

Impact assessment of Vocational Training Center - ECoVE Project

Endurance Technologies Limited

Aurangabad, Maharashtra

FY 2023-24



Acknowledgements

The assessment has been conducted by Grant Thornton India LLP (“Grant Thornton” or “GT”) for Endurance Technologies Limited (ETL) with the objective of assessing the impact of the ECoVE centre project, through interactions with trainees, principal, trainers, and various other stakeholders.

We would like to thank Endurance Technologies Limited (also referred as “client”) and the team for their continued support and assistance in carrying out the assessment. We are also grateful to HOPE Foundation and all other stakeholders who interacted with us during the assessment.

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List of abbreviations

CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
IDI	In-Depth Interview
GTBL	Grant Thornton Bharat LLP
ETL	Endurance Technologies Limited
ST	Sevak Trust
JJB	Juvenile Justice Board
VTC	Vocational Training Centre
CWC	Child Welfare Committee
MOU	Memorandum of Understanding
ST	Scheduled Tribe
SC	Schedule Caste

Executive summary

"The ECOVE" (Endurance Centre of Vocational Empowerment) project was initiated in 2015 by Endurance Technologies Limited, the CSR arm of Sevak Trust, with the aim of providing underprivileged youth a life-changing opportunity to pursue vocational training. Over the course of its implementation, 26 batches have been successfully completed, offering diverse courses which includes retail marketing, die casting, electrical machine maintenance, fashion designing, tailoring, and advanced computer skills. Each course is meticulously structured to enhance participants' employability prospects.

Grant Thornton Bharat LLP ("GT") was appointed by Endurance Technologies Limited to conduct an Impact Assessment study of the ECOVE Project. This study, comprising quantitative data analysis and stakeholder engagements, sheds light on the project's contributions toward addressing socio-economic hurdles and equipping beneficiaries with essential competencies. The assessment process involved interactions with various stakeholders, including beneficiaries, trainers, placement and mobilization personnel, parents, and school principal. Quantitative and qualitative data were systematically gathered through the collaborative efforts of Grant Thornton's team, engaging with over 156 beneficiaries to glean insights into the project's impact.

Approach and Methodology:

For the assessment, OECD DAC framework was used to critically analyse the project on principles of relevance, effectiveness, efficiency, impact, and sustainability. Quantitative data along with qualitative data collection tools, such as questionnaires, in-depth interviews, and focus group discussions, were used for trainees, parents, trainers, principal, trainees, project staff which was developed and administered on-site at the ECoVE centre, Aurangabad. These discussions delved into various aspects of the project and training, covering topics such as the curriculum, study material, teaching pedagogy, programme awareness, mobilization / placement, pre- and post-training employment statuses of beneficiaries, operational procedures, monitoring mechanisms, key challenges, suggestions for improvement, and overall perceptions of the training and project.

During the period spanning 2021 to 2023 (period covered for the study), a collective count of 903 trainees successfully completed five distinct courses. A sample cohort comprising 144 trainees was initially designated, based on a 95% confidence level and $\pm 5\%$ margin of errors. However, the actual sample size reached 156 trainees, encompassing an additional 10 participants across these course offerings.

Key Highlights:

- Coverage: There were 38% OBC, 25% SC, and 7% ST among the responders. With 55% of the population between the ages of 18 and 21, 28% between the ages of 22 and 25, 6% under the age of 18, and 11% over the age of 25, there is also a sizable age diversity. 47% of the respondents belongs to below the poverty line.

- Educational Qualification: Among males, 73% completed higher secondary education, while among females, 48% achieved the same. Graduates comprised 11% of males and 12% of females. The data revealed that 12% of males and 6% females were 10th pass, Furthermore, ongoing graduate studies were reported by 12% of males and 8% of females. 8% of males and females possessed educational qualifications below the 10th grade.
- Income Distribution: 81% of trainees reported earning no income before joining the programme, while 6% earned below INR 5,000, 6% in between INR 5,000-10,000, 4% in between INR 10,000-15,000 and only 3% reported incomes exceeding INR 15,000.
- Household Income: 39% of trainees had household incomes below INR 10,000 monthly, while 26% earned between INR 10,000 to 30,000 and 35% earned above INR 30,000.
- Awareness and mobilization: 77% of trainees learned about the programme through word-of-mouth referrals, while other 22% got to know through Hope Foundation awareness campaigns and 1% through social media websites.
- Remarkably, 98% of respondents said they could not find comparable courses in their area, and the 2% who could find them reported that the short-term courses they could enrol in were too expensive.
- 76% of respondents said they had no family connections to ETL.
- Trainees from a variety of courses took part in the study, spanning Retail Marketing (25%), Electrical Machine Maintenance (22%), Die Casting (21%), Fashion Designing and Tailoring (17%), and Advanced Computer (15%).
- Fees Payment: A total of 88% of trainees enrolled in the course paid a fee, while the remaining 12% did not. Those from poor financial backgrounds were granted fee exemptions.
- Reasons for Enrolment: 49% of trainees joined trainings to learn new skills, while 44% joined for seeking employment opportunities and 7% enrolled as they were interested in learning the course offered by the centre reflecting diverse motivations.
- Facility ratings: Trainees highly rated facilities, with food (4.46/5) and study materials (4.42/5).
- Perceptions: 82% of trainees agreed that the programme positively influenced their career growth, 3% disagreed and other 15% remained neutral.
- 96% of trainees reported increased value and weightage given to their opinions and decisions in family decisions.
- Soft Skills satisfaction: 65% of trainees expressed their extreme satisfaction with soft skills training, highlighting its effectiveness while 28% responded felt 'satisfied' and other 6% were neutral with the training. Only 1% expressed dissatisfaction with the soft skill training.

- Placement: 73% of trainees secured placements post-training, while 13% didn't join the placement centre provided and 14% remained unemployed. However, retention rate was found to be lower for various reasons such as low salary, long distance between job location and residence, workplace atmosphere.
- Basis the findings, followings are the recommendations made:
 - NGO Capacity Evaluation.
 - Refresher trainings for trainers.
 - Better industry partnerships to get more and better placement for trainees.
 - Using diverse channels for awareness and introducing eligibility test to attract deserving applicants.
 - MoU with well-defined milestones and timelines.
 - Ensuring concurrent monitoring and evaluation of the program to take timely correcting actions.

1. Introduction and background

1.1. Stakeholders involved in the programme

About Aurangabad

Aurangabad city, located in Maharashtra, have an estimated population of 1,667,000, while the broader Aurangabad metro area is estimated at 1,693,000 residents. Within the city's educational sphere, there are 889,224 literates, with 483,343 being male and 405,881 females, reflecting an average literacy rate of 87.49%. Additionally, the city hosts 41,723 slums, accommodating roughly 221,001 inhabitants, comprising approximately 18.81% of the total population.¹

Aurangabad is an important industrial centre and a historical tourism destination in Maharashtra. Its reputation as a balanced industrial hub is underscored by its historical prominence in silk and cotton textile production, notably exemplified by the creation of the Himroo textile, a fusion of silk and locally sourced cotton. Major industries in the city encompass manufacturing, biotechnology, pharmaceuticals, and automobiles.²

Figure 1: District map of Maharashtra



However, alongside its industrial achievements, Aurangabad grapples with socio-economic hurdles. The Municipal Corporation has identified 32,556 families residing below the poverty line, primarily comprising unskilled workers, which restricts their access to viable livelihood avenues. Many of these families fall into the category of the working poor, predominantly engaged in the informal sector of the economy. Urban poverty is particularly concentrated in specific locales, such as informal settlements and inner-city zones, where residents encounter challenges in accessing essential services and opportunities for socioeconomic advancement.³

¹ <https://www.census2011.co.in/census/city/360-aurangabad.html>

² <https://ijcrt.org/papers/IJCRT2202393.pdf>

³ <https://ijcrt.org/papers/IJCRT2202393.pdf>

About Endurance Technologies Limited

Endurance Technologies Limited (ETL), an auto component manufacturer with a growing international presence, holds the distinction of being India's foremost aluminium Die-casting company and the primary producer of auto components for two and three wheelers. Operating across the entire spectrum from design to post-sales support, ETL prioritize innovation, evident in cutting-edge R&D facilities and technology-driven approaches. ETL commitment extends beyond business success; they aim to empower communities for self-sufficiency and prioritize environmentally conscious operations to foster sustainable impact. With a focus on innovation, quality, and customer satisfaction, ETL has earned a reputation for delivering reliable and high-quality products to its clients. The company's commitment to research and development ensures that it stays at the forefront of technological advancements in the automotive industry.

Endurance Technologies collaborates with Endurance Technologies Limited on social empowerment projects such as the ECOVE initiative, launched in 2015. Together, they aim to provide vocational training and skills development opportunities for underprivileged youth, emphasizing community outreach and empowerment. While Endurance Technologies contributes resources, Endurance Technologies Limited leverages its expertise to facilitate impactful programmes. This partnership exemplifies the powerful synergy between corporate and non-profit entities in addressing social challenges and fostering positive change within communities.

About Sevak Trust

Sevak Trust, the CSR arm of ETL, partners with organizations like Hope Foundation to implement initiatives benefiting underprivileged communities. Through collaborative efforts, they undertake projects focused on education, healthcare, skill development, and environmental sustainability, aiming to uplift marginalized individuals and communities.

About Hope Foundation

Hope Foundation, an NGO, is committed to empowering individuals and communities through education, skill development and socio-economic initiatives. The Hope Foundation collaborates with organizations to create impactful programmes that address the pressing societal challenges children face.

Endurance Technologies Limited with collaboration of Hope Foundation launched the ECoVE- Endurance Centre of Vocational Empowerment, a specialized vocational training center aimed at bridging gap between education and employment. At ECoVE, the hope foundation offers a diverse range of courses designed to equip individuals with practical skills and knowledge needed to get a job in competitive market. These courses are curated to cater to the needs of the local community and industry demands, ensuring relevance and effectiveness.

The five courses are mentioned below:



About ECoVE centre

ECoVE aims to provide employable skills to school dropouts, educationally and economically underprivileged individuals, and unemployed youth residing in the nearby industrial Area. The center serves as a bridge between industries in need of skilled labor and aspiring individuals seeking sustainable livelihood options. Endurance Technologies Limited, in partnership with HOPE Foundation, contributes expertise in curriculum development, trainer provision, evaluation, and soft skills training such as English proficiency and life skills. The center is equipped with tailored laboratory rooms, theory classrooms, skilled trainers, and other resources to ensure effective skill development among trainees for employment opportunities.

1.2. About the project

The ECoVE programme, which commenced on August 20, 2015, initially offered four courses: Electrical, Computer, Retail, and Tailoring, each lasting three months. These courses were conducted at the Marathwada Auto Cluster in Waluj premises. Prior to launching these courses, the centre conducted a thorough survey of the local community to understand their needs and demands, which led to the establishment of the mentioned four courses.

In response to the evolving industry demands, the centre expanded its offerings in September 2018 by introducing a Die-casting course to meet the growing need for skilled individuals in this field. This addition was developed, with experts from the Endurance Technologies Limited contributing to its design and implementation. Additionally, the Electrical course was enhanced to focus specifically on electrical machine maintenance.

The success of these programmes led to the construction of a dedicated training centre. Consequently, in October 2021, the centre relocated from rented premises in Marathwada to its newly established facility. Recognizing the need of extended training duration to ensure comprehensive learning, the centre also extended the duration of all courses to four months starting from February 2022.

In 2016, a collaborative effort between the Vocational Training Centre (VTC) and the Police Commissioner of Aurangabad launched an initiative targeting individuals under the supervision of the Juvenile Justice Board (JJB), Child Welfare Committee (CWC), and those overseen by the Police Welfare Department. The initiative was recognized as a unique opportunity to make a meaningful impact for vulnerable youth. To integrate vulnerable youth and make them a responsible citizen, specialized counselling sessions designed in collaboration with the JJB, and the Police Commissioner were launched with an aim of providing essential support and guidance to these youth. Following the counselling sessions, these individuals were given opportunity to enrol for the main courses. The centre played an active role in assisting them in securing employment opportunities, thereby empowering them to lead independent and fulfilling lives. Over time, the centre has been witnessing numerous success stories, with many orphaned and JJB-affiliated trainees successfully reintegrating into mainstream society and finding contentment in their newfound paths.

Objectives of the Project

The objective of the ECoVE project, is to empower economically and educationally underprivileged youth with employable skills. The project aims to achieve this objective by providing vocational and skill development training. Through its interventions and tailored training programmes, project seeks to bridge skill gaps, enhance employment prospects, and create sustainable livelihood solutions for targeted youth.

To stay effective in achieving its objectives, the project operates within a framework of continuous assessment, feedback, and responsive modifications to ensure its effectiveness and relevance over time.





Roles and responsibilities of stakeholders

Table 1: Roles and responsibilities

S/N	Entity	Roles and Responsibility
1.	Endurance Technologies Limited	<ul style="list-style-type: none"> • Choosing courses for the VTC • Establishing criteria for selecting beneficiaries • Providing funding to Sevak Trust. • Regularly monitoring activities • Supplying specialized trainers for trainings such as Die Casting. • Offering additional assistance for mobilizing candidates from the Village Development Project Area.
2.	Sevak Trust	<ul style="list-style-type: none"> • Identify a partner to implement the Vocational Training Programme. Allocate funds to the implementing partners for the execution of vocational training initiatives. • Conduct periodic financial audits to ensure transparency and accountability. • Monitor the implementation of vocational training programmes and evaluate their impact
3.	Hope Foundation	<ul style="list-style-type: none"> • Execute the Vocational Training Programme in collaboration with Endurance Technologies Limited as the implementing partner. • Identify and onboard trainers. • Develop and establish curriculum. • Deliver soft skill training sessions. • Source candidates for the programme. • Select candidates for specific training programmes. • Conduct trainings according to the trades specified by ETL. • Administer assessments. • Facilitate relevant job placements by assessing company needs and supporting self-employment opportunities. • Maintain documentation and records. • Provide regular financial and programmatic reports to Endurance Technologies Limited and ETL. • Engage in liaison and networking with stakeholders.

Beneficiary selection process

Table 2: Beneficiaries selection process

	Outreach by mobilization team through community interactions, distribution of pamphlets focusing on unemployed, school dropout and below poverty line youth
	Selected beneficiaries are invited to visit the centre
	Applicants undergo the eligibility test to understand their specific cognitive, physical, and other capabilities
	Final interview by principal to assess candidates' family background, reason for choosing the course, interest of the child, and verification of stated status.

1.3. Objectives of the study

Following were the key objectives of ECoVE project:

- To identify key stakeholders and record their feedback about the project.
- To evaluate the impact of the project on the socio-economic condition of the trainees.
- To identify the key areas of improvement and provide recommendations for the same.
- To document relevant case studies.

2. Approach and methodology

2.1. Approach for the assessment

For the assessment, the Organization for Economic Cooperation and Development-Development Assistance Committee (OECD DAC) framework was used to critically analyse the project on principles of relevance, effectiveness, efficiency, impact, and sustainability. To gather data for each of these principles, stakeholders were mapped enabling a robust data collection, analysis, and documentation of findings. Both quantitative and qualitative data was collected for study.

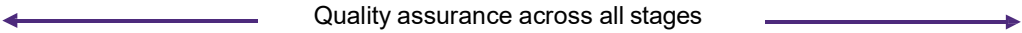
Table 3: OECD DAC Framework

Principles for evaluation	Brief on the principles
Relevance	<ul style="list-style-type: none"> To what extent the objectives of the project were suitable as per the need of the area? Were the activities and outputs of the project consistent with the overall goal and the attainment of its objectives? Were the activities and outputs consistent with the intended impacts and effects?
Effectiveness	<ul style="list-style-type: none"> To what extent were the objectives achieved/ likely to be achieved? What were the major factors influencing the achievement or non-achievement of the objectives?
Efficiency	<ul style="list-style-type: none"> Were the activities cost-efficient? Has the process been documented thoroughly, with controls and checks in place? Were the objectives achieved on time? Was the project implemented in the most efficient way compared to alternatives?
Impact	<ul style="list-style-type: none"> What has happened as a result of the project? What real difference has the activity made to the trainees? How many people have been affected?
Sustainability	<ul style="list-style-type: none"> To what extent did the benefits of a project continue after donor funding ceased? What were the major factors that influenced the achievement or non-achievement of sustainability of the project?

2.2. Methodology followed

The methodology followed to conduct the assessment was spread across three stages.

Table 4: Methodology

I – Planning	II – Data collection & analysis	III – Reporting
		
<ol style="list-style-type: none"> 1. Inception meeting for understanding the objectives of the study. 2. Review of available documents and reports to further understand the programme. 3. Study design including identification of key stakeholders and areas of inquiries. 4. Development of sampling plan and tools for undertaking the data collection. 	<ol style="list-style-type: none"> 1. Training sessions for the data collection team. 2. Data collection from identified stakeholders on the field. 	<ol style="list-style-type: none"> 1. Data analysis to identify relevant trends and key statistics. 2. Submission of draft, discuss report findings and recommendations with client and obtain relevant inputs for final report. 3. Prepare and issue final report.

Stage 1: Planning and desk review

Understanding the context

- Discussions were held with the Endurance Technologies Limited and Hope foundation team to obtain detailed understanding of the programme.
- Studied the geography thoroughly using data from various sources including Government websites, relevant articles among others available in the public domain.

Developing study design

- Key stakeholders were identified and understood through discussions with the team.
- Data was reviewed through secondary sources to map key focus areas and performance indicators.
- Study tools were developed and reviewed for each stakeholder, both direct and indirect.

Stage 2: Data collection

- Surveys were conducted through **structured/semi-structured interviews** and focused group discussions based on the developed research design.

- Consulted with **primary and secondary stakeholders** to understand and capture information on the impact of the programme.
- Ensured all **ethical considerations** are taken into perspective during all the discussions with stakeholders.
- To **ensure confidentiality**, GT team took due consent from respondents, shared data responsibly, and explained the purpose of the study.
- To ensure quality data collection, **training sessions** were conducted for the field team on the key areas of enquiry, clarity on tools, noting observations, among others.

The following table illustrates the total quantitative sample finalized for data collection, in Aurangabad, Maharashtra:

Table 5: Sample plan

Stakeholder	Target sample	Target achieved	Quantitative	Qualitative	
				FGD	IDI
Trainees	144	156	✓	-	-
Trainers	05	05	-	✓	-
Parents	-	16	-	✓	-
Principal	01	01	-	-	✓
Programme director, coordinator, and mobilizer	-	06	-	-	✓

For data collection, a random stratified sampling approach was adopted. Course wise strata were defined, and trainees were randomly selected from each stratum. From a population of 903, total of 156 samples were collected across various courses, including Retail, Machine Maintenance, Computer, Tailoring, and Die Casting. Out of 156 participants, 89 participants were consulted at ECoVE centre and 21 at their respective homes / offices. However, due to non-availability of trainees at ECoVE Centre and their homes/offices, 46 participants were virtually consulted.

Stage 3: Data Analysis

- Collated the information collected from all sources – primary, secondary, and tertiary and established linkages.
- Mapped information on KPIs and analyzed data points on various socioeconomic factors.

- Discuss report findings, results and recommendations with client team and obtain relevant inputs for final report.

Data collection tools

The following tools were used for data collection-

- **Individual survey- Trainees**

The assessment utilized individual surveys comprising both open and closed-ended questions for beneficiaries across various courses such as Retail Marketing, Fashion Designing and Tailoring, Electrical Machine Maintenance, Die Casting, and Advanced Computer. The survey prioritized diversity among trainees to obtain a holistic understanding of their perspectives and experiences.

The questionnaire enabled collecting individual feedback from the trainees about the project and document the outcomes and impact.

- **Focused Group Discussion (FGD)**

FGD was conducted for parents and trainers from all 5 courses. The discussion enabled in obtaining information from the stakeholders to get a deeper understanding of the project and the impact.

- **In Depth Interview (IDI)**

IDIs were conducted with the mobilization and placement team to understand the overall process adopted for implementation, key enablers, and challenges. Additionally, home visits were conducted for 22 trainees, including those involved in juvenile cases, to ensure comprehensive coverage.

Presented below is the stakeholder matrix and key areas of enquiry.

Table 6: Stakeholder matrix

S/N	Stakeholder	Type of tool	Key areas of enquiry
1.	Trainees	Individual Survey and FGD	<ul style="list-style-type: none"> • Socio-economic profile • Programme awareness • Training details and benefits • Employment status pre and post training • Changes in life post training • Challenges and suggestions
2.	Programme Team	IDI	<ul style="list-style-type: none"> • Training curriculum and Pedagogy • Programme awareness • Roles and responsibilities • Programme details • Operational details and monitoring mechanism. • Key challenges and suggestions • Placement of trainees • Salary and performance at job

3.	Parents and community members	FGD	<ul style="list-style-type: none"> • Pre and Post conditions w.r.t skill development and jobs. • Programme awareness • Training details and benefits • Changes in life post training • Training impact on family • Challenges and suggestions
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2.3. Limitations of the assessment

The key limitations observed were as follows:

1. For virtual connect with beneficiaries, team contacted via their registered phone numbers which often belongs to their parents. This increased the dependence on parents prolonged the process of interaction. There is a possibility that response might get influenced by the view of parents.
2. For virtual connect with beneficiaries, team contacted via their registered phone numbers and most of which were not correct. Some batches have same contact number. For instance: Batch 23 and 24 has same contact number of trainees. This is a documentation gap from the NGO partner's side, which again prolonged the data collection process.
3. Documentation gaps were evident, particularly in project reports, baseline and endline reports, and beneficiary related documents.
4. The Memorandum of Understanding (MoU) lacked critical elements such as the partnership or programme objectives, project timeline and milestones, monitoring and evaluation framework, and the identification of beneficiaries for each year or batch, which led to difficulty in tracking progress, and challenges in assessing the effectiveness of interventions over time.
5. An equal percentage of samples were intended from each course. However, due to the unavailability of trainees, GT had to engage with whichever trainees were accessible for the interaction.

3. Coverage

3.1. Coverage

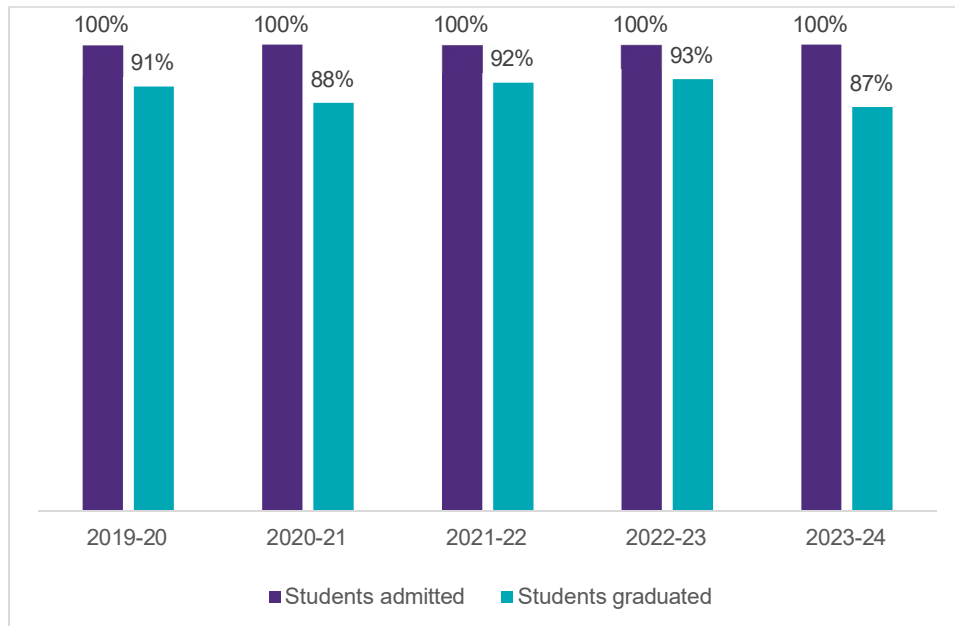
The following table illustrates sample covered against the target.

Table 7: Sample size and sample coverage

S/N	Course Name	Total Population	Sample planned	Sample achieved
1.	Retail marketing	142	23	39
2.	Electrical Machine Maintenance	201	32	34
3.	Advance Computer	205	33	24
4.	Fashion Designing and Tailoring	212	34	26
5.	Die casting	143	23	33
Total		903	144	156

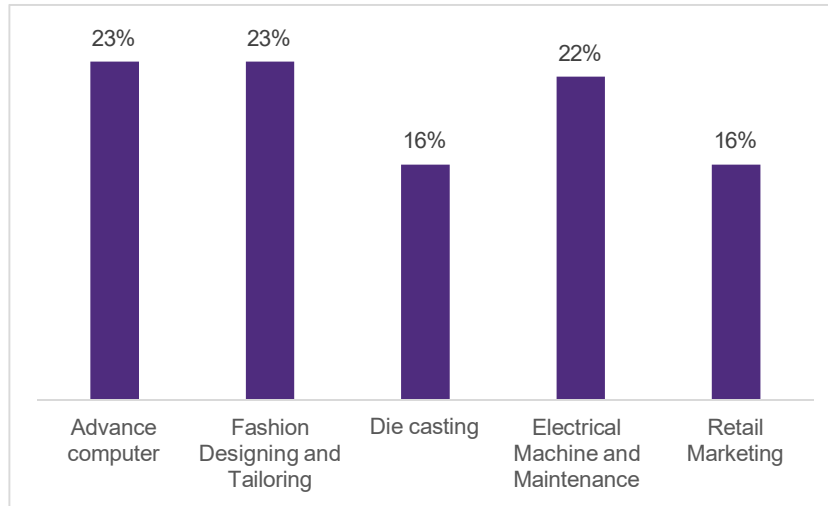
The graph presents data on trainees (903 trainees) admission and graduation rates over five academic years, from 2019-20 to 2023-24.

Figure 2 Students admitted and graduated for 05 academic years (n=903)



The graph below presents data on 903 trainees as per the enrolled course.

Figure 3 (n=903)



3.2. Respondent profile

This section presents the socio-economic profile of the respondents. The quantitative survey captured information on key aspects such as age, gender, social class (caste), training year and location.

Table 8: Summary of respondent profile

Caste	Age
<ul style="list-style-type: none"> • 38% of the total population belongs to the OBC category. • 25% of respondents are from the Scheduled Caste (SC). • 7% of respondents identify as Scheduled Tribe (ST). • 4% of respondents did not provide information about their caste. • 25% of respondents belonged to General. 	<ul style="list-style-type: none"> • 55% of respondents fell between the ages of 18 and 21. • 28% of respondents were aged between 22 and 25. • 6% of respondents were younger than 18 years old. • 11% of respondents were older than 25 years old.

Figure 4: Distribution of trainees by age

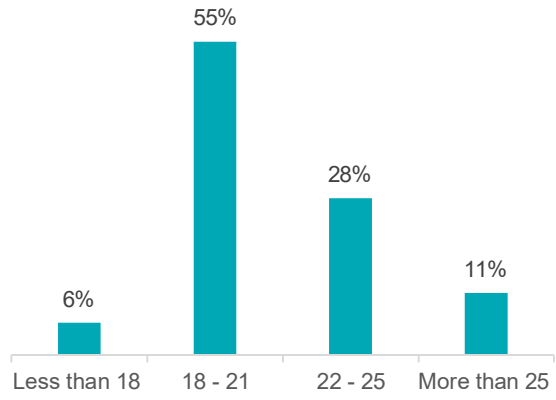


Figure 5: Distribution of trainees by gender

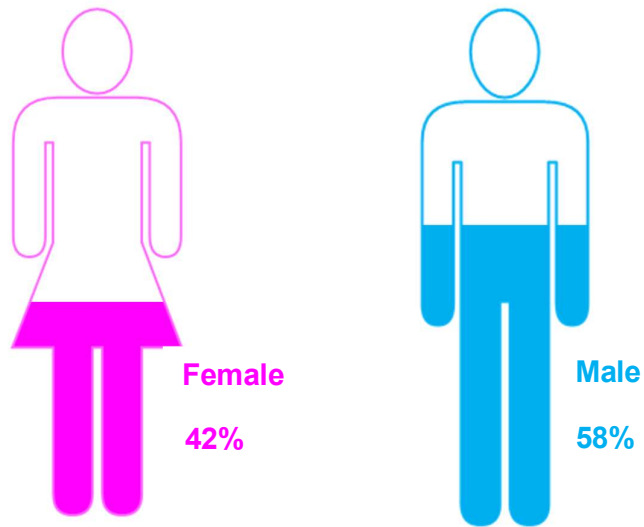
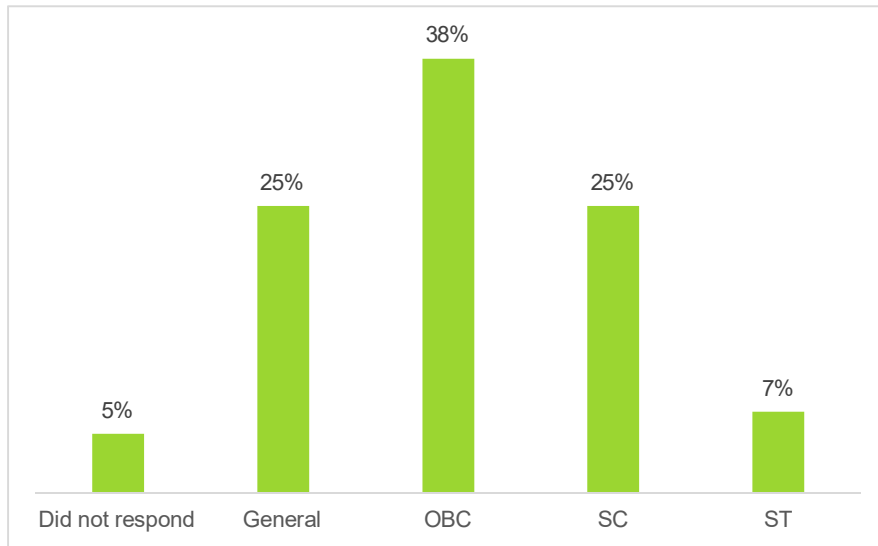
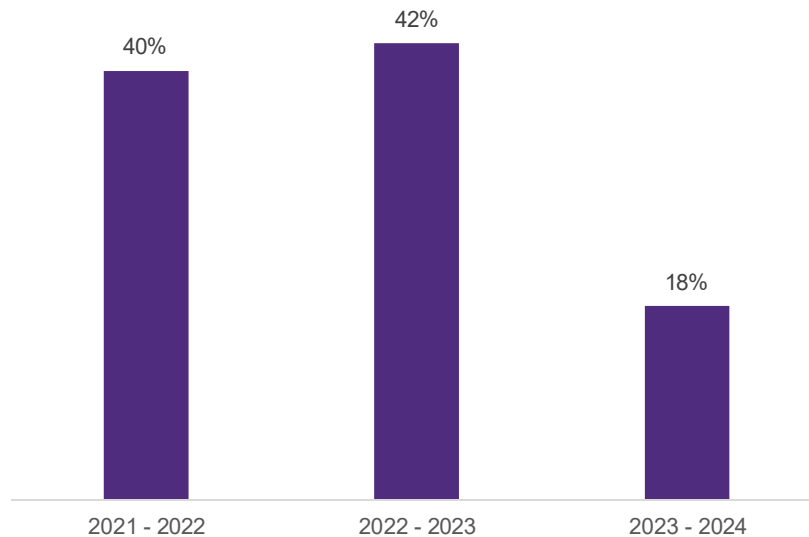


Figure 6: Distribution of trainees by caste



The above data indicates that the project was inclusive and encouraged participation from all sections of the society.

Figure 7: Distribution of trainees by training year

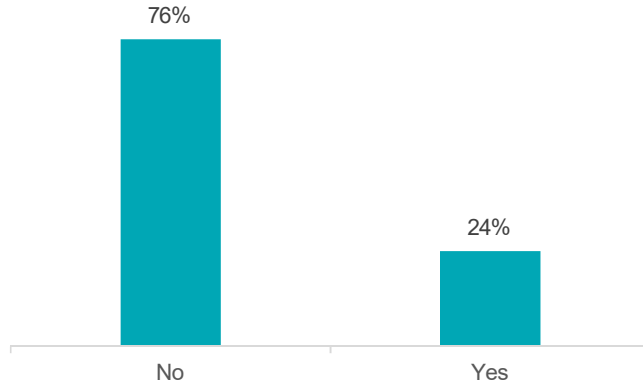


The project commenced in August 2015; however, the study was conducted for last three-year batches i.e., 2021 to 2024 only. Analysis of these three years has been presented in the graph.

The graph indicates that 40% respondents received training in the year 2021 - 2022, followed by 42% in 2022 - 2023 and 18% in 2023-2024. This indicates that the assessment model enabled obtaining feedback from respondents trained across three years, thus ensuring a robust data collection.

Connection with ETL

Figure 8: Trainees whose family members working with ETL



The above data shows that 76% of respondents reported no family members working with ETL or Endurance Technologies Limited, while 24% indicated otherwise. This could be a matter of concern as benefits provided to the families of employees may not qualify as CSR expenditure.

4. Key findings

This chapter is divided into 4 key sub-sections and presents the key findings of the assessment:

Section 4.1: Pre training scenario

This section provides a comprehensive understanding of the trainees' background before enrolling in the training programme. It delves into their employment status, income distribution, educational qualifications, sources of programme awareness, and more. By shedding light on these pre-training factors, it would be easy to understand trainees' starting points and their potential trajectories throughout the programme.

Section 4.2: During the training

This section presents an analysis of various aspects of the project encompassing quality of training facilities and feedback on placement etc. It offers a holistic perspective on the project's efficacy, highlighting its strengths and areas that may necessitate improvement. By examining these components, this section offers insights into the effectiveness of the programme's implementation, identifying both its strengths and areas for improvement.

Section 4.3: Post-Training scenario

It primarily focuses on the outcomes and perceptions of trainees after completing the programme. It encompasses findings on job placements, variations in trainees' perceptions regarding the programme's impact on their career growth and relevance,

as well as ratings on different key parameters. By examining the post-training scenario, this section provides valuable insights into the programme's longer-term effects on participants.

Section 4.4: Impact of the Project

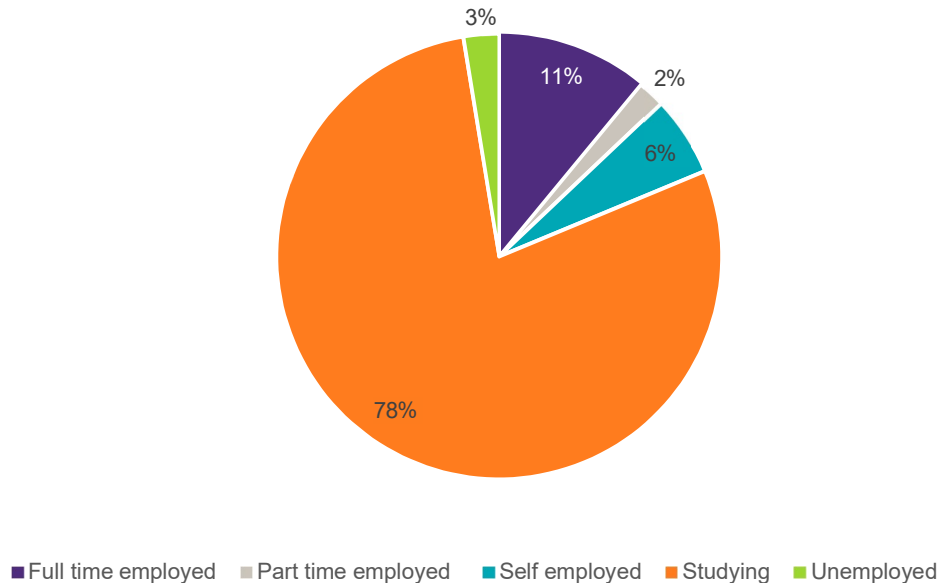
In this segment, the impact of the project on the lives of trainees is examined. Through indicators such as changes in financial circumstances, improvements in living conditions, and pursuit of further education opportunities, this section highlights the tangible ways in which the training programme has positively influenced the lives of its beneficiaries.

4.1. Pre training scenario

Distribution of trainees by employment status

Nearly 19% were previously employed (self-employed, full or part-time) before enrolling in the programme, 78% were pursuing studies before joining the training, and 3% were unemployed.

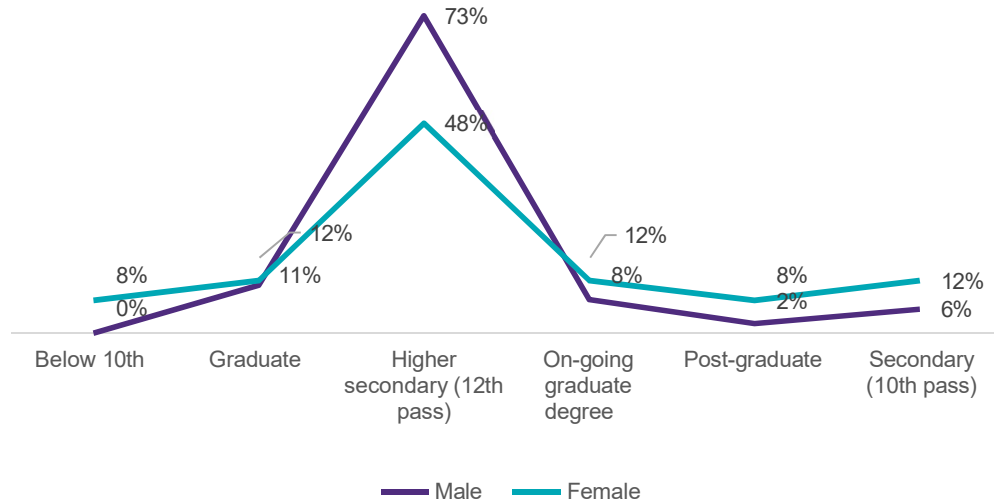
Figure 9: Distribution of trainees by employment status



Distribution of trainees by educational qualification

By gender, among males, the highest proportion, **73%, have completed higher secondary education (12th)**, For females, 48% have attained **higher secondary education (48%)**.

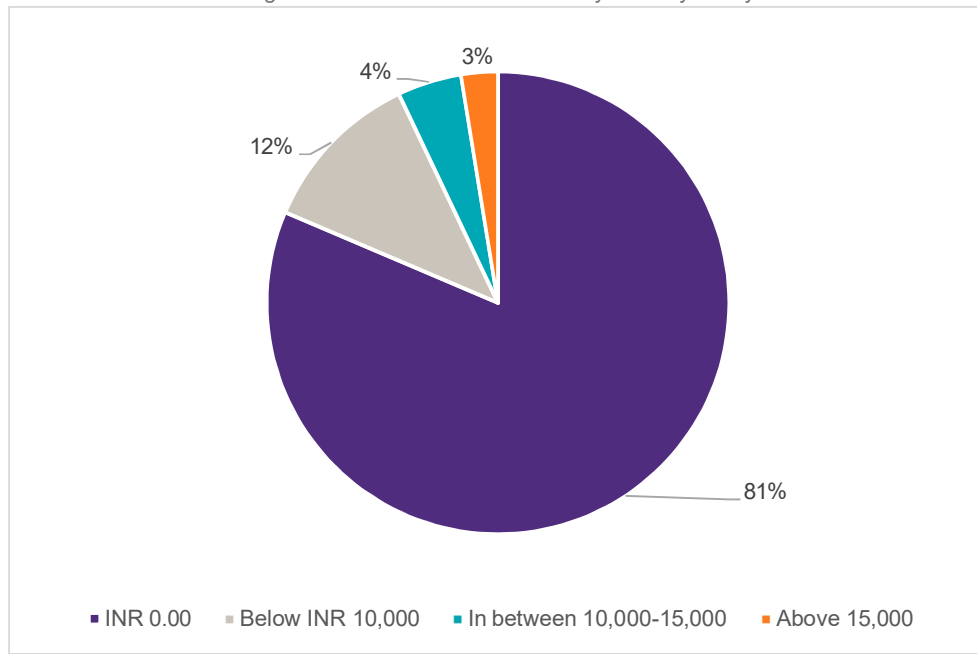
Figure 10: Gender wise education qualification of trainees



Distribution of trainees by salary

Majority of the trainees, **81% reported earning no income**, underscoring prevalent financial hardship among a substantial portion of participants. Additionally, **12% reported monthly earnings below INR 10,000**, while another **4% reported incomes ranging from INR 10,000 to 15,000**, suggesting a subset with moderate income levels. Moreover, **3% of trainees reported incomes exceeding INR 15,000**, indicating a segment with comparatively higher financial stability.

Figure 11: Distribution of trainees by monthly salary

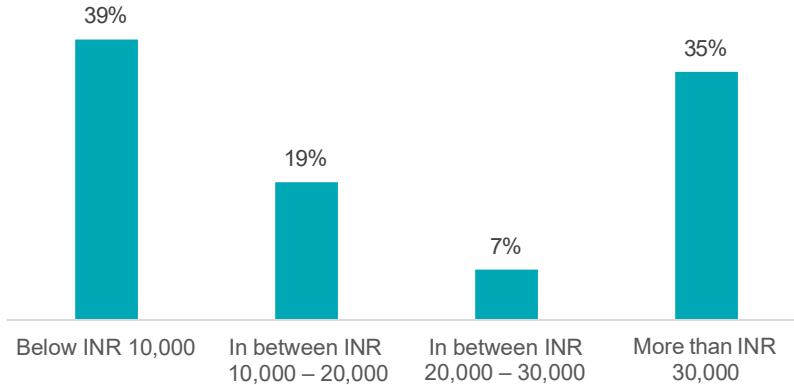


Monthly household income before joining the centre

The distribution of average monthly household income before joining the centre indicates that **39% had incomes below INR 10,000**, indicating a significant proportion

in lower income brackets. Additionally, **19% fell within the range of INR 10,000 to 20,000, 7% reported incomes between INR 20,000 and 30,000, and 35% had incomes exceeding INR 30,000.**

Figure 12: Monthly household income

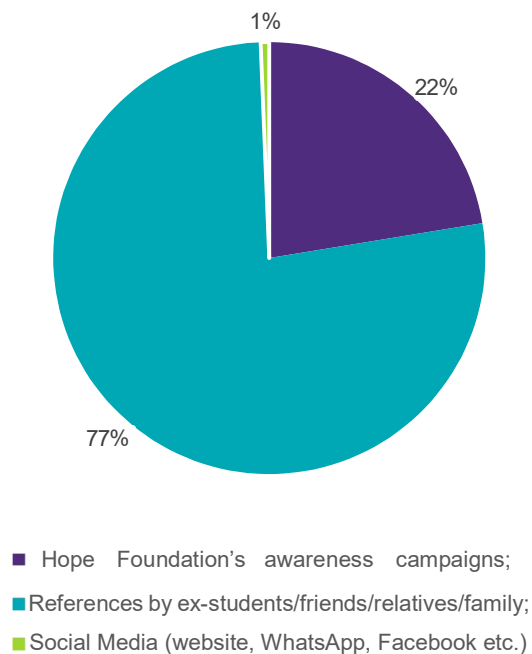


Awareness about Vocational Training Centre (VTC)

Discussion with the respondents in Aurangabad revealed that social mobilizers, in collaboration with local leaders like sarpanches, played a pivotal role in reaching marginalized communities through strategies such as pamphlet distribution, door to door visits, and community meetings. Targeted efforts were directed at unemployed youth, those below the poverty line, and school dropouts, demonstrating proactive outreach.

Quantitative data aligns with qualitative findings indicates that **77% of trainees learnt about the programme through referrals from former trainees, friends, and family, highlighting the importance of word-of-mouth.** Additionally, **22% through became aware about the programme through Hope Foundation awareness campaigns.** This analysis reveals the significance of community-

Figure 13: Trainees' response on awareness on ECoVE centre

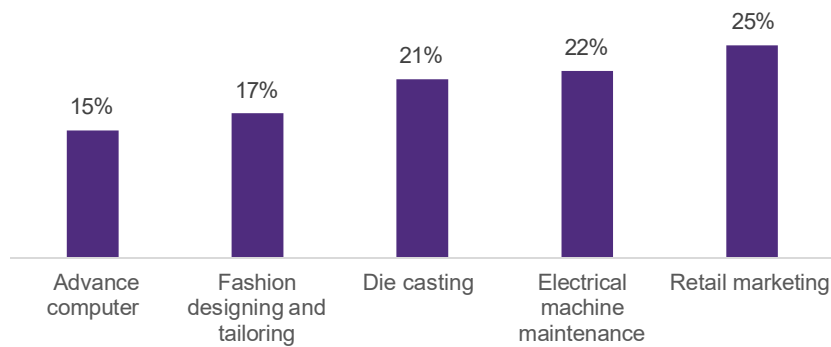


based approaches in generating awareness.

Distribution of trainees according to the vocational training they joined

The graph illustrates the distribution of respondents across different training programmes who participated in the impact study. **Approximately 25% of respondents from the Retail Marketing** course took part in the study, while **22% and 21% of trainees from the Electrical Machine Maintenance and Die Casting courses**, respectively, were involved in the assessment. **Fashion Designing and Tailoring garnered 17% participation**, and the **Advanced Computer course had 15% of respondents participating in the study**. This indicates a diverse set of respondents from each course contributing to the impact study.

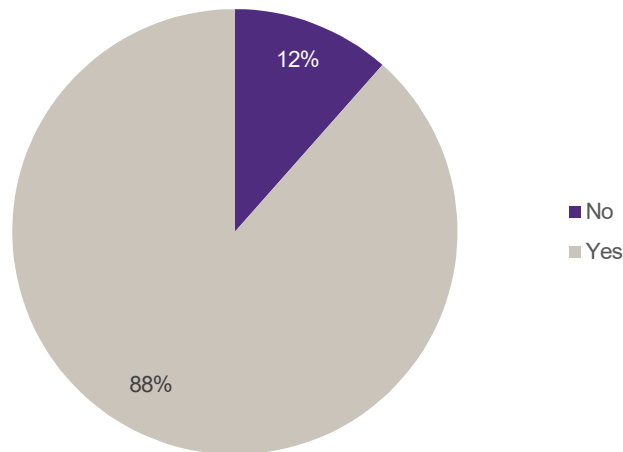
Figure 14: Distribution of trainees according to the trainings they joined



Fees payment

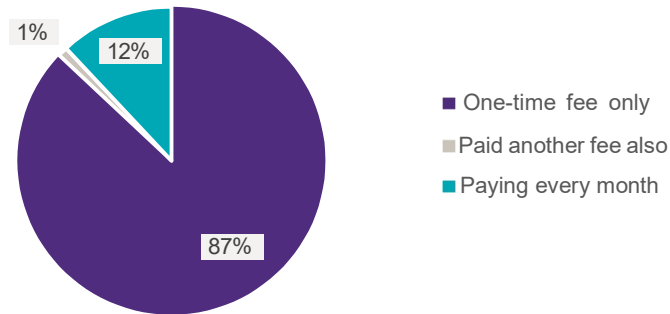
Majority of respondents **88%, reported paying a fee** to join the vocational training course, while only **12% indicated no payment**. This suggests that most participants paid fees with their enrolment in the programme.

Figure 15: Fees paid before the training.



Among the **88% of respondents who reported paying fees** for the vocational training course, **87% of respondents paid for one-time**, while **only 1% of respondents indicated that they paid a continuing fee (i.e., remaining fee) in addition to the one-time fee.**

Figure 16: Distribution of trainees by how fees payment was done (n=138)⁴



Furthermore, 12% of respondents chose monthly payments instead of paying the whole fee in one go.



"Before joining the programme at ECoVE Centre, our children seemed unsure about their future career paths. However, thanks to the guidance and support provided by the centre, they have gained clarity and confidence in pursuing their professional aspirations. The skills they have developed have opened job opportunities they never thought possible. We are thankful that our children have been given such an opportunity to explore and excel in their chosen fields."

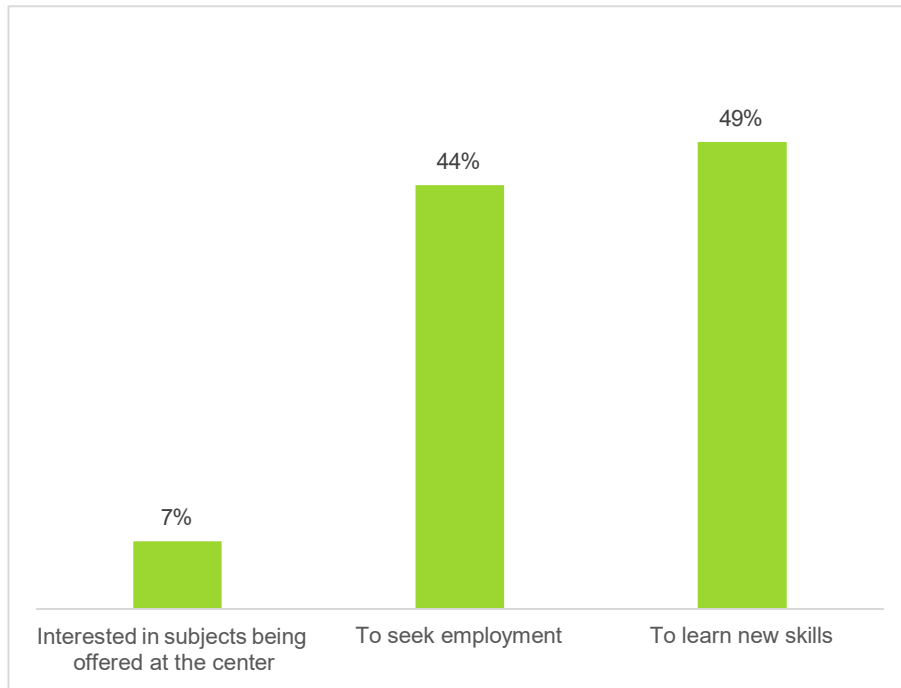
*Mr. Ashok Pandey
Parent (EMM)*

Factors Influencing Enrolment in the Training Programme

Trainees cited various reasons for their enrolment in the programme. **Some trainees mentioned that due to limited education**, they found themselves left with very limited options, this programme offered a valuable opportunity. **Others mentioned that they had no option but to leave education and support their families.** A few trainees saw this programme as the only **job-oriented course** available at that point of time.

⁴N= (138): Number of trainees who paid fees

Figure 17: Trainees response on reasons for joining the training programme



A substantial portion, **accounting for 49% of respondents, expressed that their desire to learn new job-oriented skill made them to join the course**, indicating a proactive approach towards personal and professional development. **44% stated that they joined the programme with the aim of seeking employment**, suggesting a strong motivation to enhance their employability and secure better job opportunities. **A smaller percentage, comprising 7% of respondents, cited**

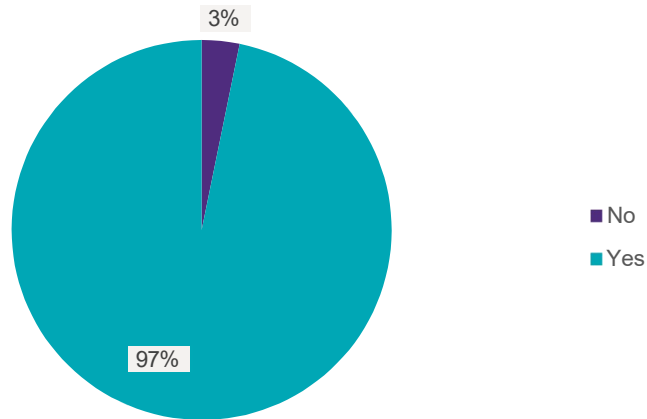
49%
 opted the training centre to learn new skill.

their interest in the subjects as their primary reason for joining the training programme, indicating a specific interest in the content and curriculum provided by the centre. The analysis indicates that most of the respondents chose these programmes either to get a job or to learn new job-oriented skill.

Regularity of classes

Majority of the **trainees (97%) indicated that classes** took place regularly, **while 3% of the trainees responded that classes do not happen regularly.**

Figure 18: Regularity of classes



Final assessment

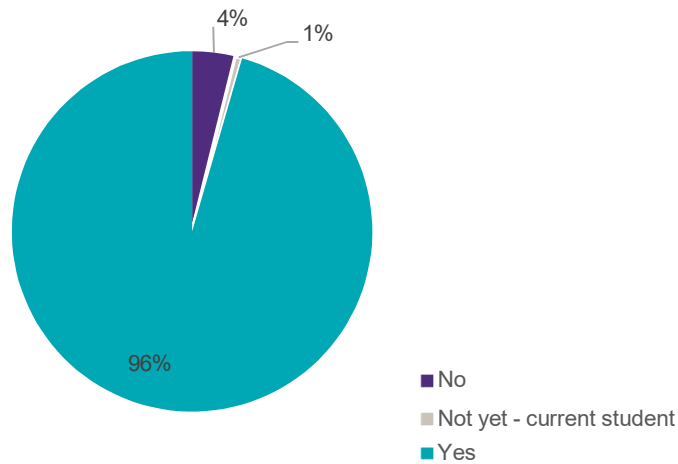


“The centre provided online lectures during COVID-19; however online learning proved difficult because practical sessions could not be conducted very well electronically. Given that most of the trainees come from marginalized background, the pandemic time was challenging for every one of them. However, ETL provided the trainees with ration kits and other assistance.”

*Mr. Jay Prakash
Mobilizer Head*

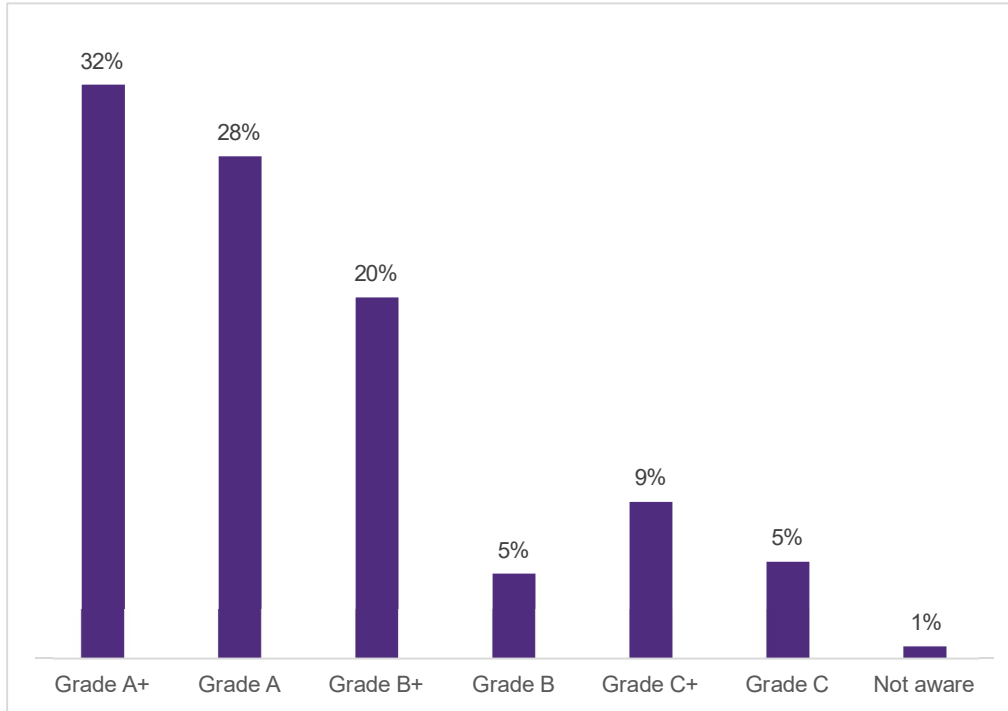
The analysis indicates that 96% of respondents agreed that there was an assessment.

Figure 19: Appeared in final assessment



Among the **96% of respondents who agreed on being part of final assessments, the majority (32%) achieved the highest grade of A+**, indicating exceptional academic performance. Additionally, 28% received grade A, 20% received a grade of B+, while smaller percentages attained grades of B (5%), C (5%), and C+ (9%). Only 1% of respondents were unaware of their final assessment grade.

Figure 20 Distribution of trainees as per grades obtained (n=149)

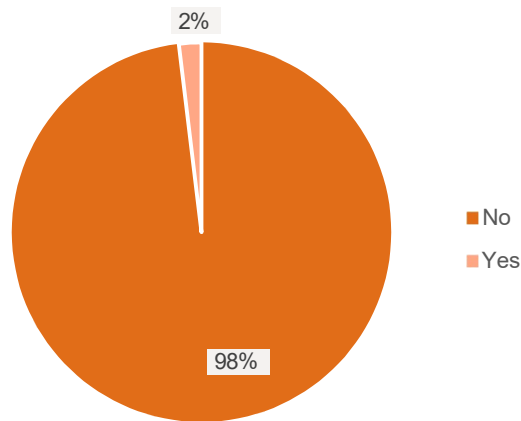


Data highlights a high level of academic achievement within the group, with many individuals achieving top grades, reflecting their dedication and proficiency in academic pursuits.

Similar courses available in vicinity

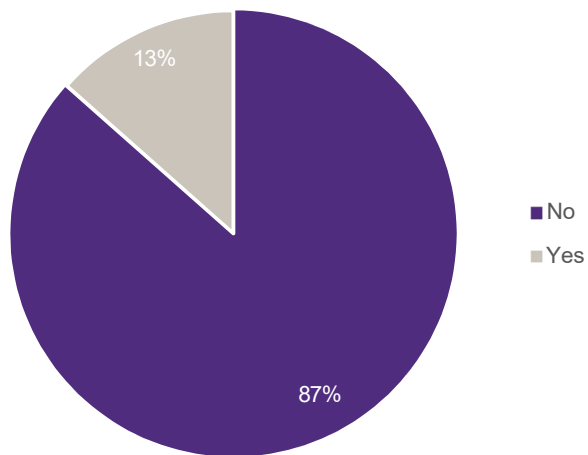
It is evident **that 98% of respondents reported the absence of similar courses in their area**, while **merely 2% indicated having access to such courses**. Further, among the 2% who reported having similar courses available, reported that available short-term courses are **very expensive to get enrolled**.

Figure 21: Distribution of trainees according to similar courses available in vicinity



Undergone similar trainings

Figure 22 Distribution of trainee's basis if they have undergone similar trainings.



It is confirmed by **87% respondents that they have not undergone similar trainings.**



“Our children’s confidence has increased after completing the course. Before, they were quite shy and unconfident, especially our girls, but these days they actively participate in community events. Furthermore, their behaviour has improved because of the counselling they received.”

*Mrs. Shabana Khan
Parent – Fashion Designing and tailoring*

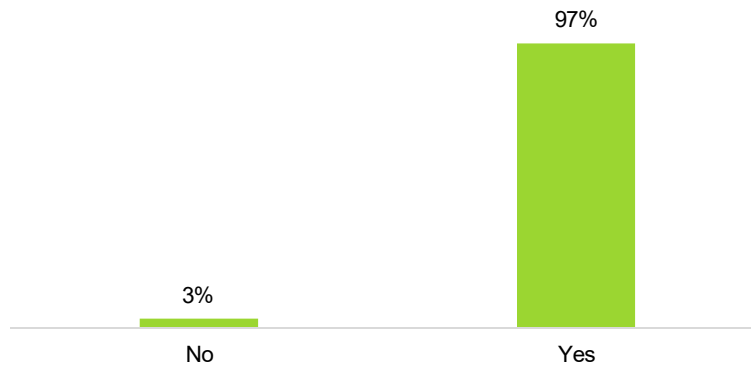
4.2. During the training

Training Program Implementation and Structure

Higher percents of trainees, **97% highlighted that the training was conducted as planned. Centre’s selection strategy of enrolling trainees between 18 to 35 years of age with minimum qualification of 10th pass, has helped in smooth running of the programme.**

The well-planned training programme at the centre ran from 9 am to 6 pm, with lunch and yoga breaks. With regular intervals, theory and practical sessions continued till the evening. In addition, examinations were administered every month to evaluate the trainers' expertise.

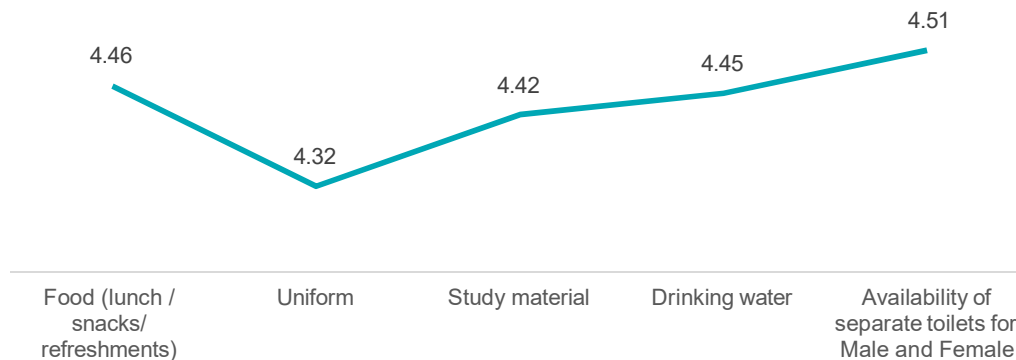
Figure 23: Trainees response on training conducted as planned



Rating the centre facilities / centre resources

Likert scale used for rating was 1 to 5 (5 being highest). Clean separate toilets for male and female and **Food received highest rating. The uniform received a commendable rating of 4.32, however, in comparison of others it was relatively little lower.**

Figure 24: Rating the centre facilities / resources





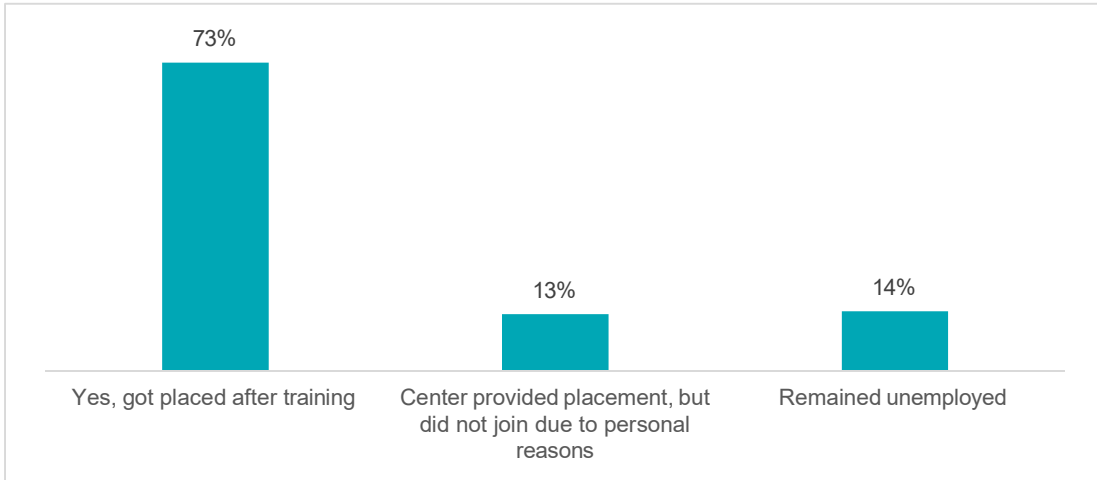
“It is a common misconception in our culture that women cannot work outside the home. But courses like fashion design have proven to be crucial in giving children confidence. These girls were given the training, support, and direction they needed to acquire high-quality skills development education. With the help of these programmes, girls can start their own work and become self-sufficient while living at home.”

*Mrs. Zakira Khan
Trainer - Fashion designing and Tailoring*

4.3. Post-Training Outcomes and Perceptions

Placement

Figure 25: Post training employment status



Upon completing the training, trainees reported that trainers played a pivotal role in helping them secure placements. After completing the training, 73% of the trainees got placement. Notably **13% of the trainees were offered employment opportunities** but were unable to accept the offer for some personal reasons. However, **14% trainees remained unemployed** even after completing the training.

73%
Trainees were provided placements by the centre or are self-placed.



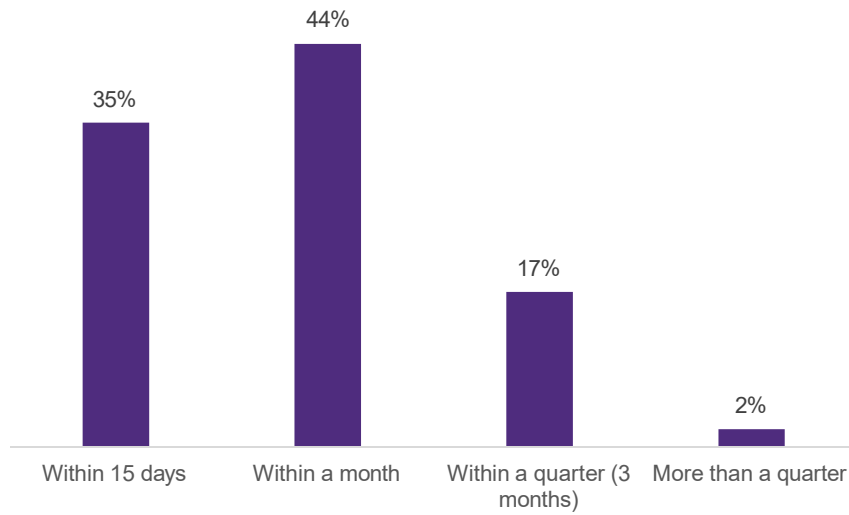
“Endurance selects children for courses like Electrical Machine Maintenance and Die-Casting, offering them a high likelihood of placement within the company. Prior to the commencement of the placement process, children undergo thorough interview preparation to get ready for interview and enhance their employability.”

Mobilization and Placement team

Time span in which trainees got placement

Out of the **60% trainees (93 out of 156), who got placed by the centre, 44%, were able to secure placement within the first month.** However, **18% took up to three months to secure positions** and **2% of trainees got placement after a long time.** With the figures and responses shared by the trainees, placement services can further be improved.

Figure 26: Time taken to provide placement after training (n=93)⁵



“It is noted that the salaries offered to the trainees are low, and not all are selected for placements. Additionally, upon entering the industry trainees encounter challenges, including unfavourable treatment and communication from the industry professionals.”

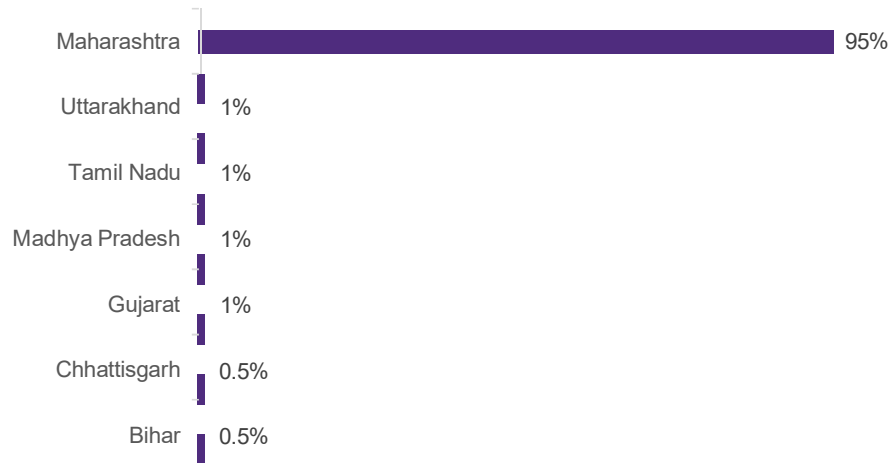
*Mr. Emanuel
Placement team*

Employment location

From the **60% trainees (93 out of 156)**, who got placed by the centre, **95% of respondents, secured employment in Maharashtra**, with the majority placed with Endurance Technologies Limited. However, a small fraction, **representing 5% of respondents, received job placements in other states such as Bihar, Chhattisgarh, Gujarat, Madhya Pradesh, Tamil Nadu, and Uttarakhand**. Notably, trainees who enrolled in Electric Machine Maintenance and **Die Casting courses were predominantly placed with Endurance Technologies Limited, with some securing placements in Aurangabad, Maharashtra, while a few obtained job opportunities in other states through Endurance.**

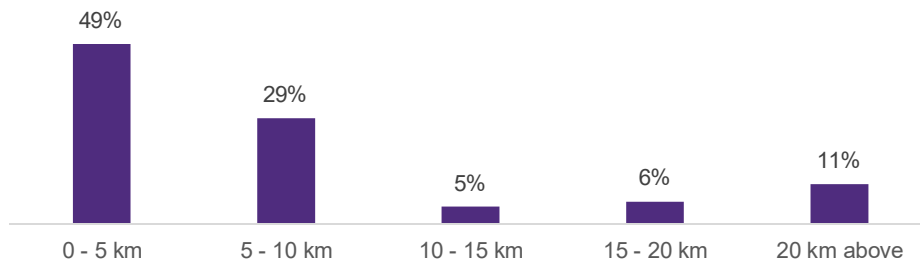
⁵ N=93: Number of trainees who got placed by the centre and accepted the offer

Figure 27: Trainees' placement statistics - by state (n=93)



Distance from job location

Figure 28: Distance from the job location (n=93)⁶



This above graph illustrates that approximately **half of the respondents reside within a 0-5 km radius** of their workplace, while the majority (78%) live within a 0-10 km radius. As the distance from the workplace increases, the percentage decreases, indicating fewer individuals living farther away.

78%
Trainees got placement within 0-10km radius.



“Our vocational training programme at VTC has been transformative for our trainees. Through personalized attention and a holistic curriculum, we have witnessed remarkable growth in their confidence and abilities. Our commitment to providing opportunities extends beyond the classroom, I am proud to be a part of this journey”

*Mrs. Shaik Faizan
Retail Trainer at VTC, since 2016*

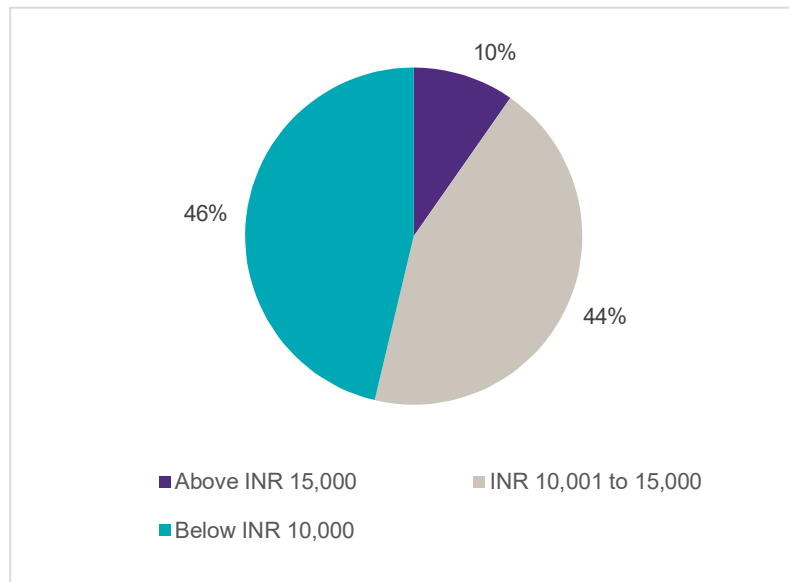
⁶ N=93: Number of trainees who got placed by the centre and accepted the offer

The trainees have been employed with companies like Reliance Trends, Patel Counselling Centre, and manufacturing companies like Uno Minda, Airtel payment bank, Johnson and Johnson, Endurance Technologies, and other local shops etc.

Salary distribution - post completion of training

Trainees' earnings, which includes self-placed and VTC-provided employment (112 out of 156), reveal a distribution: **46% earned less than INR 10,000, 10% exceeded INR 15,000, while approximately half, 46%, fell within the range of INR 10,001 to 15,000.**

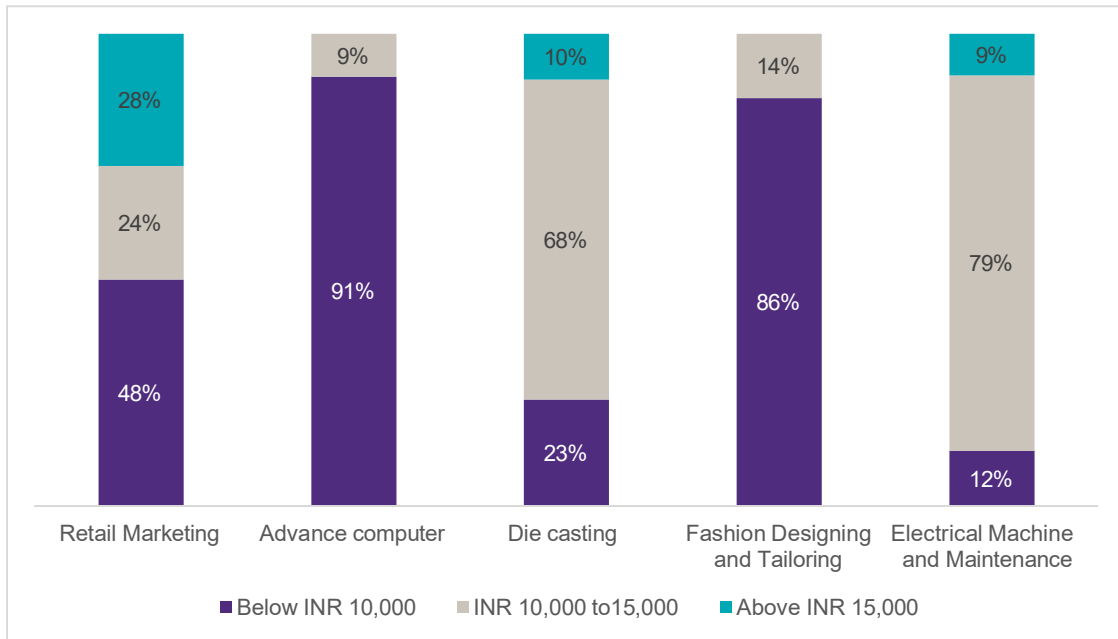
Figure 29: Salary distribution (n=112)⁷



With respect to post-programme follow-up conducted by the centres, **96% of trainees confirmed receiving follow-up calls regarding their employment and well-being, while 4% denied receiving any such calls.**

⁷ N=112: Number of trainees currently earning, which includes self-placed and placed by centre.

Figure 30 Salary distribution as per course (n=134)

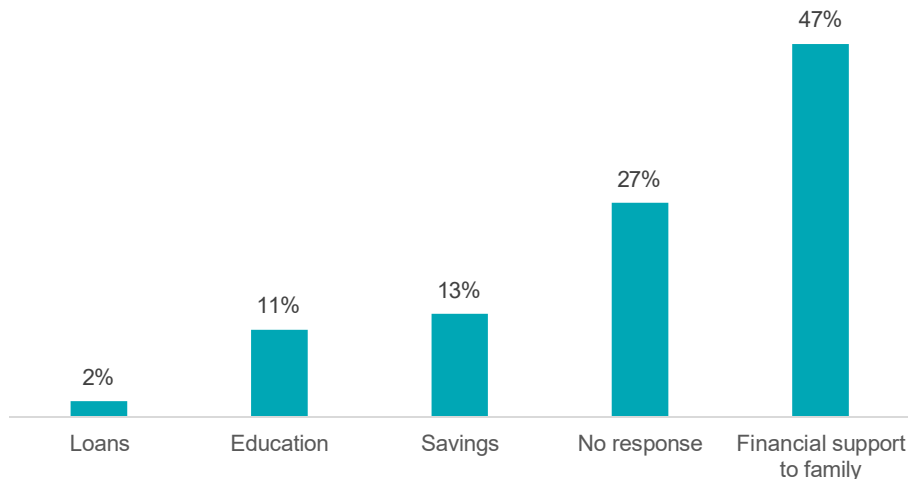


Most employees in Advance Computer (91%) and Fashion Designing and Tailoring (86%) earn below INR 10,000, while the majority in Die Casting (68%) and Electrical Machine and Maintenance (79%) earn INR 10,000 to 15,000. Retail Marketing salaries are more evenly distributed across all ranges.

Earning utilization

The data represents diverse ways of trainees spending their earnings while in the job, **47% of respondents prioritize financially supporting their families** highlight sense of responsibility towards their families, **13% focuses on saving, 11% allocate earnings towards education**. 27% trainees choose not to provide any response to this question.

Figure 31: Distribution of trainees by earnings spent (n=112)





“Joining VTC was one of the best decisions I have ever made. The programme has not only equipped me with practical skills but also boosted my confidence and self-esteem. I am grateful to the trainers for their dedication and support, and I am excited about the future opportunities that await me.”

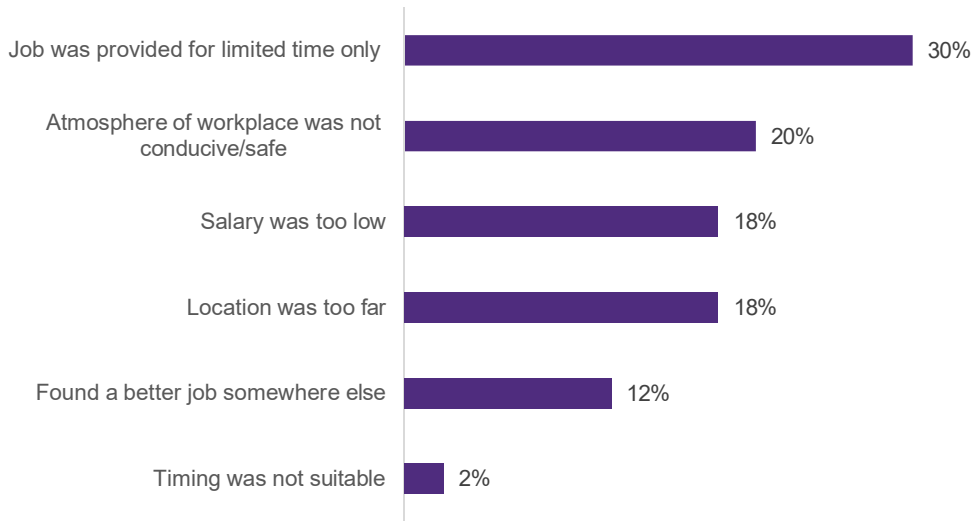
*Mr. Vipul Kulkarni
Trainer at VTC - Electrical, since 2015*

Reasons for leaving the jobs provided by the centre

It is important to notice that 56% trainees discontinued the VTC provided jobs for several reasons. Some of the primary reasons for leaving jobs where **short term job was offered (30%), workplace environment (20%), low salary and commuting distances (18% each)**. These findings underscore the fact that placements services need improvement.

⁸ N=52: Trainees who changed centre provided job

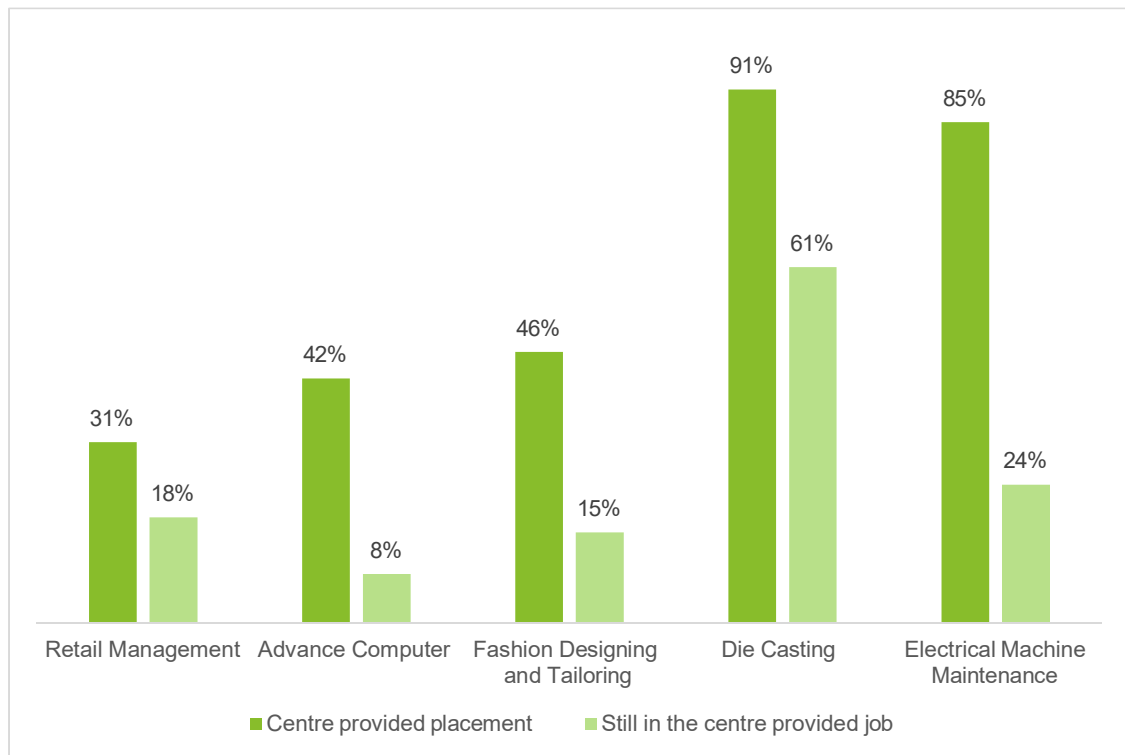
Figure 32: Reasons for leaving the job provided by the centre (n=52)⁸



Course wise placement v/s retention rate

These numbers show success rates for placement and job retention per course, highlighting areas of improvement in placement approaches and employment sustainability across courses.

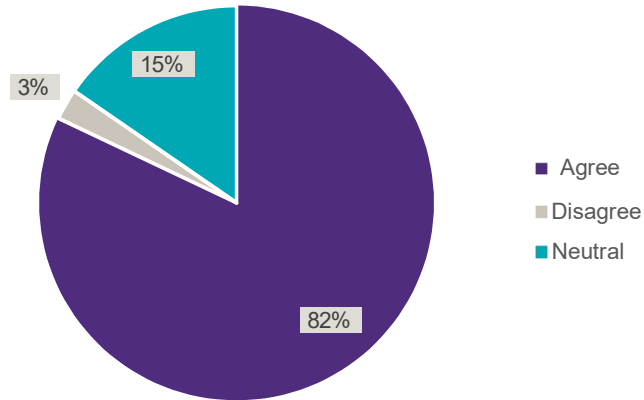
Figure 33 Course wise placement and retention rate -



Trainees' perception

During the interviews, the trainees were asked to provide ratings on a scale of 3 ("Agree," "Neutral," and "Disagree"). **82% of the respondents agreed that the programme had positively influenced their career growth.**

Figure 34: Role of the training in accomplishing career goals

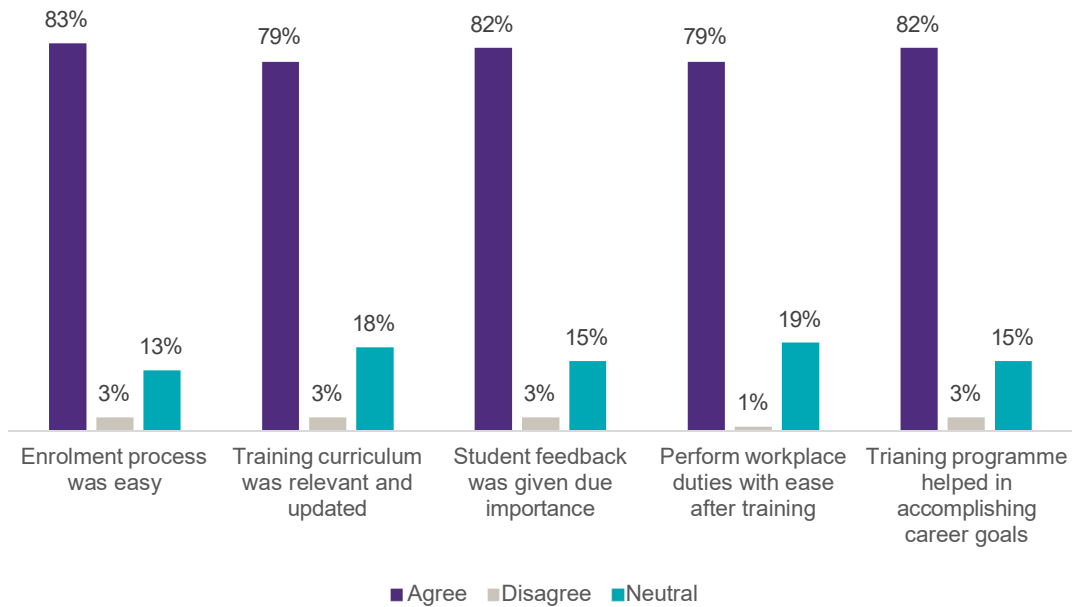


Trainees were further asked to rate the programme on the below parameters:

- Training curriculum: 79% of trainees agreed that the training curriculum was appropriate.**
- Enrolment process: 83% of trainees agreed that the enrolment process was easy.**
- Prioritizing trainees' feedback: 82% of trainees concurred that the trainers paid close attention to getting feedback from them and, whenever possible, addressed them.**
- Proficiency at workplace post-training: 79% of trainees agreed that the training was equipped with adequate skills.**
- Training programme helped in accomplishing career goals: 82% of trainees agreed that the training helped them in accomplishing their career goals.**

83%
agreed that the 'enrolment process was easy'.

Figure 35: Level of agreement



The practical sessions, the assessment materials that could be used at home, and the trainers' approachability were particularly appreciated by the trainees. Asking questions was encouraged and they found the course material to be easily understandable.



“Since joining the programme at VTC, I have gained invaluable skills and confidence that have opened opportunity doors for me. The trainers here are dedicated to work and provided guidance and support at every step. I feel empowered to pursue my dreams and grateful for the opportunities VTC has provided.”

Neha Sharma
Trainee

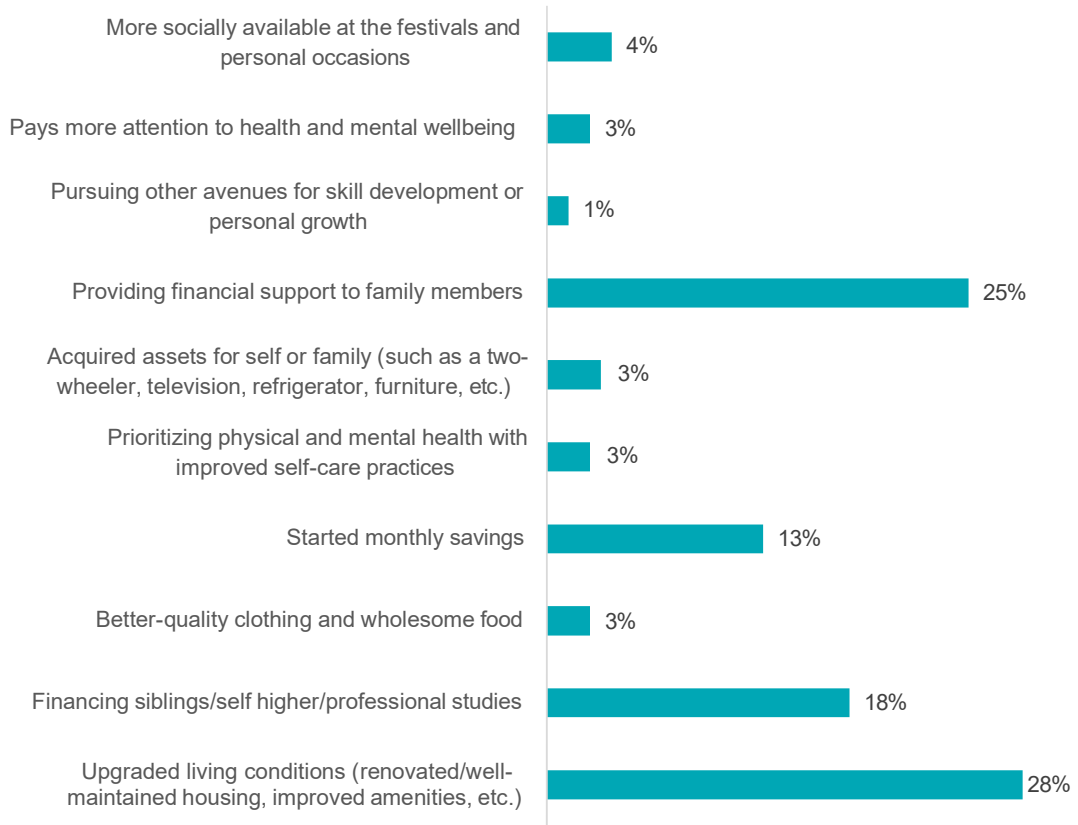
4.4. Impact of the project

This section presents an overall change in the lives of trainees because of the project. The respondents were asked to mention one or more changes in their lives as a result of the project. **“Increased confidence, providing financial support to family members, expecting bright future, feeling of empowerment, increased status in society and family were identified as some positive changes experienced by them after the completion of the training.”**

Training benefits

Trainees experienced a notable uplift in their daily lifestyle. They gained practical knowledge that not only enhanced their employment prospects but also had a direct impact on their daily lives.

Figure 37: Trainees' response on the training benefits

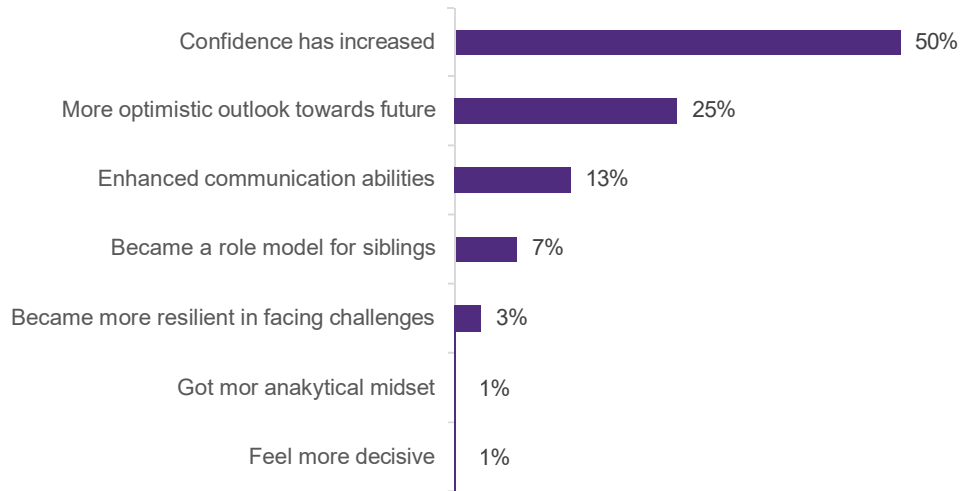


Ways in which training was beneficial

Trainees found the training beneficial in multiple ways. 50% of respondents reported increased confidence, suggesting a boost in self-assurance, 25% expressed a more optimistic outlook towards future. 13% noted enhancements in their communication abilities, implying improved interpersonal skills.

50%
trainees acknowledged that confidence has increased after attending the training.

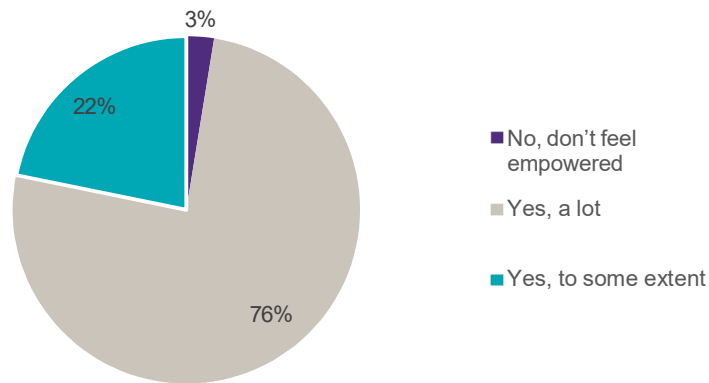
Figure 38: Trainees' response on trainings impact on following parameters.



Feeling empowered post training

76% trainees reported feeling greatly empowered after completing the training programme, while a significant portion (22%) felt empowered to some extent. Only a small fraction (3%) indicated that they did not feel empowered post-training.

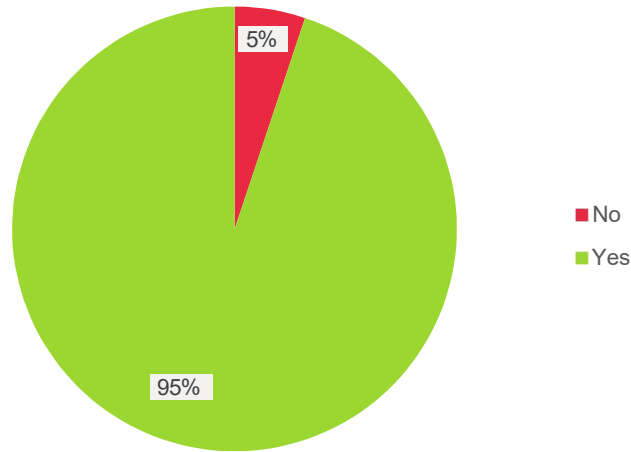
Figure 39: Feeling of empowerment post completion of training



Except bright future after completion of training

A vast majority (**95%**) expressed expectations of a bright future. This portrays a strong sense of optimism among respondents regarding trainees' prospects after competing he is training and entering the workforce. Training programme not only enhances individuals' employability but also instils confidence in their future success.

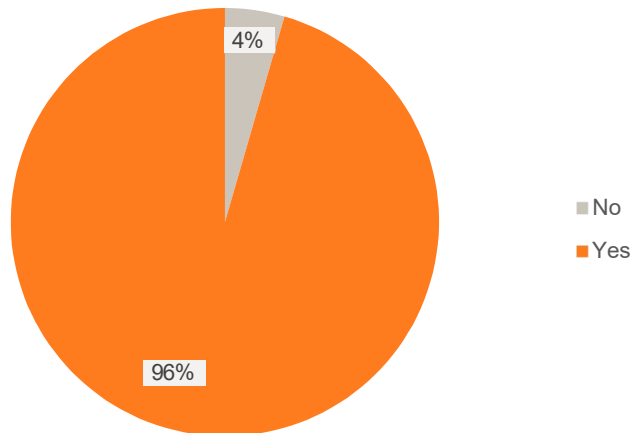
Figure 40: Expecting bright future after completing of training



Responsible towards your family and society post training completion

The data indicates a strong correlation between completing the training and feeling a heightened sense of responsibility towards both family and society. **Majority (96%) of respondents reported feeling more responsible after starting to work post-training.**

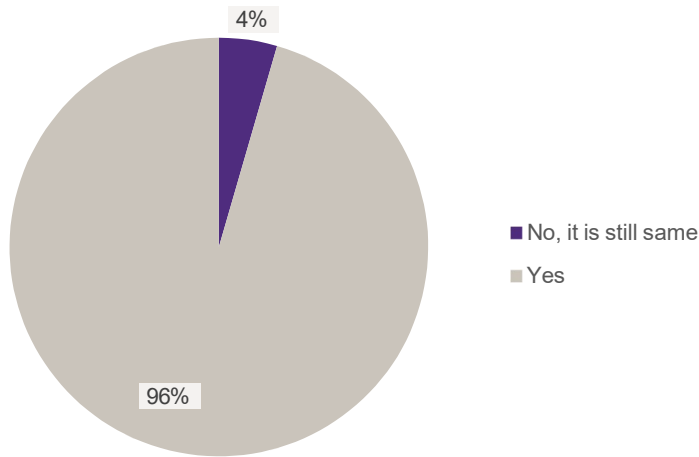
Figure 41: Trainees being responsible towards family and society post training



Decisions of Trainees post training

Majority (96%) of trainees reported that their opinions and decisions are now more valued or given greater weightage after completing training. This indicates that the training programme not only enhances individuals' professional skills but also contributes to their perceived status and influence within their familial dynamics.

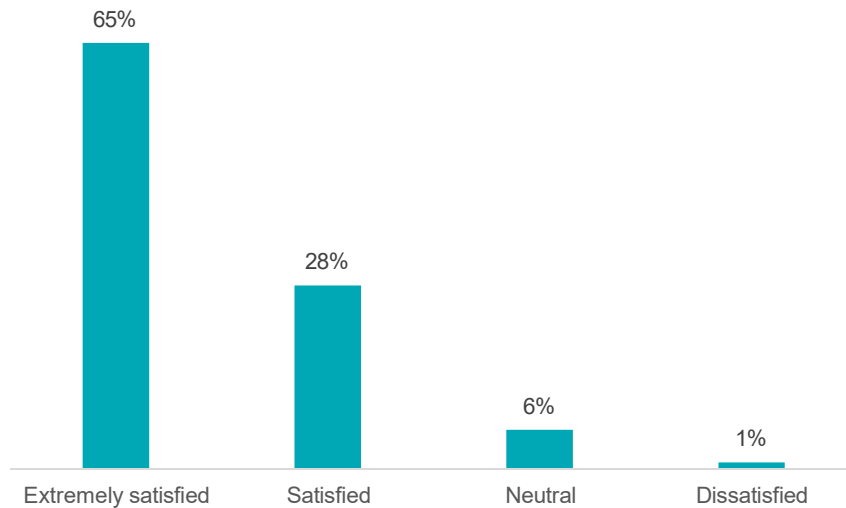
Figure 42: Weightage given to the opinions / decisions of trainees



Soft skills sessions

The data illustrates a high level of satisfaction with the soft skills provided by the training centre, with 65% respondents indicating that they were extremely satisfied. Additionally, a significant portion (28%) reported being satisfied, while only a small fraction (1%) expressed dissatisfaction.

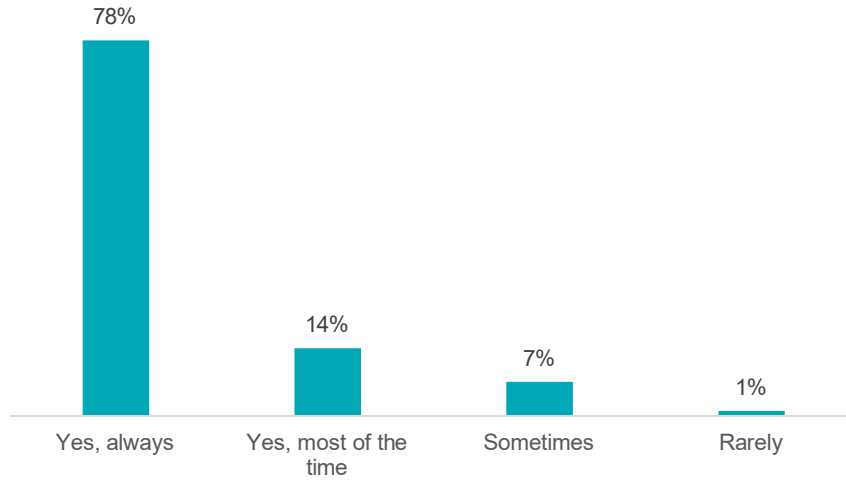
Figure 43: Distribution of trainees by soft skill trainings



Guidance from trainers

The data gives insight into the level of support and guidance received from trainers throughout the programme, 78% responded receiving consistent support from the trainers throughout the programme. 14% of the respondents indicated that they received support and guidance from the trainers “most of the time”.

Figure 44: Support from trainers



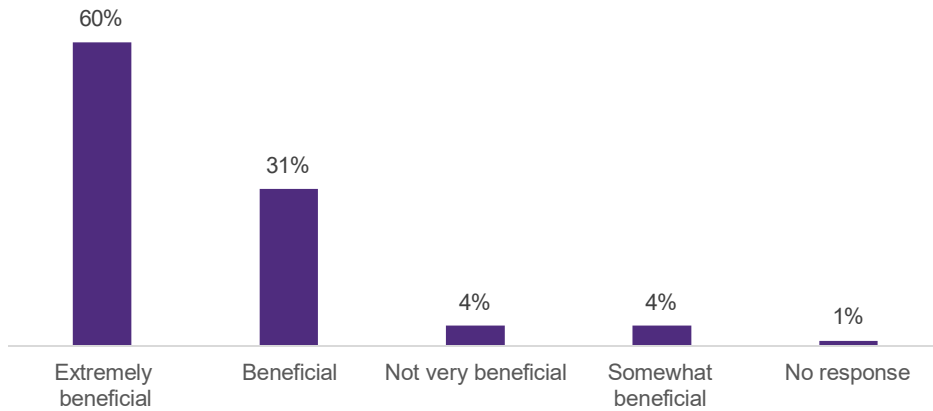
“Trainees from marginalized background were given a chance to learn and start their professional life. Trainees are given freedom to choose the course according to their interest. Trainers also gave full attention to each trainee and guided them throughout not just for academic improvement but for the holistic development.”

*Mr. Vipul Kulkarni
Trainer - Electrical Machine Maintenance*

Counselling services for holistic development

The data reveals trainee’s perception regarding the effectiveness of personal counselling services provided by the centre for holistic development. **91% trainees feel that personal counselling services were beneficial** for their holistic development.

Figure 45: Response on personal counselling benefits



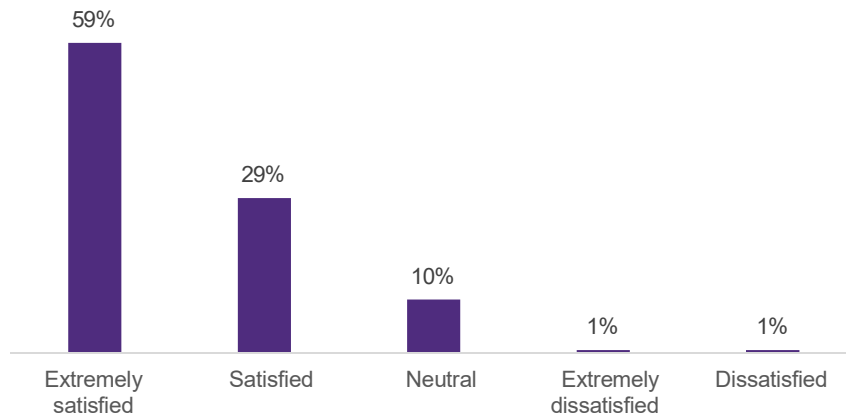
“Recognizing the need for personal development among the trainees, the programme organizes one on one expert-led counselling sessions to address their mental well-being and instil confidence in them. These sessions play a crucial role in reshaping their mindset and approach towards life. Such sessions bring positive behavioral change which enhanced their overall development.”

*Mr. Jay Kumar
Mobilizer Head*

Rate of satisfaction for placement assistance

This graph outlines the satisfaction levels regarding placement assistance provided. **88% trainees are satisfied** with the placement services provided by the centre.

Figure 46: Response on placement assistant



5. OECD DAC analysis

DAC Principles	Brief on the principles
Relevance	<ul style="list-style-type: none"> The project's objectives appear well-aligned with the area's needs, as there is a high proportion of trainees with low incomes and limited educational qualifications. For instance, 81% of trainees reported earning no income prior to enrolling in the program, highlighting prevalent financial hardship. Moreover, 73% of male trainees had completed only higher secondary education, indicating a need for skill development opportunities to enhance employability. These figures underscore the relevance of the project's focus on providing vocational training to address unemployment and low-income levels in the area. Also, data indicates that the project was inclusive and encouraged participation from all sections of the society. Activities and outputs of the project demonstrate consistency with its goal and objectives. During training, 97% of trainees confirmed that the program was conducted as planned, reflecting effective implementation. High ratings were given to trainers. With 56% of participants falling within the 18-21 age bracket, the project effectively targets young individuals actively seeking job opportunities. Furthermore, inclusivity and relevance across genders, social groups, and cultures are ensured. Analysing secondary data on indicators such as per capita income and literacy rates in Aurangabad could validate the project's alignment with local demographics. Adapting to these demographic characteristics would confirm its effectiveness in comprehensively addressing local needs.
Effectiveness	<ul style="list-style-type: none"> Notably, 44% of trainees managed to secure placements within the first month after completing the training, highlighting the project's effectiveness in enhancing employability and facilitating swift transitions to the workforce. However, stability is identified as an area of improvement. From the trainees' perspective, the project has been instrumental in boosting confidence levels, with approximately 50% reporting increased confidence. Moreover, about 76% trainees reported that they continue feeling empowered after completing the training, suggesting a positive shift in their perspectives post-training. Factors confirming the effectiveness of the program is that 77% of trainees learning about the program through referrals from former trainees, friends, and family. The project successfully placed 60% of trainees, with an additional 13% achieving self-placement, yet retention rates remained low. Trainees saw financial uplift while employed, demonstrating an improvement in their financial situation.

<p>Efficiency</p>	<ul style="list-style-type: none"> • The high satisfaction ratings from trainees on facilities and resources during training suggest efficient utilization of resources to create conducive learning environments. These ratings indicate that the program effectively allocated resources to meet the needs and preferences of the trainees, contributing to a positive learning experience. • Moreover, 82% of trainees agreed that their feedback was given due consideration, while 79% acknowledged the training curriculum's relevance and updates. 83% trainees found the enrolment process easy. These figures collectively underscore the program's efficient operation, ensuring streamlined processes, relevant curriculum, and attentive responsiveness to trainees' input. • The assessment process received a high agreement rate indicating effective administration and communication. 60% achieved the highest grade of A+.
<p>Impact</p>	<ul style="list-style-type: none"> • The project has led to tangible improvements in the lives of trainees. For instance, while in job, 25% provided financial support to family members, and 28% experienced upgraded living conditions. Moreover, 76% felt greatly empowered post-training, indicating a significant boost in confidence and self-assurance among beneficiaries. • High levels of empowerment and optimism about prospects among trainees further underscore the project's broader socio-economic impacts beyond skill development, with 76% feeling greatly empowered post-training and 95% expecting a bright future. These figures collectively illustrate the project's success in achieving its intended outcomes and fostering positive changes in beneficiaries' lives, both individually and within the community.
<p>Sustainability</p>	<ul style="list-style-type: none"> • The project has brought about a transformation in the financial circumstances of trainees, as initially, 81% of trainees reported having no income and post intervention a shift occurred, with 72% of respondents securing employment, particularly 90% of them in Maharashtra. • The project has made a substantial difference by providing valuable skills and enhancing employability. Trainees reported increased confidence (50%), a more optimistic outlook towards the future (25%), and enhancements in communication abilities (13%). Moreover, financial stability directly impacted their daily lives. • Additionally, 96% felt a heightened sense of responsibility towards family and society. • In addition, the training is not provided for free, which ensures funds availability up to some extent and that the program will draw in appropriate and serious applicants.

6. Case studies

Advance Computer

Roshni Sanjay Kharat

During the pandemic, Roshni had a tough time when her online classes stopped. Luckily, her relative helped her join a computer course at ECoVE skill centre. During this period, sadly her mom passed away because of the heat stroke. But Roshni didn't give up. She went back to her studies with even more determination. The computer course wasn't just about learning computers; it made her feel stronger and more confident. It helped her deal with tough times and become more independent.

Now, Roshni is a teacher. She also takes care of her little brother and helps her dad, who works as a guard in a hospital.

Figure 47: Roshni Sanjay Kharat, Advance computer



Prachi Ingale

Prachi Ingale faced tough times during COVID-19. Her dad, who worked as a plumber,

Figure 48: Prachi Ingale, Advance Computer



had a hard time making money. But Prachi didn't let that stop her. After finishing 12th grade, she decided to learn advanced computer skills to help her family. The training centre where was a big help. They gave her family food kits and even taught them yoga to relax during the stressful times.

Prachi struggled securing employment through the centre initially, through her own hard work and determination, Prachi secured a job at the Sahayog Foundation. She not only earns money for herself but also support her family. It's a big win for Prachi and shows that with determination, you can overcome any challenge.

Renuka Sonawane

Renuka Sonawane, at the age of 21, found herself shouldering the responsibility of her family, including her younger brother, after her father's absence. Despite the challenges she faced, Renuka decided to take control of her future by enrolling in an advanced computer course at the VTC centre.

The centre not only provided education but also became a pillar of support in Renuka's journey. With their guidance, Renuka secured a job at The Word School, enabling her to sustain her family financially.

Encouraged by her initial success, Renuka continued her educational and now pursuing BCA from Chhatrapati Shivaji Nagar College while working SA News Channel.

In addition, the centre played a pivotal role in nurturing Renuka's confidence through soft skills training. This holistic approach empowered her to navigate life's challenges with poise and assurance.

Figure 49: Renuka Sonawane, Advance Computer



Sainath Ganmode

Figure 50: Sainath Ganmode, Advance Computer



Sainath Ganmode, just 20 years old, decided to boost his skills by joining an advanced computer course at 22. Now, he works at Endurance, earning a steady income of 20,000 rupees. But Sainath didn't stop there; he's also learning design and doing part-time photography work. Sainath also supports his family financially. Through his journey, he's gained a lot of confidence, ready to take on any challenge.

Sainath also takes extracurricular activities, showing how training programme has helped him grow in every aspect of life.

Retail Marketing

Abhishek and Seema

Amidst the challenges posed by the pandemic, siblings Abhishek and Seema encountered formidable obstacles. Seema's abrupt loss of her teaching position at school propelled her into a journey of exploration, leading her to consider alternative career paths. Inspired by the door-to-door campaigning for a skill centre, she seized

Figure 51: Abhishek and Seema, Retail Marketing



the opportunity to alleviate the financial strain of her children's school fees and support her husband during the pandemic, which led her to join Retail course at the centre. After completing the course, she secured a counselling position at ECoVE Centre, motivating Abhishek to pursue a similar path as he also had the responsibility to look after their mother. He completed his course in electrical from the centre and is now working at

electrical division of Endurance Technologies Limited.

Abhijeet

Figure 52: Abhijeet, Retail Marketing



Abhijeet's journey to success began with overcoming the hurdles of a juvenile case stemming from his involvement in a paper leak during his diploma studies. Faced with setbacks and a lack of focus on his goals, he was forced to drop out of the course. However, a turning point came when his mother learned about a campaign promoting skill development at ECoVE Centre. Abhijeet seized the opportunity and enrolled in a retail course, completing four months of training, and securing a placement at Airtel Payment Bank with a salary of Rs. 12,500 per month. After a year, he embarked on a new chapter, getting married and relocating to Pune to work as an executive at Maruti Suzuki, earning Rs. 16,000 monthly. Despite the

change, Abhijeet's entrepreneurial spirit remained strong. Upon returning to Aurangabad, he found employment at Hyundai's showroom while simultaneously launching a tiffin service business, symbolizing a remarkable journey of resilience and success. Today, he not only sustains his own livelihood but also creates job opportunities for others, a testament to his determination and unwavering spirit.

Akshay Khandare

Akshay Khandare, aged 21, enrolled in the 23rd batch of the retail training programme. Living with his sister and mother, they sustain themselves through a food business. Following the completion of his course, Akshay swiftly leveraged his newfound skills to launch his own food business in 2023. Akshay earns profits ranging from 15,000 to 20,000 rupees. Furthermore, he expanded his entrepreneurial ventures by establishing "Hotel Akshay Special Nashta Centre," which also generates an additional income of 15,000 rupees. Akshay's success story highlights how the training programme not only equipped him with the necessary skills but also empowered him to achieve financial stability and entrepreneurial success in a short period.

Figure 53: Akshay Khandare, Retail Marketing



Ashwini Khandare

Figure 54: Ashwini Khandare, Retail Marketing



Ashwini Khandare, aged 22, enrolled in the 23rd batch of the retail management programme. Despite not securing immediate placement through the centre, Ashwini's journey demonstrates significant personal and professional growth. With a family of three, Ashwini focused on improving her communication skills. This dedication paid off as Ashwini secured a position at Johnson & Johnson from her own hard work, where she works as a valued team member earning 12,000 rupees.

Additionally, Ashwini pursued a BBA degree from High-tech Management College in Bajaj Nagar, expanding her knowledge of marketing. Active participation in extracurricular activities further enriched Ashwini's journey,

providing valuable life lessons, social knowledge, and workplace awareness.

Vinayak Rathod

Vinayak Rathod, aged 21 and hailing from Waladgaon, enrolled in the 23rd batch of the retail management programme. A graduate of Dhaneshwari Arts Commerce Science College. Vinayak's journey exemplifies the programme's transformative impact on his career trajectory. Initially employed at Reliance Trends, Vinayak gained valuable experience and earned 12,000 rupees over eight months. However, post completion of the course, Vinayak started his own business.

Figure 55: Vinayak Rathod, Retail Marketing



Currently, Vinayak operates a printing shop, also helps his family in tailoring business. Through the programme, Vinayak's communication skills and soft skills significantly improved, enabling him to effectively interact with people and even delve into graphic designing. Vinayak's story highlights the programme's role in fostering both employability and entrepreneurship, equipping individuals with essential skills to thrive in the retail sector and beyond.

Fashion designing and Tailoring

Farah Naaz

Figure 56: Farah Naaz, Fashion Designing and Tailoring



Farah Naaz self-discovered about the fashion designing course from her relative. Opting for a four-month course, she delved into various aspects of the industry, including public speaking, yoga, and dance. Over four months, she gained confidence, public speaking skills, and dance abilities, alongside valuable counselling. Following a brief job stint at Blue Button Fashion Designing, earning Rs 6,000 per month, she ventured into self-employment, maintaining a

steady income at the same rate. Farah's story illustrates the transformative power of education and self-belief, inspiring others to pursue their passions and embrace self-discovery.

Vaishnavi Dhole

Vaishnavi Dhole, a 19-year-old with a family of five, enrolled in VTC for fashion designing and tailoring course to support her family

financially. Her parents work as labourers in a company, Vaishnavi took the initiative to become self-employed and supporting family. This endeavour not only provided her with a source of income but also contributed to the financial stability. Despite her responsibilities, Vaishnavi remains committed to her studies while balancing part-time work, showcasing her determination and dedication to both her education and her family's well-being.

Figure 57: Vaishavi Dhole, Fashion Designing and Tailoring



Nikita Gaikwad

Figure 58: Nikita Gaikwad, Fashion Designing and Tailoring



Nikita Gaikwad, 23 years old, joined the 24th batch of a fashion designing program. After completing the course, she started her own tailoring business and even opened a cake shop. However, she faced difficulties with traveling during summers, which caused her to miss classes and practical sessions. Despite this challenge, Nikita remained determined and practiced her skills at home.

Her businesses bring in 5,000 to 10,000 rupees every month, helping her family a lot. Plus, the training programme helped Nikita grow personally. It boosted her confidence, got rid of her fear of being on stage, and made her more independent.

Nikita's story shows how education and starting your own business can help you overcome tough times and achieve goals.

Figure 59: Varsha Waghchaore, Fashion Designing and Tailoring

Varsha Waghchaore

At 32, Varsha Waghchaore, with a family of four, decided to follow her passion for fashion designing. Along the way, she discovered a newfound confidence, shedding fears and anxieties that once held her back. Choosing to work for herself, Varsha became an independent entrepreneur in the fashion world.

This move did not just improve her finances; but also made her feel more independent and self-reliant. Varsha's journey highlights how education and entrepreneurship can change lives, showing that pursuing what you love can lead to personal growth, empowerment, and financial security.



Die Casting

Gautam Chauhan

Gautam Chauhan, aged 30, initially pursued a diploma course but faced challenges in securing employment. However, he joined the 18th batch of the training programme, he got to know about this course from his brother. Through the programme, Gautam secured a job with a salary of 18,000 rupees, providing financial stability for his family of five. Beyond monetary gains, Gautam experienced a notable increase in confidence and communication skills. The training programme not only offered Gautam a pathway to employment but also enhanced his visibility in the industry, enabling him to benefit from increased recognition and opportunities. Gautam's journey with the training centre underscores its role in empowering individuals by providing both employment opportunities and personal development resources.

Figure 60: Gautam Chauhan, Die Casting



Jitendra Pandhagare

Figure 61: Jitendra Pandhagare, Die casting



Jitendra Pandhagare, aged 25, serves as the only breadwinner for his family. Despite facing financial strain and being unable to pursue further education after completing his 12th grade, with an aim to secure job and help his family financially, Jitendra joined the Die casting course through the centre he found employment at Endurance Company.

Through his hard work, Jitendra earns a monthly income of 13,500 rupees, enabling him to provide crucial financial support to his parents. His dedication and determination in the face of adversity highlight the importance of employment opportunities in alleviating financial burdens and sustaining family livelihoods.

Pankaj Balhal

Pankaj Balhal, aged 23, enrolled in a die casting course after completing his 12th grade education. Coming from a financially disadvantaged background, Pankaj recognized the importance of finding employment to support himself and his family. Through his dedication and hard work, Pankaj managed to secure a placement opportunity facilitated by the centre, proving to be immensely beneficial for him.

This job not only provided him with a source of income but also enabled him to support his family and contribute to the well-being of his siblings. Additionally, the course played a significant role in Pankaj's personal development, as it helped boost his confidence and enhance his communication skills.

Figure 62: Pankaj Balhal, Die casting



Electrical Machine Maintenance

Zeeshan Shaikh

Figure 63: Zeeshan Shaikh, Electrical Machine Maintenance

Zeeshan Shaikh's upbringing wasn't easy. His father, Irfan Shaikh, worked tirelessly as a driver to provide for the family, but financial strain was a constant worry. Life took a darker turn when Zeeshan got caught up in a legal issue. Despite his innocence, the experience left him emotionally shattered, especially considering his past encounters with the juvenile justice system.



But amidst the turmoil, hope appeared in the form of the Endurance Vocational Training Centre and the Juvenile Justice Board. Their seminar reminded him of his father's support and the importance of grasping opportunities for a better future. Zeeshan decided to turn his life around and graduated from the machine maintenance course in just four months.

Working at a gas agency, Zeeshan started earning to provide for his family. Despite facing more inquiries and juvenile justice system issues, his determination to change his life did not waver. Eventually, his case was resolved, granting him relief.

Zeeshan credits much of his success to the Endurance Vocational Training Centre. Not only did they teach him valuable skills, but they also helped him achieve his 10th standard education, something he once thought was out of reach.

Reflecting on his journey, Zeeshan feels proud and grateful. Despite the challenges, setbacks, and the support of family and mentors, he emerged stronger and more determined than ever. His story shows the power of resilience and perseverance, with the belief that the best is yet to come.

Anand Dabhade

Figure 64: Anand Dabhade



Anand Dabhade comes from a family facing financial strain, Anand sought to alleviate the burden by exploring vocational training in machine maintenance, discovered through word of mouth from friends and family. Despite completing a diploma in mechanical engineering, limited job prospects prompted Anand to seek alternative pathways to support his family of five. Enrolling in the vocational course marked a pivotal moment in Anand's journey, as he embraced the opportunity to acquire new skills and improve his family's financial situation. Through perseverance and hard work, Anand successfully completed the training and secured a job in Endurance Aurangabad in machine maintenance, enabling him to contribute to his family's well-being. His story underscores the transformative impact of

vocational training in providing pathways to economic empowerment and personal growth, inspiring others to overcome challenges and pursue opportunities for a brighter future.

Mahesh Jadhav

Mahesh Jadhav's work with is his father they own an electric appliance shop; Mahesh saw an opportunity to better his business and provide for his family by undergoing vocational training in machine maintenance at the centre. Realizing the importance of diversifying his skills and income, Mahesh expanded his expertise to include house wiring work. Through hard work and determination, Mahesh not only mastered technical skills but also developed confidence and essential soft skills crucial for entrepreneurial success. Today, Mahesh earns ranging from 10,000 to 15,000 rupees from his house wiring ventures and shop.

Figure 65: Mahesh Jadhav, Electrical Machine Maintenance



Sagar Abhang

Figure 66: Sagar Abhang, Electrical Machine Maintenance



Sagar, aged 24, emerged from a marginalized background, initially employed in parts assembly at Endurance. However, his trajectory shifted when he discovered a course in electric machine maintenance through friends. As the sole breadwinner for his family of three, Sagar not only financially supports them but also ensures his siblings' education.

Now earning 15,000 rupees at Endurance Aurangabad, Sagar's journey reflects resilience and determination amidst socio-economic challenges. The vocational training centre not only equipped him with technical skills but also boosted his confidence and soft skills.

Sagar hopes others facing similar situations will discover the power of vocational training, just like he did. His journey is all about empowerment and growth, and he wants to inspire others to reach their full potential.

Laxman Bankar

At just 21, Laxman Bankar started his journey in machine maintenance while working at

Figure 67: Laxman Bankar, Electrical Machine Maintenance

Endurance when he was 20. His family relies on him as his father works as a laborer and his mother is a homemaker. Laxman takes on the responsibility of supporting both himself and his family.

His job helps him pay for his college fees and also contribute financially at home. After finishing his course, Laxman feels much more confident. Vocational training has had a big impact on his personal growth and professional development, and he's excited for what the future holds.



“One of the greatest challenges we face at VTC is the pervasive societal stigma and limited awareness surrounding vocational education, particularly among marginalized communities. Many individuals in our target demographic view traditional academic pathways as the only route to success, often overlooking the potential of vocational training programmes. Breaking through these misconceptions and fostering a culture that values and respects vocational education has been an ongoing struggle.

Additionally, financial constraints and logistical barriers pose significant challenges for our Trainees. Many come from poor backgrounds, where access to resources and support systems is limited. Transportation costs, family responsibilities, and competing priorities often hinder their ability to fully engage in the programme. Addressing these practical challenges and providing comprehensive support services to our trainees remains a constant priority for us.

Moreover, the COVID-19 pandemic has introduced unprecedented challenges, disrupting learning environments, exacerbating economic hardships, and widening existing inequalities. Transitioning to online learning modalities, ensuring digital accessibility, and mitigating the impacts of social isolation have been complex endeavours requiring innovative solutions and steadfast dedication from our team.

Despite these challenges, our commitment to our trainees and our mission has never wavered. We continue to adapt and evolve, leveraging technology, and implementing targeted outreach initiatives to overcome barriers and reach those most in need. Together, we persevere, knowing that every obstacle we overcome brings us one step closer to realizing our vision of a more equitable and empowered society.”

*Jennifer D'silva
Principal - joined in 2015.*

7. Way Forward

Post analysis, it is evident that program has positive impact on the trainees in terms of their increased confidence, positive future perspective and providing placements. However, for placement, trainees had shared a mixed response primarily due to a gap between expectations and reality. Nonetheless, the program assisted beneficiaries in learning the basics.

Based on the overall analysis, here are some points Endurance Technologies Limited may consider for further improving in the programme:

- Concurrent monitoring: Put in place a reliable mechanism to track programme progress and deviations so that problems / deviations can be addressed immediately, and effective oversight and ongoing improvement are ensured.
- The Memorandum of Understanding (MoU): Important components such the partnership and programme objectives, project timeframe, milestones, monitoring and evaluation system, and the identification and selection of beneficiaries for each batch were absent from the Memorandum of Understanding (MoU). This could make it harder to monitor development and evaluate the long-term effectiveness of programme.
- Prior to onboarding partners, the effectiveness of their implementation should be assessed. It is advised that implementation partners' capacity to provide placement, updated course materials, trainer refresher courses, and industry partnerships be ensured.
- It was found during a qualitative discussion with the trainers that they periodically require refresher training, which is not currently given to them. Endurance Technologies Limited may make sure that the implementing partner schedules these kind of refresher trainings for the trainers on a regular basis or as needed.
- Retention after placement and placement are both inadequate. Die casting and electrical machine maintenance are the only two courses with a strong placement ratio. Retention after placement is low. The only course with noteworthy figures is die casting. Two crucial components of any skill training program's success are placement and retention. Endurance Technologies Limited may ensure that the implementing partner has strong industry connections to achieve this.

Each trainee should have a post-placement follow-up to find out if they are still working in the same job and to discuss other work-related issues like working hours, workplace culture, and compensation, among other things.

- Expand outreach and awareness: The centre should spread the word about the programme and its benefits using a variety of platforms, including social media, neighbourhood gatherings, and partnerships with educational institutions. This approach seeks to draw in a diverse pool of candidates, especially those who are more serious about these offers and in need.
- Selection of potential trainees may be strengthened. To determine trainees' aptitude and interest, they should be assessed based on the courses they have applied for. This will help in selecting more deserving and serious applicants who are better prepared for training, employment, or starting their own business.
- Provide session on entrepreneurship and financial literacy: Include classes on business management and financial literacy to enable trainees to begin their own businesses, particularly in the case of fashion design and tailoring.
- The current 4-month time commitment required to pursue any of the provided courses may draw students who are not truly serious about pursuing the skill and the employment offered after completing the course. It is possible to extend the course duration to six months. This will not only draw in students who are more committed towards learning and available the placement services, but it will also enable VTC to improve its course offerings and emphasize more on the course contents

8. Annexures

Field Photographs

Figure 68: Electrical and Machine Maintenance class



Figure 69 Discussion with trainees at VTC



Figure 70: Advance computer class



Figure 71: Fashion Designing and Tailoring practical class



Figure 72: Yoga session in centre



Figure 73: Soft skill session



Figure 74: Discussion with trainers from all five courses



Figure 75: Discussion from mobilization and placement team





CSR IMPACT REPORT

LOI Dated: 14 March 2024

Published date: 17 June 2024

Independent Assessment By





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To

June 17, 2024

Shri. Sanjay Datta

Vice President & Group Head (Administration, CSR & Corporate Affairs)

Endurance Technologies Ltd. Aurangabad, Maharashtra

Subject: Impact Assessment of Endurance CSR Projects (2 Reports)

Action for Social Reform was commissioned to conduct an impact assessment of the Endurance CSR Projects, specifically the **Dense Forest Project** and the **Education (School Renovation) Project**, in 16 villages of Aurangabad district, Maharashtra. A team of researchers from Action for Social Reform has independently carried out the assessments. The primary objective was to evaluate the effectiveness of the projects in achieving their goals and to identify the positive outcomes observed among the beneficiaries.

The methodology for the assessments included 4 major components:

- Project site observation;
- Key informant interviews;
- Beneficiary Survey
- Focus Group Discussion
- Case Studies and
- Analysis of secondary data related to project implementation and output shared by the Endurance CSR Team

The data collected through these methods were triangulated to assess the project's impact. This Impact Assessment Report highlights projects' contribution towards achieving their objectives. We sincerely thank you for your invaluable insights and support throughout the study. Special thanks to Shri. Ayan Das, Head of CSR, and Shri. Uday Dudhgaonkar, Sr. Manager of CSR at Endurance Technologies Ltd, for their exceptional cooperation. We also thank the Sevak Trust field team for their diligent efforts in data collection. Additionally, we extend warm appreciation to all primary and secondary stakeholders who generously shared their experiences and suggestions.

Best Regards

For Action for Social Reform

A handwritten signature in blue ink, appearing to read 'Pankaj Kumar Das', is written over a light blue rectangular background.

Dr.Pankajkumar Das

Founder

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Executive Summary

This Impact Assessment report highlights the outcomes and impacts of the Dense Forest Project and the Education (School Renovation) Project initiated by Endurance Technologies Ltd CSR during the period of April 2021 to March 2024 in Aurangabad district, Maharashtra, India. These projects were implemented by Sevak Trust. In March 2024, Action for Social Reform was commissioned to conduct an Impact Assessment study on above mentioned projects. Accordingly, the present study was conducted during April 4-7, 2024, by a proficient 17-member research team from Action for Social Reform. Data and insights were meticulously gathered from 508 samples across 16 target villages. Apart from this, case studies and focus group discussions were also conducted with stakeholders. The principal objective of the exercise was to assess the efficacy of the projects in meeting the objectives and the positive outcomes observed in the lives of beneficiaries. Drawing from field research and secondary data analysis, the ensuing report provides details on the study's objectives, methodology, assessment criteria, target population, sampling technique, data collection instruments, analysis, findings, conclusions, and recommendations. Dense Forest Project is widely perceived as beneficial for environmental conservation and community development. The data indicates exceptionally high levels of effectiveness in the education project, with nearly all respondents affirming regular class attendance (99%) and heightened engagement from both students and teachers in teaching and learning activities (100%). Additionally, there is a high level of community satisfaction, with the majority of responses rating the project's impact as "Excellent." Overall, the data underscores the success of the Dense Forest Project and Education project in achieving its objectives and garnering positive feedback from the communities it serves.

IMPACT ASSESSMENT TEAM DETAILS

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- Research Experts** 3. **Dr. Deepa Dani**, Assistant Professor & Program Coordinator –BBA & BBA-IB at Ness Wadia College of Commerce, Pune.
4. **Dr. Munkir J. Mujawar**, Assistant Professor at Yashwantrao Chavan School of Rural Development, Shivaji University, Kolhapur, Maharashtra,
5. **Dr. Kadlak H**, Assistant Professor at Symbiosis International University, Pune.
- Field Research Coordinator** 6. **Mr. Rushikesh Kakade**, Master of Social Work, SDG Fellow - Action for Social Reform
7. **Miss. Swaruli**, Aurangabad, Maharashtra
- Field Researchers** Master of Social Work (MSW) Final Year students from Dept. of Social Work ,Dr. Babasaheb Ambedkar, Marathwada University, Aurangabad
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Impact Report

DENSE FOREST PROJECT

Introduction

Endurance CSR's Dense Forest Project is a unique initiative employing the "Miyawaki" method to establish miniature forests in six selected villages of Aurangabad district, Maharashtra. This project aims to foster rapid, organic growth of native forests. The Endurance CSR team collaborates with various organizations, and supporters, demonstrating the tangible environmental and societal benefits.

Scope of study

- **Assessment Period:** April 2021 to March 2024
- **Number of Saplings Planted:** 213648
- **Total Area (in acres) covered by the project :** 26.75 acres
- **Estimated Beneficiaries:** 14144 individuals.

Specific Objective of the Assessment:

- Evaluate the survival rate of saplings planted during April 2021 to March 2024
- To understand the community perception towards Dense forest project
- To document relevant case studies/Impact stories

Relevance of the project:

Dense Forest Project is a green initiative of Endurance CSR operational since 2021, addresses climate change issues through nature-based solutions. The project's goal is to annually plant 1 million indigenous locally relevant trees in selected 6 villages of Aurangabad district, Maharashtra.

Village selection:

Endurance Technology selects villages for the Dense Forest Project through a systematic process that includes identifying areas with significant environmental degradation, ensuring local support and addressing community needs, evaluating land suitability for reforestation, collaborating with experts, and focusing on areas where the project can significantly improve biodiversity, carbon sequestration, and local livelihoods.

Operational Sustainability:

By employing the Miyawaki method, which is known for its high survival rates and accelerated growth, the project aims to achieve robust and sustainable forests. Typically, Miyawaki forests boast a survival rate of 90% or higher, owing to the careful selection of native species, dense planting, and initial maintenance efforts. Continuous monitoring and adaptive management practices further ensure that any challenges are promptly addressed, maintaining the health and vitality of the forest.

Methodology:

The present study has utilized a mixed-methods approach, incorporating both quantitative and qualitative data collection methods.

- **Key Informant Interviews (KII):** In-depth interviews were conducted with key community leaders/members, SHG members, and project staff to gather qualitative insights into their experiences, challenges, and perceptions regarding the project.
- **Focus Group Discussions (FGDs):** With relevant stakeholders FGD was conducted to explore common themes and experiences.
- **Case Studies /Impact Stories:** Compelling narratives that illustrate the transformative changes, and human experiences resulting from the project, were recorded
- **End user surveys:** A pre-designed semi-structured questionnaire was administered to a sample of 171 end users to capture the beneficiary profile and feedback on the operational functionality of the project.

Results

Table 1: Dense Forest Survival *

Sr. No	Village	Area in Acre	No. of Plants	No. of Samples examined	Survival rate
1	Chincholi	3.25	19137	19	98.2%
2	Dongargaon	2.00	10800	10	95.5%
3	Gadana	5.50	42500	42	94.3%
4	Mamnabad	7.50	70000	70	92.5%
5	Wavna	8.00	69011	69	97.5%
6	Vadod Khurd	0.50	2200	22	98%
		26.75 acre	213648	232	Average Survival rate : 96%

*Source: Endurance CSR Village Development Project Data (March 2024) & Primary Data (March 2024)

This high survival rate not only reflects the project's effectiveness but also its contribution to environmental restoration and community resilience.

Profile of end-users:

The project primarily benefits socially and economically vulnerable groups. Among the participants, 74% are farmers, 11% hold regular jobs, 9% are involved in small businesses, 4% are manual laborers, and 2% are pursuing education.

Community Perception of Needs and Potential Advantages of Dense Forest:

The dense forests provide shade and reduce the intensity of sunlight reaching the ground, thereby lowering temperatures. Villagers share that areas closer to dense forests are cooler, and the temperature feels 2-3 degrees lower.

Outcome

- **Environmental Outcomes:** Increased native plant presence (**26.75 acres with 211,448 plants**) balances the ecosystem, while significant carbon dioxide absorption helps mitigate climate change.
- **Health and Well-being:** Improved air quality and access to green spaces, contributing to better physical and mental health. Areas closer to dense forests are cooler.
- **Cultural Outcomes:** The use of traditional ecological knowledge maintains native species, while establishing local green spaces strengthens community identity and pride.

Impact

The Dense Forest Project has contributed significantly to environmental restoration benefiting both the community and the environment. The Dense Forest Project supports the commitment towards SDG11, SDG 13, SDG 15 and SDG 17.



End User Satisfaction¹



97%

**Dense Forest
Project**

¹ The percentage of respondents who scored 'Excellent' on a 5-point Likert scale in the end-user survey, conducted by Action for Social Reform.

Impact Story

VADOD DENSE FOREST

Vadod village, with its unique history of dam-displaced families, embodies resilience and unity in the face of environmental challenges. The seeds of transformation were sown by the Sevak Trust, as part of the CSR initiative of Endurance Technologies Ltd., in the form of a lush half-acre Dense Forest.

Far beyond mere tree planting, this endeavor was a symphony of community engagement and empowerment. Under expert guidance, the forest flourished into a thriving ecosystem, welcoming over 42 varieties of trees and an array of wildlife. Yet, its true impact lies in the hearts and minds of Vadod's residents. Through this initiative, Sevak Trust has pioneered a model of rural development.

As the forest took root, Vadod's residents became its stewards. Schoolchildren and villagers alike nurtured the saplings, fostering a sense of ownership and pride. What began as a drip-irrigated endeavor blossomed into a self-sustaining oasis, symbolizing the resilience of both nature and community.

The benefits of the dense forest extend far beyond its boundaries. Dubbed "**Oxygen Park**" by the locals, it has become an integral part of village life, instilling a culture of environmental stewardship and sustainability.

Story: Dr. Deepa Dani

Recommendations

DENSE FOREST PROJECT

Based on the feedback from the respondents, the following specific recommendations are proposed to enhance the impact of the Dense Forest project:

- **Monitoring and Evaluation:** Implement and support robust monitoring systems to track the health and growth of the forest, including the use of modern technologies such as GIS mapping and remote sensing. Implement regular monitoring protocols to assess tree survival rates and growth rate.
- **Financial Support:** Provide consistent funding for various aspects of the project, including educational programs, community engagement initiatives, and long-term monitoring and management. Supply necessary resources such as seedlings, and infrastructure support.
- **Awareness Campaigns:** Fund and support public awareness campaigns to educate the community about the importance of forest conservation and sustainable practices. Facilitate and promote volunteer opportunities for employees and community members to participate in tree planting, forest monitoring, and conservation activities. Facilitate the sharing of knowledge and best practices through networking events.
- **Sustainability:** Encourage and support the creation of environmental stewardship programs that involve community members in the ongoing care and management of the forest.

Impact Report

Education (School Renovation) Project

Introduction

The Education (School Infrastructure Renovation) Project focuses on enhancing the educational environment in various schools within the targeted communities. Through a series of interventions spanning school building renovations, Anganwadi (Integrated Child Development Services) centre renovation, provision of new toilet facilities, donation of solar power electricity units, enrichment of libraries with furniture, and construction of stages, the project aims to uplift the infrastructure of educational institutions. By addressing critical needs such as sanitation, electricity access, and modernized learning spaces, the project endeavors to create conducive environments for both students and teachers. These efforts are integral to improving educational outcomes and fostering a positive learning experience for the beneficiaries.

Scope of study

- **Assessment Period:** April 2021 to March 2024
- **Estimated Beneficiaries:** 2700
- **Primary Beneficiary Type:** Students, Teachers
- **Secondary Beneficiary Type:** Parents , Community people

Specific Objective of the Assessment:

- To evaluate the impact of Education (School Renovation) project
- To understand the community perception towards Education (School Renovation) project
- To document relevant case studies/Impact stories

Relevance of the project:

Endurance Technologies Ltd. has embarked on a comprehensive CSR initiative with a strong emphasis on education. The interventions range from building renovations and WaSH facilities to donating solar power units and enriching libraries, ensuring substantial and sustainable improvements in the educational environment. These efforts aim to inspire 100% attendance and empower youths through computer training programs, reflecting the project's commitment to holistic education and community development.

School selection:

Endurance Technologies Ltd. selects schools for CSR interventions through a systematic process that includes needs assessments, community engagement, prioritization based on infrastructure condition and educational impact, collaboration with local authorities, feasibility studies, and evaluating impact potential. Schools with significant deficits in facilities, safety concerns, and lack of resources are prioritized.

Table 2: School Infrastructure Renovation details*

Sr. No	Village/School	FY	Intervention
1	Main School Wavna	2022	School Building Renovation
2	Guljar Basti School, Wavana	2022	Angan Wadi renovation
3	Nimoni Basti School, Chincholi	2022	WaSH : New Toilet Unit for Boys, Girls & Staff
4	ZP Main School Chincholi	2022	Donation of Solar Power Electricity Unit
5	ZP Main School Golegoan	2022	Enrichment of Library with Furniture
6	Renuka Nagar Basti School, Golegoan	2022	Stage construction
7	ZP School Basti School, Dongargaon	2021	School Building Renovation
8	ZP School Main School, Dongargaon	2021	Angan Wadi renovation
9	ZP School Mamurabad Wadi	2021	WaSH : New Toilet Unit for Boys, Girls & Staff
10	ZP School Nidhona	2021	Donation of Solar Power Electricity Unit
11	ZP School Pimpri	2021	Enrichment of Library with Furniture Stage construction

*Source: Endurance CSR Village Development Project Data (March 2024)

Operational Sustainability:

The operational sustainability of Endurance Technologies Ltd.'s education project focuses on creating a supportive teaching learning environment. For students, it ensures improved learning spaces, access to educational resources, safe building with ventilation and WaSH facilities and efforts to achieve consistent attendance. By addressing these needs, the project supports long-term educational improvements and community development.

Methodology:

The present study has utilized a mixed-methods approach, incorporating both quantitative and qualitative data collection methods.

- **Key Informant Interviews (KII):** In-depth interviews were conducted with key students, teachers, parents, community leaders/members, and project staff to gather qualitative insights into their experiences, challenges, and perceptions regarding the project.
- **Focus Group Discussions (FGDs):** With relevant stakeholders FGD was conducted to explore common themes and experiences.
- **Case Studies /Impact Stories:** Compelling narratives that illustrate the transformative changes, and human experiences resulting from the project, were recorded.
- **End user surveys:** A pre-designed semi-structured questionnaire was administered to a sample of 337 students to capture the beneficiary profile and feedback on the operational functionality of the project.

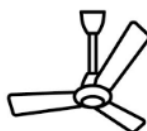
Results

Profile of respondents:

Nearly half of the respondents (45.6%) represent 1st to 4th class level, while a slightly higher percentage (47.3%) represents 4th to 7th class. (7.1%) of respondents are from 7th to 10th class.



100%
After renovation,
Classrooms are brighter
and comfortable



100%
Availability of good
quality of ceiling fans in
classroom



96%
Hand Wash facility in
school



100%
Sanitation facility in school



99%
Following the renovation,
students report that there
classes are now held
regularly



100%
After renovation, students
and teachers appeared
more engaged in
teaching & learning

Community Perception of Education (School Renovation Project)

The project enjoys broad support across different sections of society. Community involvement in the project has been remarkable. Parents and community leaders actively support the initiative.

Outcome

- **Improved Learning Environment:** Results indicate exceptionally high levels of effectiveness in several areas, with nearly all respondents confirming that classes are held regularly (99.7%) and both students and teachers appear more engaged in teaching and learning activities (100%). Additionally, a majority of respondents reported regular visits to the school library (91.3%), indicating its effectiveness in promoting learning.
- **Increased Attendance:** All respondents agree that since the renovation, both students and teachers seem more dedicated to teaching and learning. Upgraded facilities and improved infrastructure encourage higher student attendance and reduce dropout rates, contributing to better educational outcomes.

- **Enhanced Health and Safety:** The addition of WaSH facilities ensures students have access to clean water and sanitary restrooms, promoting better health and hygiene practices, and reducing absenteeism due to illness.
- **Teacher Morale and Performance:** Upgraded facilities create a more comfortable and supportive working environment for teachers, boosting morale and job satisfaction, leading to improved teaching quality and student engagement.
- **Community Engagement:** Renovated schools often become community hubs, fostering greater community involvement and support for education, which can lead to improved school management and sustainability.
- **Overall Educational Improvement:** By addressing infrastructure deficits and creating a positive learning environment, school renovation projects contribute to overall educational improvement, laying the foundation for lifelong learning and community development.

Impact

The impact of the education project is significant, with an estimated 2700 students benefiting directly. The primary beneficiaries, including students and teachers, experience improved academic performance and morale due to upgraded facilities and enhanced learning environments. Additionally, parents and community members, as secondary beneficiaries, benefit from increased community engagement and support for education, leading to a more educated and empowered community. The project's impact extends beyond the classroom, promoting socio-economic development and long-term sustainability in the community by providing access to quality education and fostering a culture of learning and growth.

Alignment with SDGs

Education (School Renovation) Project supports the commitment towards SDG4, SDG 5, SDG 6 and SDG 10.



End User Satisfaction²



96%

**Education (School
Renovation) Project**

Best Practices Observed

- Post renovation, both students and teachers demonstrate high engagement in teaching and learning, indicating the relevance and effectiveness of the project.
- Regular classes are held, and students exhibit enthusiasm for attending school, highlighting the positive impact of the project.

² The percentage of respondents who scored 'Excellent' on a 5-point Likert scale in the end-user survey, conducted by Action for Social Reform.

Impact Story



WISDOM ON WHEELS

A testimony to the transformative power of technology



Wisdom on Wheels is an IT learning center with a difference. In the Gadana village of Khultabad Taluka in rural Aurangabad, a superb example of empowerment and innovation dots the landscape. Wisdom on Wheels (WOW), an IT learning center is developed inside a bus. WOW is a transformative initiative, conceptualized by SevakTrust and brought to life by the CSR initiative of Endurance Technologies Ltd.

What sets WOW apart is not just its state-of-the-art facilities- 21 computers, a large smart screen, LAN, printer, and air conditioning in a rural setting, but its ability to bring learning directly to the doorsteps of beneficiaries.

Step inside, and you'll find a bustling hub of learning. Students of Gadana Zilla Parishad school eagerly engage with technology, come evenings, farmers gather to learn and share knowledge, and on other days village women immerse themselves in a world of digital literacy and health awareness.

But WOW is more than just a bus fitted with computers. It is a catalyst for change, a mobile haven of learning and empowerment.

Solar panels installed on its roof, power not just the computers, lights, and fans, but also the air conditioning, ensuring that no obstacle stands in the way of knowledge dissemination.

The curriculum delivered is tailored to meet the diverse needs of its beneficiaries. For students, a 30-day workshop after school hours, offers a comprehensive introduction to IT fundamentals, from basic typing skills to crafting resumes using MS Word. Meanwhile, thematic workshops cater to the specific interests of farmers and women, covering topics ranging from agricultural practices to sanitation and hygiene.

The spillovers of WOW extend beyond the confines of its walls. Students, once hesitant to attend school, now eagerly flock to the IT-enabled premises, their enthusiasm fueling a newfound sense of pride in their education. Proficiency in English in a rural government school, once a distant dream for parents, now flows effortlessly, evidence of the transformative power of technology.

Schools clamor for the opportunity to host the WOW bus on their campus, eager to experience the same transformative impact that has swept through Gadana and beyond.

Indeed, the success of Wisdom on Wheels cannot be measured only in bytes and pixels but in the communities transformed, lives empowered, and barriers broken. As Wisdom on Wheels continues to roll, one thing is clear The journey to empowerment has only just begun.

Story by Dr.Deepa Dani



Recommendations Education *Project*

Based on the feedback from the respondents, the following specific recommendations are proposed to enhance the impact of the Education project:

- **Aesthetic and Functional Enhancements:** Add more artwork and greenery around the school to create a more aesthetically pleasing and stimulating environment for students.
- **Regular Feedback Mechanisms:** Establish channels for ongoing feedback and suggestions from students, teachers, and community members to ensure the project remains responsive to their needs.
- **Accountability:** Maintain detailed reporting on the progress and impact of the renovation project.
- **Sustainability:** Implement programs that focus on the long-term sustainability of the renovated infrastructure, such as regular maintenance schedules by school management and eco-friendly practices.

Overall Recommendations

Overall Recommendation

- **Design (Monitoring and Evaluation) Framework for Endurance CSR:** Design a comprehensive Monitoring & Evaluation (M&E) framework of CSR Programmes. Get it approved from Board. This document will set standard of operation in all your field activities. Involve relevant stakeholders, including employees, communities, partners, and beneficiaries, in the design and implementation of the M&E Framework. Seek their input and feedback to ensure the framework is relevant, credible, and responsive to their needs and perspectives.
- **Identify Key Performance Indicators (KPIs):** Clearly outline the objectives and goals of the CSR initiatives undertaken by Endurance Technologies Ltd. Determine the metrics that will be used to measure the success and impact of the CSR projects. KPIs should be specific, measurable, achievable, relevant, and time-bound (SMART).
- **Create Reporting Mechanisms** - Develop formats and templates for collecting and reporting M&E data. Establish procedures for regular reporting to internal and external stakeholders, including management, donors, partners, and beneficiaries.
- **Establish Data Collection Methods** - Identify the sources of data needed to measure progress and outcomes. Define the frequency and methods of data collection, as well as responsibilities for data collection, analysis, and reporting.
- **Track progress:** Establish a system for tracking progress against targets and milestones. Determine the criteria for evaluating the effectiveness and impact of the CSR initiatives.
- **Storytelling and Brand Narrative:** Develop a compelling brand narrative that showcases Endurance's values, mission, and impact in the community. Design Endurance CSR Logo. Involve Marketing and Communication Dept or take help from Third Party CSR Communication Experts. Clearly communicate how each CSR activity aligns with specific SDGs through branding materials, reports, and communication channels. Use SDG logos or icons to visually represent the goals Endurance is working towards.
- **Facilitate Internships to Improve project Documentation:** To ensure thorough documentation of projects, it is advisable to engage students from prestigious institutions such as the Indian Institutes of Management (IIM), Institute of Rural Management (IRMA) Gujarat, S.P. Jain Institute of Management Mumbai, Azim Premji University, Bangalore, and Symbiosis University, Pune or other leading academic institutions. These students typically possess strong analytical skills, research capabilities, and academic rigor, which can contribute to comprehensive documentation and analysis of project outcomes. Additionally, their fresh perspectives and innovative approaches can enrich the documentation process and provide valuable insights for project improvement and future planning.

IMPACT ASSESSMENT TEAM



FOCUS GROUP DISCUSSION



Impact Assessment | ESG Reporting | SDG Training & Certification

Action for Social Reform (AFSR) represents a unified effort by Development Professionals whose mission is to promote “Best Practices in the Community” so that a peaceful neighborhood for women and children can be achieved.

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