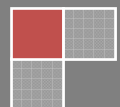




Annual Report

Operating year 2011-2012

This Annual Report is for the period April 2011-March 2012. The report provides and overview of the key initiatives under taken by MAYA. The report also provides details on each of the activities undertaken by MAYA during the course of the year along with key supporting metrics that are used to monitor and measure performance.





Movement for Alternatives and Youth Awareness

MAYA is a Karnataka based, development and training organisation, working since 20 years, towards creating an empowered and equitable society that systemically addresses issues of livelihood and education.

MAYA (Movement for Alternatives and Youth Awareness) is a Karnataka-based non-governmental organization (NGO) for the last 22 years, working to create an empowered and equitable society that systemically addresses issues on livelihood and education. All the programs are built upon MAYA's core values of collective approaches to systemic problems, as well as processes of continual learning and reflection. MAYA's interventions are at the level of policy, social and institutional structures. They are strongly rooted for the personal and collective empowerment of the poor. MAYA currently has two broad areas of focus:

- The right of every child to quality education
- Labour and livelihood

MAYA two broad areas of focus is organized into three main projects called, MAYA Organic and MAYA LabourNet.

In education, Maya-Prajayatna reaches out to 25,000 schools across 19 districts of Karnataka and in two districts of Andhra Pradesh,. We also ran a large early childhood care and education program that impacts the lives of about 7000 children in the 0-6 years age group. This program has now been completely mainstreamed by the government and now MAYA plays a monitoring and support role to see that the centres are effectively run.

MAYA Organic is a Programme of MAYA that focus on Training of women in the lacware sector and closely works with MAYA Organic Support Servoces (MOSS) a Section 25 (C) company that supports more than 20 informal sector enterprises employing more than 500 informal sector workers in the Channapatna belt of Karnataka. MOSS helps artisans with design elements and marketing support.

MAYALabourNet

MAYA seeks to provide easy and institutionalized access to jobs, and enhance incomes of over one million workers across seven cities in India in the next 10 years. MAYA is a social enterprise that creates sustainable benefits for workers in the informal sector by offering them a platform to access services. MAYA focuses on improving workers lives through seven strategies:

- Enabling workers build an identity
- Improving productivity through a process of continuous assessment and skill training
- Facilitating work linkages through Udyoga Jeevana Melas
- Providing workers with information to live in the city
- Facilitating access to accident insurance as a first step to social security
- Linking workers to state sponsored social protection schemes (i.e. Construction workers welfare Board, Unorganised sector workers welfare board etc.)
- Facilitating financial inclusion by opening bank accounts and encouraging savings by encouraging them to

Participate in bank linked savings programmes.

About the initiative in brief: Facilitating a systemic change towards improving the quality of government schools .

Introduction

In the year 2009 MAYA Prajayatna initiated its engagement in the 12 additional districts of Karnataka besides the 10 district it was working to facilitate a systemic change in elementary education with a focus to ensure quality learning in government schools, by strengthening community owned education governance structures.

The 22 districts we are working on Karnataka Bellary, Chitradurga, Bangalore-rural , Bangalore-Urban,Mysore,Karwar,Gulbarga,Chamarajnagar, Bidar, Koppal, Bagalkot, Gadag, Dharwad, Davangere, Shimoga, Mandya, Dakshina Kannada, Kodagu, Tumkur which includes the education district of Madhugiri and Ananthapur and Mehaboobnagar Districts at Andhrapradesh.

MAYA Prajayatna primarily aims at achieving its objective by institutionalizing community ownership by creating/strengthening structures at the different levels through building the capabilities of the stakeholders to own the schools/ vision of education that their children attend.

We believe that through the community ownership of schools and anganwadis,(Child Care Centres) issues like the poor infrastructure, low learning levels, high drop-out rate, lack and institutionalization of effective structures for community involvement and teachers' involvement with the children and the school can be addressed effectively. In order to do so, processes are initiated at the village level which then gradually is linked to different levels of governance, creating both horizontal and vertical linkages, so that a negotiating space is created for the community from the ground (local) level itself.

Our Implementation strategy

The implementation strategy involves leveraging multiple constituents or structures. These include:

Local Education Governance Data (LEGD) :

A database of every possible detail about the school in the operational region starting from the name to the kind of the school and anganwadi; village, Gram Panchayat and district details including population and occupation; details about the school land, staff and teachers, facilities available in the school – infrastructure to learning related resources like maths, science kit, TV, radio, play material, library, lab and other; incentives provided to the school and children like books, uniforms, mid day meals, bag, cycle, scholarship; gender wise enrolment; dropout including migration; details of schemes to universalize education; teaching methodology; training programs for teachers; environment and health; medical details, details of department officers, SDMC and the Gram Panchayat – Civic Amenities Committee to mention a few from an exhaustive list.

The LEGD a database pertaining to schools in 12 districts has been created. This is constantly updated in order to trace the developments in the school directly due to the processes and also for the information needed for the community.

Shikshana Gram Sabha (SGS)

SGS is a village level process where all the stakeholders come together in order to discuss about their children and education in the village, represented by the school. Many issues ranging from the teachers being overburdened with work, lack of infrastructure, low learning levels of the children, need for teachers, the SDMC needing to play a more dynamic role, the quality of the mid day meal being provided, lack of basic amenities, lack of a learning environment and component, efficiency of the teachers etc., have been found to have been resolved through such meetings. The information (LEGD) collected from the schools is presented to the community in a pictorial format and authenticated by them. The problems are identified and then prioritised by the community for which a plan is made which is then taken forth by the School Development and Monitoring Committees which is the parents committee at the school level. Such meetings have been conducted in all the schools in the working areas. The stakeholders at the Shikshana Gram Sabha comprise of the School Development and Monitoring Committee (SDMC – school parents committee) members, department officers, parents, teachers, Bal Vikas Samithi (BVS – anganwadi parents committee) – members, anganwadi teachers, elected representatives, anganwadi teachers, Stree Shakthi Sangha (Self Help Group) members, Youth Committee members and other interested people.

SDMC and Parents meetings (follow up)

The action plan made in the Shikshana Gram Sabha is followed up in the successive follow up meetings. The same stakeholders who have made the school action plan examine the progress in accordance to the time schedule in the follow up meetings. It also examines whether the person in charge of specific responsibility has carried out her/his role as committed, resources mobilized etc.



Key Impact Areas of the Shikshana Gram Sabha and Follow up meetings

- Formation of the School Development and Monitoring Committee (SDMC) in the Schools
- Driving Attendance & Enrollment in Schools
- Development of Effective Learning & Assessment Process
- Exploration of Local Resources for Experiential Learning
- Driving increased Accountability of teachers and parents
- Appointment of teachers
- Appointment of volunteers

- Teacher Empowerment
- Building the capability of the Community
- Institutional capability of the SDMC
- Strengthening SDMC and CAC relationship
- Institutionalising SDMC and CAC Meeting

Impact on Anganwadis

In all its meetings, MAYA Prajayatna has always emphasised the significance of anganwadis in the all round development of the children. The anganwadis are governed by the Bal Vikas Samithi (BVS) which due to the absence of actual mechanisms to institutionalise the powers, have been reduced to ineffective entities resulting in poor quality of anganwadis. It was found in many places that the BVS was not even formed. MAYA Prajayatna has formed 89 BVS where there were none and institutionalised them as structures to carry out their responsibilities. needs pertaining to the basic facilities in the anganwadis.

The fulfillment of the infrastructure needs of the anganwadis,

- be it the learning material
- the process of learning
- teacher capabilities

Basic Amenities to School for Learning

Despite the presence of Sarva Shiksha Abhiyan for more than half a decade, the basic amenities for many schools remain unfulfilled. By building the capacity of the community, MAYA Prajayatnahas facilitated the process of attainment of basic facilities to the school through the Gram Panchayat and SDMC. The communities have been able to attain the requirements of the school as they are facilitated to fulfil their needs through the Gram Panchayat. This development is one of the major success of the SDMC and GP network meetings.

Overall implementation vis a vis planning

Taking the entire implementation into consideration, it can be seen that the rate of implementation though slow in the initial phases has picked up in the year 2011. The total number of follow up through the SDMC and the parents meetings has been 4898 of which the major share of the follow up of more than 3000 meetings have been this year. Alongwith the follow up, the GP networks have happened in all the GPs .

Strengthening of the Cluster Resource Centre

MAYA Prajayatnais engaged in a collaborative initiative with the Department of education with the purpose of strengthening 7300 teachers in 146 clusters from 758 schools in the 12 districts of Karnataka. This further strengthens

the belief of MAYA Prajayatna's philosophy of consolidating structural mechanisms that would create accountability and transparency in the system. This is an important area of work as the CRCs have the potential to play a greater role of being creative and interactive centers engaged in need based teachers training to bring about quality education to the children.

Objective of CRC

Build the institutional capability of the CRC to play an effective role in decentralized educational governance and thereby enhance the effectiveness of the teachers and quality of learning process and the management of education.

Aspects Impacted by CRC Meetings

- CRC District Meetings
- CRC Level Meetings
- Cluster level teachers meeting
- Volunteers - CRC facilitators
- Taluk Level GP President and Secretary Workshop

Aspects impacted

Formation of CAC Resource Mobilisation

The MAYA Prajayatna processes have been designed to make each platform at different levels of governance as inclusive as possible. As a result of this vision a diverse group of stakeholders not only participate in the processes by bringing in a wide variety of exposure and suggestions but also mobilise a good volume of resources for fulfilling the needs of learning. Funds to a tune of Rs.82229064 (8.2 crores) has been mobilized between 2009 to October 2011 which was based on the plans made in 2009-2010.

Consolidating the Centre for People's Policy in Education (CPPE)

Engaging with the Department of Education

MAYA Prajayatna is engaged in a continuous interaction with the department of education on all levels of governance – from the village to the state level. Apart from the meetings, there is also sharing that happens through the personal visits made to the department. The interaction is also frequent due to the fact that the department officers are present at meetings at all levels of governance. Through the consolidation of the school action plan at the village and Gram panchayat level there is an attempt to ensure its inclusion into the plans made by the Department. Similar effort is also made at the taluk and district level through the work done with the Zilla and Taluk Panchayat.

At the State level : Realising the potential and scope of the work, there is a collaborative initiative with the Department of Education to strengthen 272 clusters across the 21 working districts of which there are 146 clusters in the 12 working districts covered in this report.

Representing Prajayatna and its approach at various forums

Presentation at the Joint Review Mission

In the month of July, 2010, MAYA Prajayatna was invited to make a presentation of its Learning Initiative- Kalikayatna to the Joint Review Mission(JRM) of the SSA . This is a forum where all the States in the country make presentations to the JRM with regard to their State's progress vis-à-vis education. The Kalikayatna initiative was shared as the State of Karnataka presentation. A lot of interest was evinced by some of the members of the mission and following the presentation the Education Advisor of DFID, invited Prajayatna to the International Seminar in Bhubhaneshwar on Teacher Development.

Representation at Education Secretaries Conference organised by the Ministry of Human Resource Development

A significant development was the invitation by MHRD to the Conference of Education Secretaries in September. The conference was an exclusive internal meeting of MHRD where the Secretaries of the State had come together to discuss the operational aspects and implementation issues of the Right to Education (RTE) in their respective States. Kalikayatna was the only non governmental initiative invited to make the presentation.

Presentation of MAYA Prajayatna in an NCPCR workshop on Right to Education (RTE, 2009)

The National Commission for Protection of Child Rights had organised a workshop with regard to implementation of RTE in the States.MAYA Prajayatna shared about its governance work across the 22 districts in Karnataka. The workshop was to place in perspective what different people could do vis-à-vis RTE in the various States.

Developing Citizens Reports (monthly and citizens reports)

Monthly consolidated reports are brought on the community involvement in the processes at various levels of governance. This report is given to the department, enabling the department officers to relate to the needs of the community which has in turn helped build a rapport with them through the platforms provided by theMAYA Prajayatna processes.

News letters

In working towards strengthening the CPPE in the generation of information and establishing an environment for discussing education and learning with all the stakeholders, it was realized that it was necessary to publish a periodical highlighting educational and other related issues. In addition to the reports a newsletter was also developed. The newsletter has been developed as a medium for interaction among the different stakeholders that can create an interest among the readers to become partners in the development of schools. District wise newsletters have been

published in all the districts and distributed amongst the stakeholders. Quarterly news letters disseminated to the stakeholders has generated interest in them to be partners in the development of the school. Taluk status report was brought out after the collection LEGD to disseminate information for the GP and taluk level workshops.

State level workshop

A state level workshop titled "Decentralisation in Education: Enabling Structures to Plan – Implement – Review" was held on__ The workshop was jointly organised by MAYA Prajayatna and the Institute for Social and Economic Change (ISEC) in Bangalore and saw the participation of SDMC members, Teachers, Elected Representative at all levels of the Panchayath Raj institutions, members from the Education department from 22 districts of Karnataka.

Impqacting Early Child Care and Education

Out of the 119 Community run pre school centres at the beginning of 2011 academic year, 19 have been converted into anganwadis supported by the Department of Women and Child Development and are running as government owned centres. For another centre, the teacher has taken complete responsibility of running it on their own without any kind of support from MAYA Prajayatna besides some financial assistance it was felt that the teachers had gained enough expertise in management and learning related issue with them having initiated these Centre several years ago.

Since the aim of the centres is the all round development of the children - encompassing the physical, intellectual and emotional aspects, the activities and components included in the processes done with the community is aimed towards realising these aspects. In this context, the processes are done with regard to nutrition and immunisation, learning and the capacity building of the community structures that mange these centres.

A Profile of the Community Owned Centre

A profile of the COCs with detailed gender wise information of the children is as below:

May is the beginning month of new enrolment of children which goes on till December of the academic year. The total number of 119 centres in both the urban and rural Bangalore during the reporting period (May –November) comprised of 3165 children. Out of the total number of children, 1480 were girls and 1685 were boys.

Anganwadis – A Profile

In many of the regions in the State, the important role of anganwadis in preschool education continues to be undermined by the local community as its criticality has not reached out to them. The functioning of anganwadis in theeconomically backward and rural areas have failed in generating the conviction in the community about the

indispensable role of anganwadis in the all round development of the child. Thus they continue to envisage these centres as places which house the children for a few hours, teaching them a couple of rhymes along with a little bit of food.

It is in this context, MAYA Prajayatna has designed its processes vis-a-vis the anganwadis in the realm of more than a decade's hands on experience acquired through its engagement with the Community Owned Centres (COC). Parallel to its engagement with the COC, MAYA Prajayatna has been working with 22 districts in the area of education governance and learning towards involving the community in bringing about qualitative change. This objective has been attempted to be attained through certain processes at the village, Gram Panchayat and block and district levels of governance.

Community Owned Centres (COC)

Below is the kind of impact that these processes have demonstrated in building the capabilities of the community structures –

Building the Capabilities of the Community Structures

Structures for Parents' Involvement

Structures are created at various levels ranging from the school to the cluster. The primary structure formed in the month of the June was the Parents Committee. All the parents of the children enrolled in the centre select their representatives in the form of 5- 7 of the parents (depending on the number of children) to form the Parents Committee at the school level. One parent each is selected from the Parents Committee to represent them at the cluster level through the Cluster Committee. The Cluster Committee comprises of the seven to ten parents depending on the number of schools in the cluster. The Parents Committee and the Cluster Committees are formed at the very beginning of the academic year itself in order to set the process of accountability from the initial days of the enrolment of the children at the centre.

Plan and Budget Meeting

There were altogether 118 Plan and Budget meetings held in which 2324 parents participated. A total of 538 monthly meetings have been held during the reporting period in which 2706 parents participated.

Discussion in the Plan and Budget Meeting

In the month of June 2011, plan and budget meeting were held in 26 centres in Ramnagar town, 28 centres in Channapatna and in 9 centres in Kanakapura. 432 stakeholders from Ramanagara, 425 from Channapatna and 154 parents from Kanakapura participated in these meetings.

In a discussion with all the parents in all the clusters with regard to the kind of learning that they would want their children to acquire at the centre, the parents responded that they would want their children to, acquire skills to interact with other children and handle their work on their own, like – maintenance of personal hygiene, have food on their own and other such activities. Learning to read, write, count and communicate were other important aspects they wanted their children to learn in the Centres.

Impact in Ramangar

- The COCs in Ramanagar town comprises of 26 centres in Mahabubnagar, Rehamanianagar and Yarabnagar clusters. The enrollment of the children was dropping and the Committee took the responsibility of enrolling 161 children by the month of August 2011 out of which they have been successful in enrolling 140 children so far.
- 122 committee members chosen from 26 centres took the responsibility of observing the centres at least 2 times in a month out of which 95 of them have visited and observed the Centres 4 times in a month. The rest of the 27 of them have gone and observed the Centres 2 times in a month. All the members discuss their observation in
- the monthly review meetings where the aspects that they identified during their visit to the centres are discussed and decisions were taken to improvise on the same.
- 26 of the Committee members from 26 centres took the responsibility to support the teacher in whitewashing the centres followed by making the environment of the
- classroom conducive for the children to learn. The members helped the teachers arrange the charts in an interesting manner. 24 of the members have supported the teachers in whitewashing and 26 of them in its arrangement post white washing
- The parents made a commitment to collect Rs.68200/- within 3 months to purchase things required to run the centres. The parents have collected Rs.60,000 till November this year and bought learning and play materials for the centre. Through these experiences they are able to manage the accounts of the Centres and support the teacher in the same.

- In accordance to their commitment 122 members in July, 96 members in September, 68 members in October, 81 members in November came together to support the teacher in running the centres.

Impact in Channapatna

- Channapatna comprises of 28 COCs which had a low enrolment in 16 centres in June. As a response to this, 31 members took the responsibility of enrolling 79 children by August 2011. The Parents Committee members have succeeded in enrolling 72 children.
- 156 Committee members chosen from 28 centres took the responsibility of observing the centres at least 2 times in a month out of which 85 of them have visited the centres
- 2 times in a month. The rest of the 71 of them have done the observation 2 times in a month. All the members have discussed the aspects that they identified during their observation to the centres in the monthly review meetings.
- 28 of the Committee members from 28 centres took the responsibility to support the teachers in whitewashing the centres and its arrangements after that. 23 of the members have supported the teachers in whitewashing and 23 of them in its arrangement post white washing.
- The parents made a commitment to collect Rs.62900/- within 3 months to purchase things required to run the centres. The parents have collected Rs.72200 till November this year and bought learning and play related things for the centre. They are also efficiently managing the accounts of the centres.
- The 156 parents who were selected in the Plan and Budget meeting made a commitment to meet once every month to execute the decisions made in the meeting.
- In accordance to their commitment 156 members in July, 97 members in September, 94 members in October, 93 members in November came together to support the teacher in running the centres.

Cluster Committees

There have been 48 cluster committee meetings in which 439 parents participated effectively.

The cluster committees formed at the cluster level are actively involved in ensuring that the Centres are being managed properly. They have undertaken the responsibility of ensuring that the children in the area have access to

quality ECCE facility where the children are learning and there is an overall development in both health and learning parameters by ensuring proper quality of nutrition, enrolment and collection of fees. The cluster committee members actively support both the parents and the teachers in resolving issues – be it supporting the other parents in the immunisation of their children in the health camp in their absence or in some instances the teachers by engaging a class or two in their absence. This Committee is also trained to ensure timely and proper settlement of disbursement of honorarium. Meetings are held every month for them to review their work and plan for the next month keeping the larger vision of ECCE in mind. The aspects reviewed in the monthly meetings are:

- Review of the children's survey done in the area in the month of May, on issues of enrolment and number of children in the COC.
- Take responsibility to increase enrolment in the centers.
- Review the fee collection in the Centres in order to plan the activities for the children.
- Conducive environment of learning.
- Monitoring of the health of the children in terms of the height and weight of the children.
- Purchase of nutrition material and monitoring quality of the same.
- Ensure the proper settlement of the bills.
- Discussion on immunization.
- Monitoring of absence of teachers and their performance.
- Ensure the disbursement of the honorarium of the teachers.

This structure has also become indispensable for the Centres since they also address and resolve the concerns of the teachers, parents and the children. General Body Meeting (GBM)

In the reporting period, 14 General Body Meetings where all the Parents Committee members come together to select their Cluster Committee representative and then subsequently review the performance of the various structures, has been conducted. In this manner, there is an accountability mechanism which allows for self evaluation and monitoring of these structures. 598 parents have participated in these meetings.

Below is the details of the total number of meeting that have happened with each of the structures.

Health Camps

Meetings on health were conducted in all the Centres where the importance of nutrition, preventive health through immunization and maintenance of cleanliness and hygiene was discussed. Thus a total of 112 health meetings were

conducted wherein 2655 parents participated. In these meetings, the number of children who had not yet undergone the requisite immunisation were identified and depending on the number of children, health camps fixed. This resulted in 17 health camps wherein 1110 parents participated.

Bal Vikas Sabha Meeting

In order to build the institutional capability of the Bal Vikas Samithis, monthly meetings are held with them. These meetings provide clarity on the role of Bal Vikas Samithi in the making of the plans for the anganwadis and the importance of its execution.

Impacts of the BVS Meeting Mummigatti Gram Panchayat

- Enrolment & Attendance
- Learning
- Basic Facilities
- Parents Meeting-There have been 108 parents meetings during the reporting period in which a total number of
- 2126 participated.

Teachers Collective Meetings

44 teachers collective meetings have been conducted during the reported period.

Today, majority of the population in our country consists of informal sector workers. The informal service sector, particularly construction workers are a critical engine for development and is the second largest employer, next to agriculture in India. The construction sector contributes substantially to our GDP as well as employment. In order for construction workers to grow and be competitive in today's rapidly changing economic climate, there is an urgent need to improve the productivity amongst workers involved in the trade and to create standards in both skill levels as well as the larger eco-system in which they function. However, this section of the population is highly unorganized. The majority of workers taking up jobs in these sectors are either rural migrants or have been functioning in the same "work" environment for a considerable period of time. From a legislative angle, implementation of state initiated labour protections and welfare programs (e.g. social security, health, housing, education, etc.) is a challenge in these sectors because there is no clear employer-employee relationship – the relationship is one of "contractor/buyer-sub-contractor". As a result, the builders/engineers/contractors/architects often take advantage of the situation by paying low piece rate for work completed, distancing themselves from working conditions and social security, violating labour legislation and by dispensing with any workplace safety measures. The more serious problem is that there is little or no investment in training of workers in these sectors and this results in outdated practices and often poor-standard construction.

Why should we train and upskill construction workers? : A Statement of Need

There is a need to upskill workers as the construction industry in India has been isolated from the mainstream of vocational training for various reasons and unlike other sectors, work needs to be done even for such basics like identification of sub-trades, development of course curriculum, formulation of skill standards etc. The lack of Government efforts in Skills Training in Construction Trades can be seen through the following observations:

- Vocational Education (VE) at school level is under Ministry of HRD. There is no course under VE available on Construction Trades at school level.
- Vocational Training (VT) is under Ministry of Labor& Employment. It is a concurrent subject. Though Union and State Government together run several thousand ITIs, Craft Training Centres etc., needs of skill man-power for construction sector has been totally neglected. Not even 1% provides training in construction related trades.
- Skills Development Initiatives – This also applies to other skill development initiatives undertaken by the Union or State government over last few decades. There have been no systematic efforts for construction specific training.

This is surprising given that the size of the Construction industry was around Rs. 2.1 trillion in 2008. The Construction sector in India is the second largest economic activity after agriculture and provides employment to about 33 million people. India's Construction industry has grown at a Compounded Annual Growth Rate (CAGR) of about 11.1% over the last eight years on the back of massive infrastructure investment and rapid rise in housing demand. Spending on infrastructure sectors such as ports, power plants and roads is projected at more than Rs. 2.5 trillion annually for the next six years, and will require 92 million man years of labour. Construction investment accounts for around 52.4% of the Gross Fixed Capital

Formation in India. Investments in Construction have a positive domino effect on supplier industries, thereby contributing immensely to economic development. The Construction sector has strong linkages with various industries such as cement, steel, chemicals, paints, tiles, fixtures and fittings. While in the short term it serves as a demand booster, in the long term it contributes towards boosting the infrastructure capacity.

Based on the growth expected in the Infrastructure and Real Estate sectors, it is expected that about 83 million persons would be employed in the Construction sector by 2022.

Details of projects executed by LabourNet in 2011-201

Project with Grant Funding from Bosch:

Project Objectives and Deliverables

1. To conduct a 180 hour training programme and train 1500 unskilled workers in a 4 month period
2. To identify 150 skilled workers and conduct a 20 hour training of trainer programme to enable them to train unskilled/semi-skilled workers
3. To conduct two assessments during the lifecycle of training to ensure training outcomes defined for unskilled workers are achieved
4. To conduct Udyoga Jeevana Melas : enabling livelihood camp to enable team of trainer (skilled worker) and his team of trained workers to show case their talent and link the team with work. Effort will also be made to get the contractors to regularly visit the training sites so they can see the progress of trainees and decide to give contracts to trained teams.

Benefits of the Programme

At the end of the programme, LabourNet and Bosch demonstrated three key things:

- It is possible to create industry accepted standards in the construction sector using the National Vocational Qualification Curriculum
- It is possible to identify and use skilled workers to train unskilled workers
- A need for a robust industry accepted Assessment and certification process
- It is possible to train large numbers of workers using the Bosch funded-LabourNet demonstrated training methodology.

This is key as National Skill Development Corporation and various government and construction industry players are currently struggling to identify an effective training delivery methodology and industry accepted assessment and certification standard.

Project Implementation Plan:

Process Flow and Time Line

1. Training of Trainers
 - a. For each trade, 2 TOTs were conducted. In total, 8-10 TOTs were conducted i.e. 1 TOT comprising 20 skilled workers from a particular trade.
 - b. Each TOT ensured training of 20 skilled workers
 - c. Each TOT was conducted by 2 domain experts i.e. 1 senior and 1 junior
 - d. Each TOT was 20 hours in duration

- i. **Soft skill:** 4 hours of classroom training where in the skilled worker was informed about the objective of the programme, his responsibilities, soft skills required to train unskilled workers who may be in his team / new unskilled workers from LabourNet data base.
 - ii. **Identification and Observation:** 8 hours of classroom and onsite training. The skilled worker was trained to use LabourNet developed Learning cards, videos and interaction methods to train unskilled workers identify tools and materials and observe ways in which procedures are executed. This is the equivalent of imparting the theoretical aspects of the trade to the unskilled worker.
 - iii. **Procedures and Pro-typing:** 8 hours of classroom and on-site training. The skilled worker was taught how to train unskilled workers on using tools and materials and become a trained tradesperson.
- e. Each TOT was conducted over a 3 day period. The first 4 hours was conducted in a classroom situation. The second 8 hours was conducted within 2-3 weeks of the first 4 session. The skilled worker was required to identify the unskilled worker who he plans to train/ take the assistance of LabourNet to choose unskilled workers from the LabourNet database. The third 8-hour session was conducted post the assessment of the learning levels of the identification and observation learning outcomes of the trainees. Therefore, this was conducted 3-4 months after the second 8 hour session.
 - f. Each skilled worker was given a set of learning cards and videos to enable him to train on-site. He was constantly assisted through the training process by LabourNet staff – to call and ask questions if there is a difficult trainee/clarify doubts etc.
 - g. Skilled workers were selected from LabourNet database
 - h. Trainers were ITI instructors/civil diploma holders/engineers
2. Training of unskilled workers



- a. Each skilled worker trained 5-10 unskilled workers over a period of 4 months
- b. Training was conducted on-site/workshops
- c. 60 hour training was conducted over a period of 4 months
- d. **Identification and Observation:**
 - i. 60 hours of instructional time + assessment to enable unskilled workers identify tools and materials and observe procedures. Instructions were given using a combination of learning cards, videos and interaction
 - ii. At the end of the module, an external assessor came to the site and assessed the learning outcomes of the first module using a pre-defined interview schedule. The assessment was videotaped in order to ensure transparency and maintain credibility.
 - iii. In these 60 hours, the worker was taught the relevant theoretical aspects of the trade

- e. **Procedure and Pro-typing:**
 - i. 120 hours of instructional time + assessment to enable unskilled workers use tools and materials to produce the finished product. Instructions were given using a combination of learning cards, videos and interaction – demonstration.
 - ii. At the end of this module, an external assessor came to the site and assessed the quality of work that the unskilled worker is producing. This test was largely practical.
3. Assessment and Certification
 - a. Assessment was conducted by a pool of external assessors. Assessors were qualified ITI instructors, civil diploma holders, site engineers, engineering college teachers.
 - b. Assessment was conducted at two points: One after the completion of identification and observation module and the other after the completion of the procedure and pro-typing module by the trainees
 - c. LabourNet staff coordinated and organized assessments
 - d. Certification were provided post completion of both modules
4. Udyoga Jeevana (UJ) Melas: Enabling livelihood camps & contractors linkages
 - a. 5 UJ Melas were held i.e. one for each trade.
 - b. At each mela, at least 30 teams of workers were invited. Each team comprised of 1 skilled worker and 10 unskilled workers.
 - c. At each Mela at least 20 contractors/engineers/architects/builders were invited to see the work of the workers, assess their skill levels and to provide work to the teams
 - d. At all melas, a minimum assessment was conducted to ensure industry buy in for the assessment and certification process.
 - e. UJ Melas were conducted in the 5-6 month of the project i.e. post completion of training and assessment. Certificates were distributed at the UJ Melas to those who had completed training successfully.
5. Tracking of trained workers
 - a. LabourNet through its techplatform and call centre tracked the progress and wages of the trainees for a period of 6 months post completion of training

Project with Grant Funding from Accenture:

Project Objectives and Deliverables

To conduct a Recognition of Prior Learning Assessment for 3000 unskilled and semi-skilled workers.

Benefits of the Programme

At the end of the programme, LabourNet and Accenture was able to prove and demonstrate three key things:

- It is possible to recognize the prior learning of unskilled and semi-skilled workers.
- It is possible to identify training needs of these workers based on the recognition of their prior learning.
- It is possible to conduct RPL assessments at scale in a short duration of time.

Project Implementation Plan:

The project was implemented using the following plan of action:

- Preparation of multi-level assessment framework for various construction trades.
- On field execution of assessments by field staff.

- Centralized evaluation of assessment responses to rate the skill level of various workers who took the assessment
- Distribution of certificates and report cards with workers. Report card becomes an effective tool for worker to showcase his or her skill level with employer.

BOSCH 1st GRANT TRAINING REPORT

SI No	Trade	Venue	Date of Training	No. Trainees
1	Carpentry	Bangarpet	13-Dec-11	88
2	Carpentry	Budikote	26-Dec-11	60
3	Masonry	Kollegal 1	23-Dec-11	78
4	Masonry	Kollegal 2	23-Dec-11	93
5	Carpentry	Nanjangudu	18-Jan-12	71
6	Painting	Kammanahalli	22-Jan-12	114
TOTAL TRAINED				504

ACCENTURE 3RD GRANT TRAINING REPORT

	April 11 to Aug 11	01-Sep-11 30-Nov-11	01-Dec-11 29-Feb-12	01-Mar-12 31-May-12	TOTAL
Barbender	501	1928	0	37	2466
Mason	1764	89	2361	2526	6740
Carpenter	1224	36	1309	1188	3757
Electrician	24	0	77	75	176
Fabrication	19	0	59	39	117
Painter	272	28	1062	579	1941
Plumbing	5	0	43	113	161
Shuttering Carpentry	0	0	47	93	140
Tile Layer	19	0	0	58	77
Water Proffing	0	0	0	3	3
	TOTAL				15578

The MAYA Livelihood training program had been conducted by MAYA as part of the One year Skill Development Training Program, financially supported by Power Grid Corporation of India Ltd. The program was aimed at providing livelihood for the girls/women from economically underprivileged families in Channapatna, Ramanagara district, Karnataka through Wooden Lacware toy making and other aspects of entrepreneurship.

Background of Trainees and Enrollment process

The students were from families with a single earning member and felt the need to learn a skill so that they can supplement their family income. While two of the students had completed their SSLC the rest were school drop outs as there was no family support to continue schooling as families typically preferred to educate/skill only male children. Also there were no vocational skill learning opportunities for girls. Enlisting the support of families was very important to ensure that the students successfully utilise the training and MAYA had been continuously in touch with the families of the enrolled students throughout the training period. House to house visits were conducted to understand the family background of the students.

At the time of enrolment, parents were explained the importance and need to complete the training program. This has helped in achieving regular attendance and in minimizing dropouts. At the end, 32 students were selected and enrolled into the training program.

Training Process:

The training has two main components

- a) Skill training in Lacware handicraft to make wooden toys and
- b) Literacy and Numeracy skills, basic Business skills and Soft skills

As part of the skill training students were introduced to wood working on the lathe and Lac application. Significant time was devoted to practically teach the students how to work on the lathe to make the toys. As a result, at the end of the training the students were reasonably skilled to independently work on the lathe to produce simple lacware toys. They were also equipped with the essential skills to understand basic drawings, work planning and quality control in order to execute a job as a group or as individuals.

Literacy and Numeracy classes were conducted regularly and students learnt and improved their reading and writing skills, basic mathematics and measurements. Students underwent exercises in costing, simple book keeping and profit and loss calculations. They were also familiarized with bank procedures to open and operate a savings account.

Imparting soft skills was another important aspect of the training program. During the training program, students were encouraged to perform tasks in groups where they learnt to plan and share responsibilities. Several group activities, games and interactive sessions were conducted to improve personal and interpersonal skills.

Trainee strength and regularity

At the start of the training, there were 32 trainees enrolled into the program. Due to some personal issues 6 trainees dropped out during the course of the training. The rest 26 trainees successfully completed the training program.

Certificates to trainees

At the completion of the course, the trainees were distributed course completion certificates at MAYA Lacware Training Center, in Channapatna. The students not only were actively involved in organizing the event, they also demonstrated their newly learnt lacware skills to the visitors and guests at the end of the program.



Post training efforts by MAYA:

MAYA facilitated 16 of the trainees, who have agreed to work together as a group, to form a SHG (Self Help Group) where they can be supported with orders and infrastructure by MAYA ORGANIC.

MAYA also has taken initiative to extend the training by one month for the trainees who were slow learners and would benefit from additional training. The training would also include the trainees who were unable to attend the initial training program due to health issues or family problems.\

Financial Overview

The brief overview of MAYA's Financial information as below

BALANCE SHEET AS ON 31.03.2012

Liabilities	Amount	Assets	Amount
General Fund	6,58,55,089	Fixed Assets	1,23,21,671
Grants Received in Advance	5,52,15,158	Investments and Deposit	10,91,77,660
Current Liabilities	1,10,53,859	Loans and Advances	96,19,356
		Cash and Bank Balances	10,05,419
Total	13,21,24,106	Total	13,21,24,106

Income and Expenditure Account for the year ended 31.03.2012

Expenditure	Amount	Income	Amount
Programme Expenditure	5,74,16,211	Grants and Donations	7,92,41,670
Institutional Expenditure	38,52,472	Bank Interest	55,35,509
Depreciation	24,18,425	Other Income	11,85,159
Surplus	2,22,75,230		
Total	8,59,62,338		8,59,62,338

Our Sincere thanks to ours funders like Bernard Van Leer Foundation, Aide et Action, Banyan Tree Foundation, The William and Flora Hewlett Foundation, Accenture services India pvt ltd, Zurich Community Trust, American Services to India, Bosch and Community Housing Foundation.

Assignment name: Recognition of Prior Learning Assessments	Approx. value of the contract (in current US\$ or Euro): INR 9,00,000/-
Country: India Location within country: Bangalore and Outskirts	Duration of assignment (months): 6 Months
Name of Client: Accenture	Total N ^o of staff-months of the assignment: 30 Months
Address: Accenture India, Tower B, Diary Circle, Bangalore, India	Approx. value of the services provided by your firm under the contract (in current US\$ or Euro): INR 9,00,000/-
Start date (month/year): April 2012 Completion date (month/year): August 2012* (Still Ongoing)	N ^o of professional staff-months provided by associated Consultants: 30 Months
<p>Narrative description of Project:</p> <p>The scope of the engagement was to perform prior learning assessment of over 3000 workers. The scope included measuring the current understanding and skill levels of stakeholders across various skills including basic language skills, trade related skills etc.</p> <p>The outcome of the project was to measure the current skills levels of the participants in the program and then have them put through the relevant training program to improve their current skills.</p> <p>Description of actual services provided by your staff within the assignment:</p> <p>Services provided by our staff included the following:</p> <ol style="list-style-type: none"> 1. Creation of Assessment Tests for the program 2. On the ground execution of assessment tests 3. Evaluation of the assessment responses of the participants 4. Categorization of participants based on skill level <p>Recommendations of relevant training program for the participant.</p>	

Assignment name: Training of 1500 Workers on construction skills	Approx. value of the contract (in current US\$ or Euro): INR 14,00,000/-
Country: India Location within country: Bangalore and Outskirts	Duration of assignment (months): 12 Months
Name of Client: Bosch	Total N ^o of staff-months of the assignment: 60 Months
Address: Bosch India Foundation Hosur Road, Adugodi, Bangalore-30	Approx. value of the services provided by your firm under the contract (in current US\$ or Euro): INR 14,00,000/-
Start date (month/year): Oct 2011 Completion date (month/year): September 2012* (Still Ongoing)	N ^o of professional staff-months provided by associated Consultants: 60 Months
Name of associated Consultants, if any: Venkatesh	Name of senior professional staff of your firm involved and functions performed (indicate most significant profiles such as Project Director/Coordinator, Team Leader): Venkatesh- Team Leader
Narrative description of Project: The scope of the engagement is to train 1500 workers across various construction sites across key trades including:	
<ul style="list-style-type: none"> • Bar bending • Shuttering Carpentry • Concrete Masonry • Brick Masonry These training are include modules on soft skills as well as basic computer literacy for workers and	

supervisors at these sites. Work place skills module is to include:

- Communication Skills
- Basic Written & Verbal English Skills.

Description of actual services provided by your staff within the assignment:

Services provided by our staff included the following:

1. Creation of course outline
2. Creation of course content
3. Creation of various training methods and tools
4. Actual course delivery
5. Assessment of participants.

Assignment name:

Training 1000 people through their training centers in rural/semi-urban areas

Approx. value of the contract (in current US\$ or Euro):

INR 12,00,000/-

Country: India

Location within country: Bangalore and Outskirts

Duration of assignment (months): 18 Months

Description of actual services provided by your staff within the assignment:

Services provided by our staff included the following:

1. Creation of course outline
2. Creation of course content
3. Creation of various training methods and tools
4. Actual course delivery

Assessment of participants.



Movement for Alternatives and Youth Awareness
#25/1-4, 9th Cross, JP Nagar, II Phase
Bangalore - 560 078. Karnataka, India.
Phone: 91-80-26492275 / 26591311 / 26594547
Email: mayaind@gmail.com Website: www.mayaindia.org