- **Sticker Representation:** Stickers were created to visually represent each benefit mentioned. This step helped in making the benefits tangible and easy to work with.
- **Group Discussion:** Students discussed the listed benefits within their groups. During this discussion, they collectively prioritized these benefits based on their perceived importance.
- **Hypothetical Birthday Gifts:** Students were then prompted to imagine their upcoming birthday and were asked to choose and describe three gifts they would like to receive. Descriptions of these gifts were attached to chart paper, and stickers were assigned to each gift.
- **Valuing Gifts:** The estimated monetary values of these imaginary gifts were discussed with the students. This allowed them to understand the relative values of different tangible items.
- **Comparing Benefits and Gifts:** Students were guided to compare the listed benefits from the training program with the described gifts. For example, they considered whether they would prefer a tangible item like a bike over an intangible outcome such as career progression.
- **Aligning Perceived Value:** This exercise aimed to align the perceived value of the training program's benefits with the value ascribed to tangible gifts. It provided a framework for understanding the relative importance and impact of the training program in students' lives.

The method for assigning values to outcomes involved listing products along with their corresponding monetary values. These products were then associated with specific outcomes. In cases where the same amount (value) was assigned to two or more outcomes, they received the same value. When different values were assigned to outcomes, or if there was only one outcome, the average value was considered.

To calculate the weighted average value, the number of participants in each Focus Group Discussion (FGD) was used as weights assigned to each outcome. This approach ensured that the values assigned to outcomes took into account both the number of participants and the perceived importance of each outcome among the students.

⁷4 alumni had moved to Uttar Pradesh while 1 was located in Jammu and Kashmir at the time of survey

9 FGDs conducted			Outcome value											
			Haridwar				Roorkee							
Programme Outcome	Overall programme outcome Score out of 9	%	FGD 1	FGD 2	FGD 3	FGD 4	FGD 5	FGD 6	FGD 7	FGD 8	FGD 9	Sum of weighted products value	Weighted Average Value (INR)	
Confidence	6	67%	400000	700000	0	0	120000	6000	0	20000	400000	1646000	35021.28	
Knowledge	5	56%	0	91000	875000	0	0	0	2800	200000	400000	1568800	33378.72	
Job Placement	4	44%	0	700000	700000	0	540000	0	0	30000	0	1970000	41914.89	
Independence	5	56%	0	7000	420000	40000	60000	0	0	0	26000	553000	11765.96	
Communication	6	67%	160000	3500	0	14000	0	0	400000	42500	340000	960000	20425.53	
Technical skills	6	67%	28000	0	49000	80000	600000	18000	160000	485000	0	1420000	30212.77	
Income	6	67%	0	7000	420000	24000	120000	240000	0	42500	0	1069500	22755.32	
Family Support	3	33%	0	0	0	0	600000	600000	0	465000	26000	1691000	35978.72	
Business	4	44%	0	700000	0	0	0	9000	300000	0	0	1009000	21468.09	
Career Progress	2	22%	8000	0	0	0	0	420000	0	0	0	428000	9106.38	
Quality of life	1	11%	0	0	0	0	0	0	0	0	100000	100000	2127.66	
Networks	1	11%	0	0	21000	0	0	0	0	0	0	21000	446.81	

NEET Reasons	Pre-Program			Post-Program		
	Female (n=24)	Male (n=17)	Overall (n=41)	Male (n=17)	Female (n=54)	Overall (n=41)
Family permissions - social reasons	17%	0%	10%	52%	8%	41%
Not finding a good job	17%	76%	41%	24%	71%	36%
Not wanting a job due to household commitments	71%	24%	51%	42%	17%	35%
Did not get placement after training	0%	0%	0%	10%	17%	12%
Do not wish to migrate from the village	25%	12%	20%	12%	8%	11%
Do not have the required training/qualification /age for work	8%	12%	10%	4%	13%	7%

Annex 9: Description of types of part-time jobs (pre and post)

Part time jobs	Pre-Program			Post-Program		
	Female (n=24)	Male (n=17)	Overall (n=41)	Male (n=17)	Female (n=54)	Overall (n=41)
Unskilled						
Daily Wage Labour	100%	0%	8%	33%	18%	20%
Helping in family business	71%	17%	15%	33%	9%	12%
Driver	0%	17%	15%	0%	0%	0%
Semi-Skilled						
Electrician	0%	8%	8%	0%	18%	16%
Fitter Fabrication	0%	8%	8%	0%	5%	4%
Advance Beauty Therapist	0%	0%	0%	33%	0%	4%
Skilled						
General Duty Assistant/ Healthcare specialist	0%	0%	0%	0%	14%	12%
Lawyer	0%	0%	0%	0%	9%	8%
Sales person	0%	25%	23%	0%	9%	8%
Tally & Account Executive	0%	0%	0%	0%	9%	8%
Office Assistant	0%	8%	8%	0%	5%	4%
Business Process Executive	0%	0%	0%	0%	5%	4%

Annex 10: Description of types of full-time jobs (pre and post)

Full time Job	Pre-Program			Post-Program		
	Female (n=24)	Male (n=17)	Overall (n=41)	Male (n=17)	Female (n=54)	Overall (n=41)
Unskilled						
Daily Wage Labour	0%	29%	22%	4%	9%	8%
Driver	0%	0%	0%	0%	3%	2%
Semi-Skilled						
Electrician	0%	0%	0%	4%	9%	8%
Fitter Fabrication	0%	0%	0%	0%	9%	7%
Industrial Electrician	0%	0%	0%	0%	5%	3%
Service Engineer/AC	0%	0%	0%	0%	3%	2%
Male Barber	0%	0%	0%	0%	2%	1%
Skilled						
Tally & Account Executive	50%	14%	22%	11%	14%	12%
General Duty Assistant	0%	14%	11%	22%	8%	12%
Office Assistant	0%	0%	0%	7%	9%	9%
Teacher	0%	0%	0%	22%	2%	8%
Sales person	50%	0%	11%	7%	8%	8%
Business Process Executive	0%	0%	0%	4%	5%	4%
Advance Beauty Therapist	0%	0%	0%	7%	0%	2%
Bank Manager	0%	0%	0%	4%	0%	1%
Others, please specify	0%	43%	33%	7%	16%	13%

Annex 11: Job benefits

% with Type of Job Benefits	Pre-Program		Post-Program	
	Part-Time (n=13)	Full-Time (n=9)	Part-Time (n=13)	Full-Time (n=9)
Health/Life insurance	8%	0%	8%	14%
Maternal/Paternal leaves	0%	0%	0%	3%
Earned Leaves/ Casual Leave /Medical Leave (Paid time off)	15%	22%	4%	23%
Provident Fund	0%	0%	16%	31%
Transportation allowance	0%	0%	4%	16%
Accommodation	0%	0%	0%	1%

Annex 12: Employer feedback

Skills rated by Employer	ACF Candidate score	ACF Candidate score	Code
Hard Work	4	3	
Confidence	5	2	
Knowledge	3	1	
Communication	5	1	
Problem solving	3	2	
Team Work	4	1	
Timeliness	4	1	

Annex 13: Reasons for Drop Off from the Program

Reasons for Drop Off	Female	Male	Total
Knowledge was not useful	3(7)	5(24)	8(12)
Did not complete training / Attended less sessions	8(18)	2(10)	10(15)
Unavailability of Opportunities	20(45)	9(43)	29(45)
Not working / Personal commitments	19(43)	7(33)	26(40)
Due to Marriage	2(5)	1(5)	3(5)
Changed Field	0(0)	1(5)	1(2)
Live in Jammu & Kashmir	1(2)	0(0)	1(2)
Total	44 (100)	21 (100)	65 (100)

Annex 14: Documents Reviewed_ Shared by HDFC

Sr.no	Document Name
1.	Alumni Details-P-272
2.	4. P0272 Project Closure Report
3.	5. P0272 Data Target Vs. Achievement
4.	ACF_P0272_Haridwar_QPR_July_Sep_2021-22
5.	Data Review HDFC
6.	Impact Report-Skill Training - P0272
7.	P0272 ACF Goal Indicators
8.	P0272 Project Impact Report
9.	P0272_ACF_Project Proposal-2020-22
10.	Project Renewal Note ACF P0272 FY-2020-22 Final
11.	QPR_P0272_FDP_Haridwara_ACF_Oct_Dec_2021

This research was conducted with the highest standards of independence and objectivity. No member of the research team has any financial interest, advisory role, or affiliation with entities that could influence the outcomes of this study.

This study adheres to ethical guidelines for research involving human subjects. Informed consent was obtained, confidentiality was upheld, and participant welfare was prioritized.

ABOUT 4TH WHEEL

4th Wheel Social Impact established in 2010, is a research and advisory firm specializing in monitoring and evaluation of social development programs. Our focus is on providing sophisticated insights to enable data-driven decisions in the realm of social development. We offer strategic advisory services to build robust monitoring, evaluation and learning (MEAL) systems for managing social projects. Our approach integrates practical, culturally relevant social impact assessment strategies involving diverse stakeholders.

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