



TITAN  
COMPANY

Impact Assessment Study  
Of  
Association of People with Disability

**Employment Led Training Program**

Report by: NuSocia | March '23



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# Executive Summary (1/2)

## Employment Led Training - Skill Training for Youths with Disability



Started in 2014

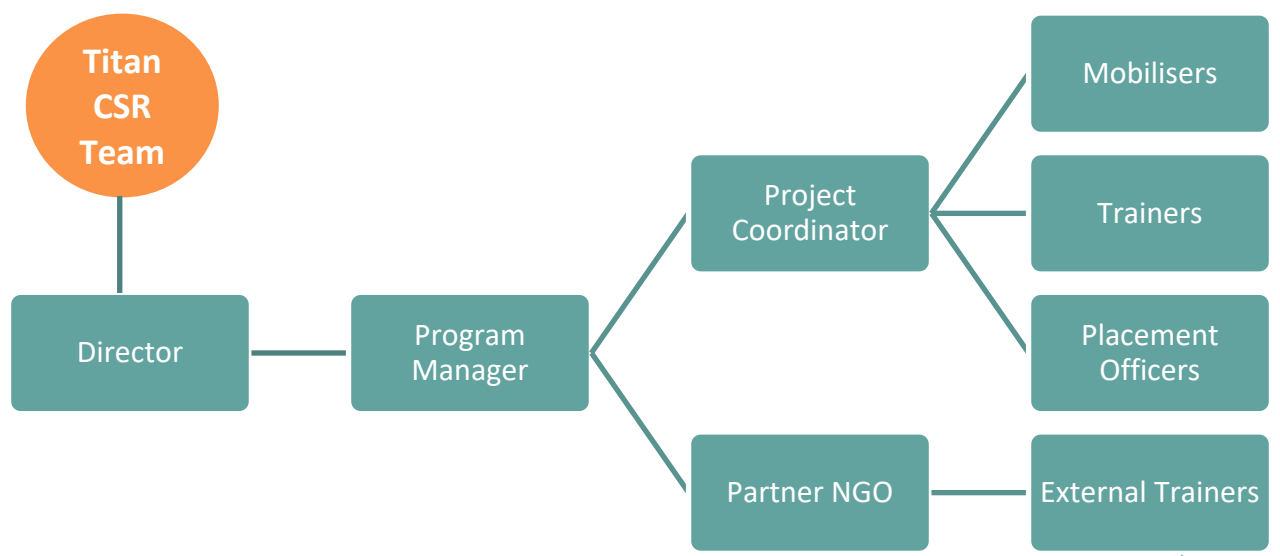


Implemented in Bengaluru, Gadag and Tier II and III cities of Karnataka and Anantapur district of Andhra Pradesh.

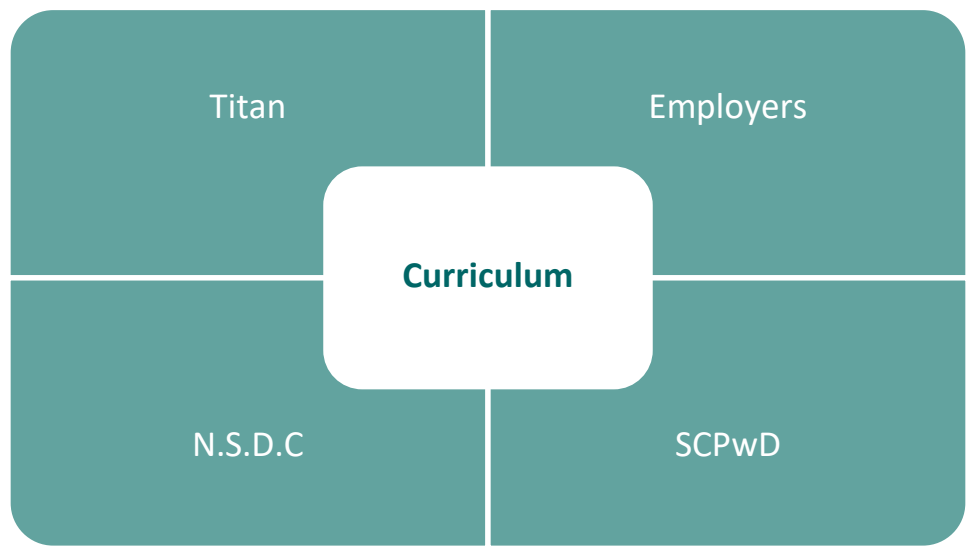
## Objectives for 2021-22

- To impart training to **410** youths from impoverished backgrounds (80% YwDs and 20% non-disabled) in vocational skills and provide rehabilitative services to **183** YwDs to improve their functional independence.
- To place at least 80% of the trained candidates, including both YwDs and non-disabled, in wage employment.
- Build the capacity of Partner Organization to develop itself as a resource center for skill development.

### Human Resource



### Module Design



# Executive Summary (2/2)

### ELT Urban

- 45 Days +15 Days On-Job Training
- Retail, Office Management
- Residential Training Program with meals at Bangalore
- Preference given to candidates who were good at communication as well as physical work
- Placement at Malls, Retail Chains
- Avg. Salary – ₹13,000-₹15,000

### ELT Horticulture

- 45 Days +15 Days On- Job Training
- Garden Specialist: Horticulture, Gardening
- Residential Training Program with Meals at Bangalore
- Preference given to candidates who may be illiterate but could do physical work
- Placement at Gardens, Nurseries
- Avg. Salary – ₹10,000-₹12,000

### RELT (Tier II & III)

- 30 Days Training
- Shop Management-Retail, Sales Assistance
- Non-residential Training Program with Travel Assistance
- Preference given to candidates who were less educated and were not comfortable migrating to Bangalore.
- Placement at Retail Shops
- Avg. Salary – ₹6,000-₹8,000

### RELT Collaboration

- 30 Days Training
- Shop Management-Retail, Sales Assistance
- Residential Training Program with Meals at Gadag
- Preference given to candidates who were less educated and not comfortable migrating to Bangalore
- Placement at Retail Shops
- Avg. Salary – ₹7,000-₹9,000

## Key Findings

- By utilising external resources, and through orientation camps, counselling and foundation courses, the project could achieve almost the planned enrollment targets.
- Besides domain training, physiotherapy, mobility aids, counselling, guest lectures and exposure visits helped students to pursue better career opportunities.
- The exercise of skill-set matchmaking with the employer’s expectations and the on-job training positively impacted the placement ratio.
- The trainees are not only able achieve a certain level of financial independence, but also overcome low self-esteem they experienced due to their disability.

## Overview

### Titan

- Titan, India's prominent lifestyle company, is a leading player in the Jewellery, Watches and Eyewear categories with several successful brands. The **Corporate Sustainability** function (that covers CSR, Climate Change and Affirmative Action) is an **intrinsic and essential** part of being in business for Titan.

### APD ELT Program

- Titan APD's Employment Livelihood Program supports youth with disabilities (YwDs) with gainful employment or entrepreneurship/self-employment after equipping them with life skills and domain-based skills in urban and rural parts of Karnataka.

### NuSocia Role

- NuSocia, an Impact Advisory Firm, has been appointed to undertake an impact assessment study of the year 2021-22 to understand the impact achieved against the expected outcome.

# Methodology

## Study Objective



To assess the impact of the APD training on its beneficiaries.

## Study Phasing



Context Setting Feb 01 to Feb 02	Research Design Feb 03 to Feb 10	Primary Research Feb 11 to Feb 18	Findings & Analysis Feb 20 to Feb 27	Report Submission Feb 28 to March 3
<ul style="list-style-type: none"> <li>• Build a common understanding of the universe of the project</li> <li>• Obtain project MIS &amp; other relevant documents for secondary research</li> </ul>	<ul style="list-style-type: none"> <li>• Develop <b>research tools</b> for primary interaction in the field</li> <li>• Sign-off on the tools</li> </ul>	<ul style="list-style-type: none"> <li>• Primary field assessment study - <b>Virtual Key Informants Interviews of 16 Students</b></li> <li>• <b>8 Organisational Level Interviews</b></li> </ul>	<ul style="list-style-type: none"> <li>• Data Cleaning</li> <li>• Analysis of qualitative research</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of findings</li> <li>• Final report with observations, analysis, inferences and recommendations</li> </ul>

# Sampling

**Student Selection Criteria: Purposive sampling with equitable candidate selection on the basis of Gender & Able/Differently-able.**



Qualitative research based on appreciative inquiry



Virtual data collection



OCED-DAC 'REECIS' (Relevance, Effectiveness, Efficiency, Coherence, Impact and Sustainability) framework will be used for analysis

Stakeholder	Key Informant Interview			
	PwD Male	PwD Female	Non-PwD Male	Non-PwD Female
ELT	1	1	1	1
Horticulture ELT	1	1	1	1
RELT Tier II & Tier III	1	1	1	1
RELT Collaboration	1	1	1	1
Mobiliser	1			
Counsellor	1			
Trainer/Coach	3			
Implementation Partner	1			
Collaborated NGO/ Technical Partner	1			
<b>Total</b>	<b>23</b>			

# Findings



1. Project Map

2. Impact Map

3. Input

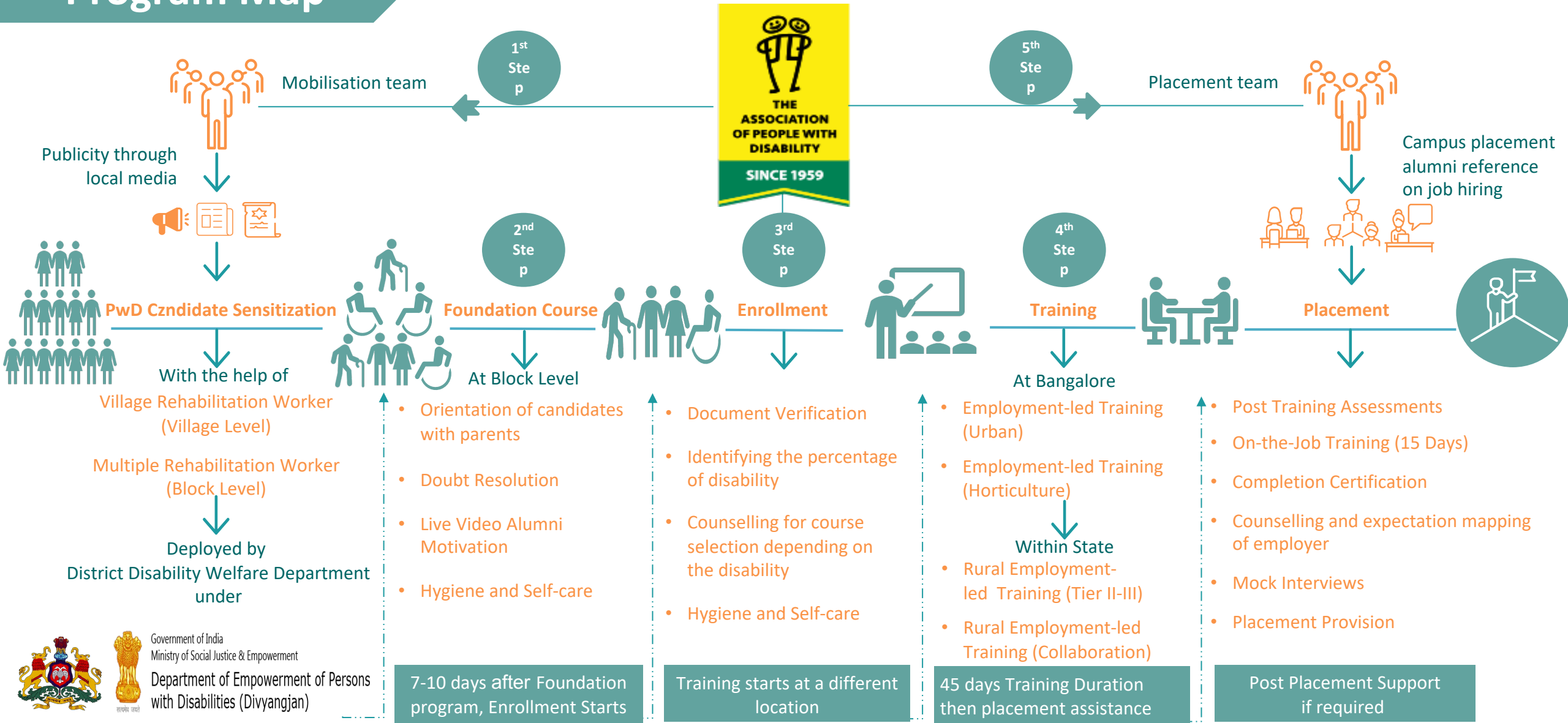
4. Output

5. Outcome

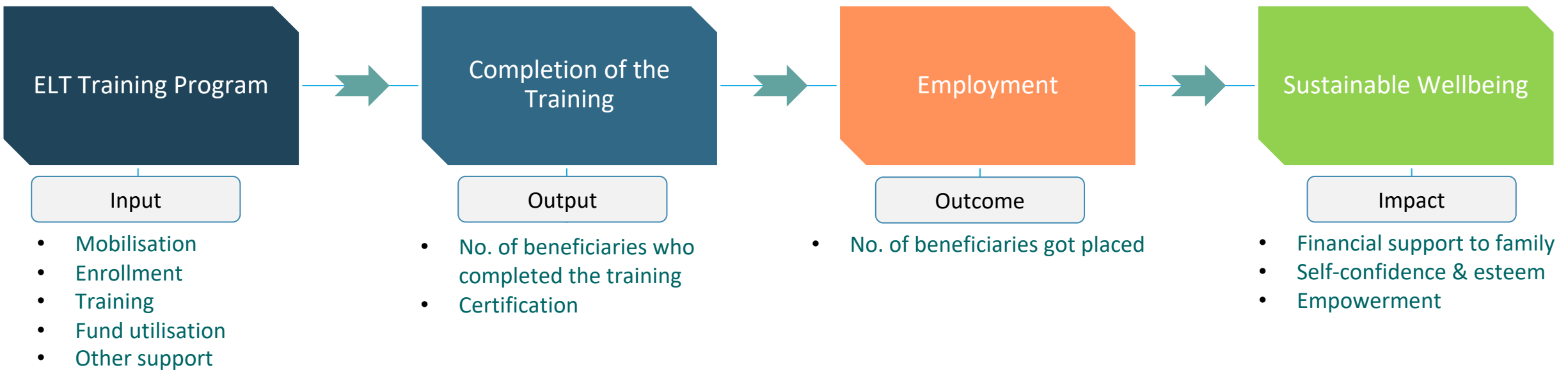
6. Impact



# Program Map



# Impact Map



This contextual understanding formed the basis of the program assessment.

# Input(1/2)

## ➤ Mobilisation & Orientation

- **External support was taken from the Village Rehabilitation Workers and Multiple Rehabilitation Workers** to identify the trainees. Most trainees learnt about the program from these two stakeholders.
- Trainees **weren't aware of retail industries, office management and other such career opportunities** before joining the training program. **Orientation and counselling had proven effective** in solving their doubts before enrollment.

## ➤ Enrollment

- **A 7-10 day Foundation course** for ELT Urban, ELT Horticulture and RELT Collaboration was organised **to identify students who were ready to pursue a 60-day residential training program**. For RELT (Tier II & III cities) a 2-3 days foundation course was organised as it was not a residential program. In all the programs, **preference for enrollment was given only to those candidates who are not pursuing any education, not working anywhere and dealing with a certain disability but have the ability to perform a particular task**.
- Students stated that during the foundation course they **made new friends who had similar issues**. This **encouraged them to pursue training without self-doubt and low self-esteem**. **Girls' participation has also increased** after COVID, due to a mindset change that both male and female members of the house should earn.
- **Parent's exposure visit was organised at the centre** at the time of enrollment to give them sufficient information related to **accommodation and infrastructural amenities customised** for PwDs. For RELT (Tier II & III cities), travel assistance was provided for accessibility.



# Input(2/2)

## ➤ Training

- All the **trainers are aware of sign language** which **helped them communicate with speech and hearing disability** students.
- **Everyday 8 hours of training sessions were** organized which had 5 hours of domain training, one hour physiotherapy and two hours of job training for the last 15 days of training.
- Training for **ELT Urban was aimed at retail sector requirements in Metro cities**. The duration of the training was **45 days** with a **deeper focus on life skills** as well. **RELT (Tier II & Tier III) was aimed at local retail market needs** in rural areas; therefore, the duration of training was **30 days** with **basic awareness about life skills**.
- **The foundation course** helped students towards **taking individual care** during the training period and this **helped them feel confident about themselves** as they were moving towards independence without being dependent on anyone's assistance.

## ➤ Fund Utilisation

- All the processes for fund allocations were based on the **achievement of milestones** for every training and for every batch. **Enrollment, Training, and Placement Assistance were the milestones**.

## ➤ Other Support

- **Mobility aids** such as a walking caliper, prosthetics, and hearing devices were also **provided free of cost** to those students who required it. **Capacity building of external trainers** of the RELT program.
- Along with the training quality and course curriculum, **students appreciated the hostel amenities, its cleanliness and overall environment**. Efforts to maintain the garden in the hostel and centre premises were taken into consideration by students and they also felt fresh and enthusiastic.



# Output

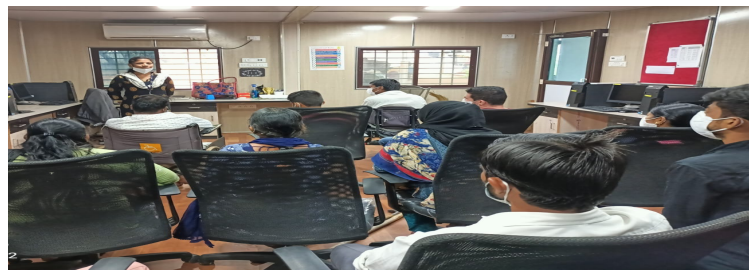
➤ No. of beneficiaries who completed the training

Program	Target		Achievement	
	Enrollment	Completion	Enrollment	Completion
ELT Urban	250	225	244	231
ELT(Horticulture)	50	45	50	46
RELT(Tier II & III)	60	54	65	65
RELT(Collaboration)	50	45	50	50

- Compared to the set targets ,the **number of beneficiaries who completed the program was higher.**
- Students stated the reason for attrition of their batchmates was **fear of COVID, and not having adequate amenities for girls in terms of accommodation.** Whereas the reason behind **no attrition in both RELT programs was that students could attend the training program in their locality** and they didn't have to migrate.
- **Every day one hour of physiotherapy** helped students to **complete the training without being absent from sessions** and on-the-job training which also helped in the completion of training successfully.

➤ Certification

- All the candidates received certificates on completion of the training program.



# Outcome(1/2)

- **No. of beneficiaries who completed the training**
- **Pre-training assessment during enrollment and post-training assessment after completing the training**, was helpful for trainers to monitor the progress of students. **Counsellors and placement officers did a candidate profiling based on education, expertise (skills), aspiration and percentage of disability of the students and then shared the opportunities with them.**
- **Guest lectures on various topics** such as Time Management, Communications, Decision-making, Personality Development, Body Language, Self-esteem, SWOT analysis and Stress Management helped students in a **holistic development by knowing individual strengths and weaknesses and knowing strategies to overcome those weaknesses.**

Program	Target	Achievement
	Placement	Placed
ELT Urban	200	194
ELT (Horticulture)	40	41
RELT (Tier II & III)	48	61
RELT (Collaboration)	40	23

- Reason for under-achievement of placement targets in some courses were attributed to **the COVID-19 scenario as there were job cuts in the retail sector. Due to limited vacancies, there was higher competition among applicants.**



# Outcome

- **Exposure visits were arranged** for every training to understand the nature of the work , and the trainees stated that the activity **helped them to aspire more, as many PwD, like them, were handling certain tasks and earning money.**
- **On-the-job training was arranged for ELT Urban and Horticulture training programs** to get exposure in their domain. Based on that activity, trainees were asked to take a decision if they want to pursue that vocation. **Opinion and inputs from placement officers and counsellors helped students to choose appropriate careers** for themselves.
- **Mock interviews with placement officers** proved influential as students **felt at ease while negotiating the salary with employers** because they were aware of their strengths as well as the market standards.
- Trainers and placement officers **did not encourage the students to start their own venture immediately** after the course completion and **expected that trainees should gain an understanding of the sector and every aspect of it by working in that domain for a few years.**
- **Salaries varied** for the urban and rural programs depending on the job profile.

ELT Urban	ELT Horticulture	RELT (Tier II & III)	RELT Collaboration
₹13,000-₹15,000	₹10,000-₹12,000	₹6,000-₹8,000	₹7,000-₹9,000



# Sustainable Wellbeing

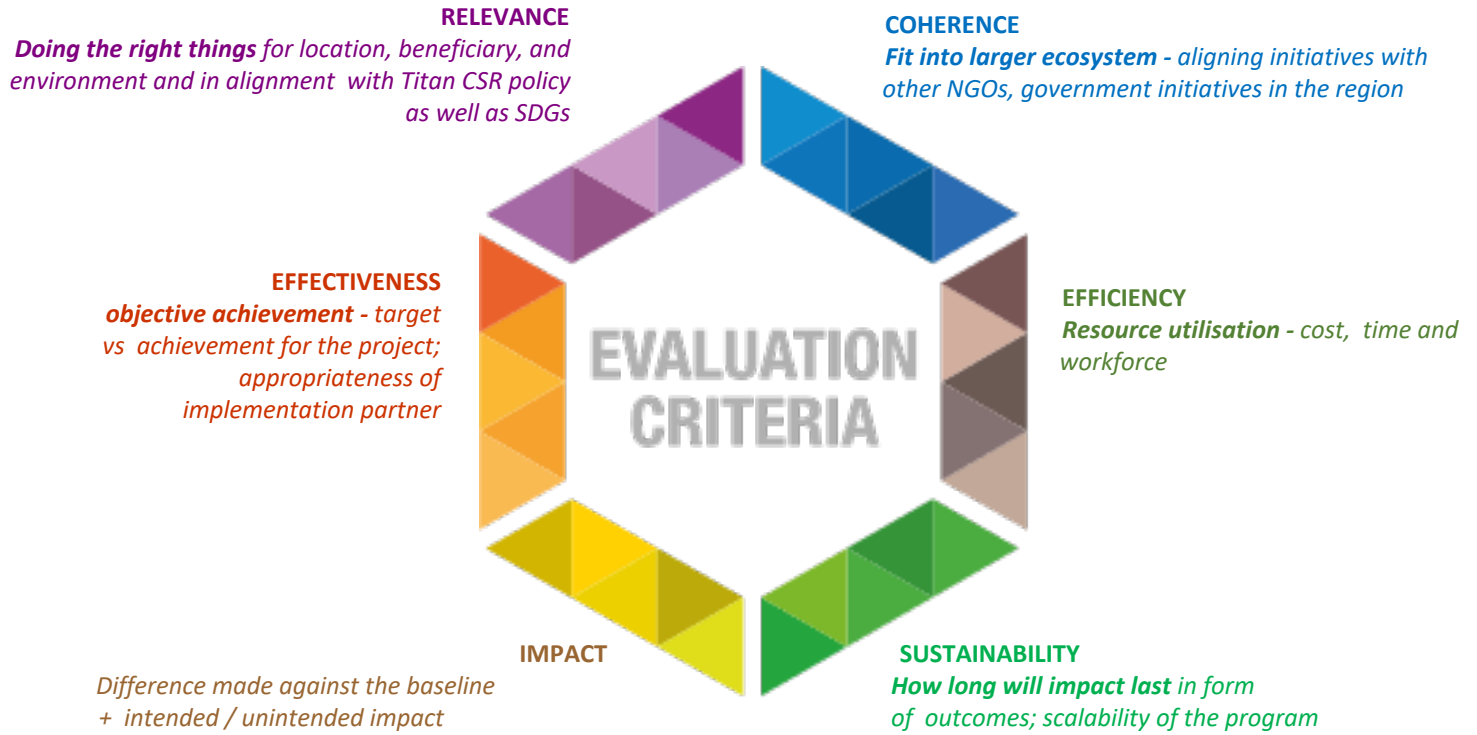
- **Financial support**
  - It was found that, before enrollment, students were **dependent on their family members' assistance and income**. However, after getting a job the trainees could achieve some level of financial independence and could also **help their families**.
  
- **Confidence and self-esteem**
  - Students admitted that **low self-esteem demotivated** them to socialise and to do any work. But after attending the orientation drive and foundation course, and due to the **detailed one-to-one counselling and virtual interaction with the alumni**, trainees started to **believe in their ability to work**. This boosted their confidence.
  - **Encouragement** throughout the course duration with an **activity-based learning model and learning experience with peers from similar backgrounds** helped the trainees **to socialise more**. Within their friends circle, they **celebrated various occasions and festivals** and **enjoyed time with each other** which was absent in their life due to dependency on family members.
  
- **Empowerment**
  - After gaining some hands-on experience, a few **horticulture students started their own ventures** in their locality by empowering themselves with effective utilisation of training during employment. They were also supporting their family in farming activities.





# Analysis

Global standard framework of RCEEIS based on OECD-DAC was used for the analysis to get the program's outcome evaluation.



# Analysis (1/3)

Theme	What Worked Well	Area of Improvement
<b>Relevance</b>	<ul style="list-style-type: none"> <li>✓ Rural background, disability, and lack of skills was a major issue faced by YwD, and the program catered to these problems by offering free, high-quality employment-oriented training.</li> <li>✓ Provided <b>residential training as well as non-residential</b> training as per the need and convenience of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing gender-specific training can be helpful for girls and women.</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>✓ Program modules were <b>designed in collaboration with industry partners</b> which helped in <b>delivering practical and activity-based training</b> that was easy to adapt for all differently-abled students.</li> <li>✓ <b>Mobilisation from various sources</b> helped to <b>reach the program on a grassroots</b> level and was helpful to identify students in need.</li> <li>✓ External support like physical check-ups during enrollment, frequent COVID tests, vaccination provisions and physiotherapy helped students to <b>stay healthy during the training.</b></li> <li>✓ Detailed orientation and foundation courses <b>reduced the percentage of students dropping out.</b></li> <li>✓ Partners NGO selected on the basis of <b>Organogram, Infrastructural and financial aspects by APD</b></li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate <b>accommodation facility for girl</b> students in Bangalore.</li> <li>• <b>Tracking trainees' growth</b> after completing the course for placements.</li> </ul>

# Analysis (2/3)

Theme	What Worked Well	Area of Improvement
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>✓ <b>Collaborated with an organisation</b> for the implementation of the program in a rural area.</li> <li>✓ <b>Focused on capacity building of partner organization</b> and trainers once in two months.</li> <li>✓ <b>Set of manpower utilised</b> for mobilisation &amp; enrollment, training and placement—a <b>balanced team structure</b>.</li> <li>✓ Milestone-based fund utilised for each batch, i.e. Enrollment, Completion of Training, Placement Provision.</li> <li>✓ Intervening in placement assistance negotiation with the employer</li> </ul>	
<b>Impact</b>	<ul style="list-style-type: none"> <li>✓ <b>Trained 392 students</b> (80% disabled) which is <b>6% higher than the planned goal</b>, and <b>provided placement to 340 students</b> (80% disabled), which is <b>around 4% higher than the planned goal</b> across all courses.</li> <li>✓ Horticulture trainers also <b>started their own ventures</b> after working for several months as an employee in different organisations.</li> <li>✓ Students started <b>providing financial assistance</b> to their families.</li> <li>✓ Students <b>feel happy and proud about their ability to take care of themselves</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• More focus should be on <b>developing RELT program with local income opportunities</b> for those students who are not willing to migrate.</li> </ul>

## Analysis (3/3)

Theme	What Worked Well	Area of Improvement
<b>Coherence</b>	✓ <b>Awareness generated</b> on Social Security Schemes	• <b>Convergence with government initiatives</b> for maximum benefits
<b>Sustainability</b>	✓ <b>Activity-based learning</b> module cleared every concept taught	

# Recommendations

## Project Design

- Introducing Entrepreneurship training: Will help the youth to identify income generation opportunities available locally once they are ready.
- Gender aspect in the program design: Designing a course that will cater to employment options for girls locally.

## Implementation

- **Adequate accommodation services** for reducing drop outs

## Sustainability

- **Add employability activities and courses in the centre:** As the centre caters to youth from several villages, there is a merit in using the facility as a vibrant space for all career-related information, skill-training programs, scholarship for students, etc. Explore possibility of converting the centre to an upskilling hub.

## Conclusion

- Effective mobilisation by utilising multiple resources helped the program to achieve a wider reach.
- Phase-based enrollment with counselling had proven the reducing dropout rate.
- Relevancy of the program, effectiveness in designing the module or curriculum with the help of external resources, and activity-based learning led to building skillsets among the students. Compared to the number of students enrolled, 96% completed the program despite being differently-abled.
- Strong employers' network and efficient placement coordination by the internal team contributed to 81% beneficiaries receiving employment out of the ones who completed training.
- Developing new training programs per the requirement of the target group as well as employers can help achieve better results.



Thank You.