

# PROJECT COMPLETION REPORT

## On

### “Employability linked Vocational Education and Skills Training of Dalit and Tribal School Drop outs of Odisha”



**Implementing Partner**  
Jeevan Rekha Parishad - JRP  
Odisha, India

**Funding Partner**  
SAC, The Netherlands

## Project Background

Country of Implementation- Odisha, India

Grant Number- P22-03 PvA

Sponsoring Agency- SAC, The Netherlands

Executive Agency- Jeevanrekha Parishad – JRP

Amount of Grant Received from SAC- INR 6, 50,000 / Euro 7300

Local contribution to the Project –INR 7, 50,000/ Euro 10000

Date Started- 15<sup>th</sup> June 2022

Date Completed- 15<sup>th</sup> May 2023

Nodal Person- Ms Madhusmita Mishra

Project Coordinator cum Computer Teacher- Biswajit Sahu.

## Progress in Brief – Physical Achievements Summary -

| Planned Activities  | Programme Achievements   | Remarks |
|---|--|---------|
| 1. Community mobilization of unemployed youth and skills assessment | In second phase SAC supported VT project remaining 145 young boys and girls from 15 villages and another 155 adolescents from 35 villages were identified and discussion was held through demand generation and 15 skill assessment sessions to identify suitable training options under SAC supported vocational training centre at Daspalla. Therefore we conducted a rapid skill need assessment using our tool titled “ <b>Life and Work Planning</b> ” in 35 new neighbouring villages to select 300 most needy and marginalised children for different skills training based on their interest. About 20% children having high school degree expressed their interest to learn soft skills and computer literacy as their higher education option followed by 16% on beekeeping and honey processing, 10% on bamboo crafts, 10% on candle making and 10% on carpentry, 10% girls on other crafts like vegetable, fruit preservation and Processing, 6% girls on sanitary napkins production and promotion and rest 16% youths expressed their interest on plumber and sanitary fittings. |         |
| 2. Computer literacy and soft skill training                        | Planned for 40 girls and 20 boys for 6 months diploma course but as per the need and skill assessment 45 girls and 15 boys were admitted and trained on computer literacy and soft skill trade.  |         |
| 3. Vocational training on bamboo craft                              | Planned for 30 boys and implemented for 30 boys for such vocational education and training. A design training workshop for three days was also conducted for 30 trainees in collaboration with NIFT, Bhubaneswar   |         |
| 4. Candle making  | Planned for 30 girls, implemented for 30 girls though there is much demand from girls for  |         |

|  |  |  |
|--|--|--|
|  | candle making training for self employment.  |  |
| 5. Vocational training on carpentry  | Planned for 30 boys, implemented for 30 boys<br>It was observed that most of them were very interested for carpentry as it gives self employment in Cities like Bhubaneswar.   |  |
| 6. Vocational education and training on bee keeping and honey processing                                     | Planned for 50 youth, implemented for 25 boys and 25 girls including 5 young boys as honey hunters.  |  |
| 7. Vegetable and fruit preservation and processing   | Planned for 30 women, implemented for 40 women as many of them in the villages were much interested for vegetable and fruit preservation, processing and value addition.   |  |
| 8. Sanitary napkins production and promotion   | Planned for 20 girls, implemented for 20 girls.  |  |
| 9. Plumbing pipe-fitter skills training - Artisan  | Planned for 50 people, implemented for 50 including 25 boys and 25 girls.  |  |
| 10. Training on entrepreneurship development & financial literacy, communication and personality development | We conducted village level financial literacy and financial inclusion awareness training besides entrepreneurship development covering 500 women and children including 100 trainees under SAC supported VT project. Planned for 100 boys and girls, implemented for 150 boys and girls. |  |

### Strategies and Methodology Adopted for Project Implementation -

Following strategies and methodologies were adopted-

- **Identification and mobilization of unemployed youth:** The process started by mapping and identifying 300 unemployed youth in the 35 Gram Panchayat of Daspalla block. Once they were identified, they were mobilized to become a part of the training program to enhance their Employability and thus resulting in better income for them.
- **Creation of database of unemployed youth:** The next essential step was to prepare a database of 300 unemployed school dropout children by mapping them with their interest areas for Employability, educational qualification, past works etc. This could help in designing the modules for training based on the interest areas of the individuals and the skill sets necessary for it.
- **Grading of unemployed youth basis their Employability potential:** Based on the overall database created after mapping of the interest areas of the individuals, they were graded as per their Employability potential. This helped us in mapping of the learning level of the individuals and thus resulted in preparation of modules as per their knowledge level so that it was easy and practical for them to grasp as well as helping the trainers to teach at the right level. It was also essential in formation of batches for the training.
- **Creation of training module for Employability:** After the completion of grading of individuals, specific modules were drafted for the training. These included- Methodologies of Training, Detailed explanation on the subject for example- Spoken and Written English, Career guidance, Reasoning and other skills for govt. exams, Interview and job search skills, CV making, Computer Skills, Evaluation Techniques, Practical Activities for in-depth learning etc.

- **Training of trainers:** Based on the modules prepared a group of trainers were engaged and trained to further conduct these training session with the batches.
- **Conducting training program:** Once all the above steps were completed the training programmes were conducted at JRP vocational Training center located at Pankua village in Daspalla. The trainees were divided into different batches and the training programmes were run for a period of 6 to 9 months while the overall duration of the project was 12 months consisting of the initiation period and completion period. The total number of targeted school dropout children were 300 on different trades as mentioned above.
- **Conduct exam to understand the learning level:** After the completion of the training program an exam was conducted to understand the learning outcome and knowledge enhancement of the individuals. This helped in mapping them for their Employability standard and further training need assessment.
- **Identify relevant skill certification for Employability/soft skills.** Certification was an essential part of the training process and thus, relevant skill certification was identified and issued to all the 300 children. with a grading of A, B and C. About 40 children graded as C were advised to continue their training during third phase of the project supported by SAC in 2023.
- **Skill certification of trained youth:** After the successful completion of the training program certificates were issued to all the participating children.

### **Progress in Details**

#### **1. Computer Literacy and Soft Skills Training:**

This sustainable initiative on soft skills and computer literacy for the aspirants of tribal girls and boys of Daspalla block under Nayagarh district has been very successful. This initiative is especially for the benefits of dalit tribal boys and girls. This computer literacy programme was inaugurated by **Ms. Madhusmita Mishra, the Secretary in the presence of the village head and Block Education Officer, Govt. of Odisha.**

Since then JRP has been providing six months course (DCA) to the tribal girls and boys. Total 130 students (90 girls and 40 boys) have been imparted about DCA course on computer literacy. Now these tribal students are operating the computers by themselves. Those who were not able to access this opportunities since long years and were eager to learn this computer literacy. Now JRP has fulfilled their basic requirement of computer literacy by providing them the DCA course on computer literacy. Now these tribal students are thankful and grateful to JRP for this great opportunity of providing computer literacy for their bright future. The tribal communities of Daspalla also express their heartfelt thanks to JRP for this great facility of computer literacy for the development of tribal aspirants. They would like to request to continue this computer literacy programme in their areas for building up the bright future of tribal girls and boys.

Following tribal girls and boys have got employment after the six months training. The others are being supported by JRP under follow up to get them employment.



## **2. Bamboo Crafts Skills Training:**

**The Objective of this programme under the project was;**

1. To see there are 30 boys trained of basket makers in the area.
2. To see community is united to make change in their life.
3. To see children are grasping the quality of education and are regular to school.
4. To see the school dropout unemployed Children are living in dignity and respecting their parents.
5. To see the local bamboo craft products are given good value in the society. There are Harijan families in project areas those who serve the high cast community as the labourer, and play drumming during their festivals and ceremonies like marriage, death and ritual practices times. Apart from this, this low cast Harijan people makes baskets by using the Bamboo, Kia and Betaa graces. They sell these baskets in villages and local markets with very minimal price. They have not gone through any training or exposure visit to develop their profession. They have this skill of making baskets which can be developed by helping and supporting them make their skills strong and dependable for their livelihood.

### **What were the challenges faced by the dalit community especially children in Daspalla?**

The Harijan community people are going through various problems and difficulties. The parents can't afford feed their children nutritional food. During the sickness find difficult to spend money for the better treatment. Elder children are used at home to carry the younger once to help parents during their work instead of sending their children for schooling. Children higher education has become a dream of their life. None of the Harijans child studying for higher education. There is a high dropout in education in the community. The youth are seating ideally in home and getting into many different kinds of Tobaccos and alcoholic addictions. All this leads people to live the life of immorality and laziness. Due to the ignorance people do not access to the various schemes of government which are for them and many places they are cheated.

### **Our intervention-**

Jeevan Rekha Parisad (JRP) under SAC supported VT programme started a 6 months duration Bamboo craft making and marketing training for 30 school dropout boys. Trainers from Bamboo Craft Association were hired for the training. The training was conducted two days per week for 6 months.

### **Output-**

- 30 boys are able to grasp the training given to them and are practicing to develop their profession.

➤ 25 boys are able to market their product in the market places.



### 3. Candle Making Training:

The **candle-making** businesses also proved to be extremely successful, especially as the load- shedding hours increase each year. The cost for starting this kind of business is relatively low and young children especially school dropout girls can be involved in this vocation and still combine this work with their house or farm chores and other responsibilities.

In this course 30 selected girls were trained for three months on how to make numerous candles using beeswax, paraffin and soy wax with a variety of fun techniques. They were taught how to discover the benefits of making their own candles, from avoiding the toxic ingredients often found in candles and also by choosing their own colors and fragrances. They were assisted to learn:

- How candles work

- The different types of wax and the best choices for pillar and container candles.
- The correct way to colour candles and how to create fantastic effects with colors
- All about wicks, how they work and the best which ones to use in your candles
- The 2 types of fragrance, their pros and cons and which is best to use for candle making
- How to set up a safe work area in which to make candles
- How to undertake home based marketing of Wax candles.

### Training-

JRP in collaboration with Udyog ( soap making training Institute) organized a five-day start up based workshop cum hands training programme on 24<sup>th</sup> & 28<sup>th</sup> May on the 'Cold Process Wax Candle Making'. Mrs. Jayanti Pati , Proprietor of 'Udyog" (Handmade Candles) served as Resource Person. Now all the 30 girls have started producing candles. The marketing of candles have also been started.

### Output-

- 1- 13000 pieces of Household candles were produced.
- 2- 9000 pieces of Wax candles were produced.
- 3- 2000 Corporate Candles were produced.

The total amount received out of the sale of the candles was Rs.18000/, out of which Rs.15000/ was distributed among 30 girls as incentives and start up support to undertake the candle production at their household level. The remaining Rs 3000/ was used for buying raw materials for further training.



#### **4. Carpentry Training**

The cultural history of Odisha has forever showcased the rich heritage of stone works. Daspalla, has many families dedicated to Carpentry for generations. The artisans from the village have won national awards time and again bringing glory to the tradition of the place. With more than 100 families of 311 artisans, the villages in Daspalla have been declared heritage villages due to the contribution of families of artisans to various creative forms of art. During our Skills and need assessment exercise we found 42 school drop out boys in 35 project villages and selected 20 most needy and interested for undergoing carpentry trade. During the six months training 10 boys were found drop out as their parents migrated from the area to city in search of work. So we added 10 more children and trained 30 children as per our objective.

#### **Challenges-**

- 1- We found only one trainer for carpentry.
- 2- Since most of the children found interested in carpentry, we focused more on carpentry skills development.
- 3- Drop out of children during the course.

#### **Output-**

- 1- 30 children trained on carpentry.
- 2- 26 children opted to work on carpentry and are now self employed in their area as Assistant Carpenters.



#### **5. Beekeeping and Honey Processing**

Under the programme, JRP has done remarkable and visible activities leading to self employment of 50 school dropout unemployed Children consisting 25 boys and 25 girls. The details of the programme are given below.

**Introduction:** Beekeeping is a popular livelihood activity among rural poor's in Odisha. It requires lot of knowledge and practices to make it a sustainable livelihood



occupation. Generally people are doing this job in a traditional way. Scientific knowledge practices are necessary to make it profitable. In forest dominated districts people collect honey from wild by complete destruction of hives. This delays the production cycle and kills many useful bees. Lack of knowledge in processing, value addition and marketing fetch them less price. 25 Boys and 25 Girls having some knowledge of beekeeping were selected trained on scientific beekeeping.

### **Strategy & Methods adopted-**

A three member's team was constituted taking resourceful persons in the field of beekeeping. The team visited to training spots to train the groups having 10 members in each and 50 members in five groups. This constituted 05 training programs per month and 30 training sessions during 6 months programme. The training duration were for two days in each session. 1st day of training was for theoretic knowledge and 2nd day only for demonstration, practical and interactive learning of beekeeping. The methodology of the training was completely participatory learning method, demonstration and practical experiences through technical exposure. A training module developed by JRP and a Training Curriculum developed by agriculture department, Government of Odisha were adopted and used. Information materials on beekeeping developed by JRP in Oriya language were distributed.

**Honey Processing Unit** - With the support of MSME department , Government of Odisha, A bee Resource centre cum Honey Processing unit was established in JRP Vocational Training Centre , which has all the facilities if Honey processing Leveling and Packaging.

### **Output-**

1- 50 school dropout children (25 boys and 25 girls) were trained on beekeeping and honey processing with a series of capacity-building workshops/ skills training with the technical support from Agriculture University, Bhubaneswar.

2- 50 young beekeepers were widen their knowledge and skill-base related to Honey production and best practices, marketing linkages, and Entrepreneurship and Skill development Training.

3- 50 young beekeepers (01 beekeepers per village, one boy or one girl) mobilized and strengthened through the formation of a Young Beekeepers' Association (YBA) or Cooperative.

4- The training promoted and sales organic apiary and forest honey in order to provide sustainable income to 50+ tribal youths and their families in addition to 40 trained bee keepers already received self employment during phase one project period.



## **6. Vegetable and Fruit Preservation and Processing:**

This skills training focus on development of value added vegetable, Fruits and food products to boost the livelihood of tribal people especially Young school dropout Children. Vegetables mainly Tomatoes, Mango, are highly produced in the area and Daspalla is considered as Vegetable, Fruits and Pulses Hub of Odisha. 5000 plus farmers are vegetable growers in the proposed cluster but the farmers have no skills of processing and preserving them to avoid distress sale and increase their income. Children also assist their parents in vegetable cultivation and sometimes marketing.

### **Strategy & Methods adopted-**

The course "Fruits and Vegetables processing" trade under second phase project of SAC is for six month duration. It mainly consists of Domain area and Core area skills development. In the Domain area (Trade Theory & Practical) imparts professional skills and knowledge, while the core area (Employability Skill) imparts requisite core skills, knowledge and life skills.

Under primary processing producer group of Children (PPPC) brought their produces and engaged in processing in the following activities;

Tomato puree – Grading, washing, crushing, cooking and extraction of pulp are to be carried out by the producer groups. Trained Children in the plant will convert pulp into puree.

**1. Mango pulp** – Grading, washing, cutting and extraction of pulp are carried out by the producer groups.

**2. Vegetables conservation** – Grading, washing, cutting/pod removing activities are carried out by the children and the vegetables and fruits kept in the Solar Powered Horticulture Cold Storage established by JRP in Odasara and Janisahi vegetable villages covering other 20 vegetable growing villages with the support of Brunel University and Jeevika Trust, UK and Care Today Fund. Freezing part is done by the processing plant. We have identified 30 school dropout girls interested for fruit and vegetable preservation training.

**3. Pickles** – Grading, washing, peeling/cutting and bringing activities are done by the Children. Rest of the processing for the pickles is done in a group in the Satellite VT centre.

After this six months course the children understood the science involved in fruit and vegetable preservation and employed the principles and techniques for preservation of fruits and vegetables.

### **Learning Outcomes -**

- i. Identified the spoilage in fruits and vegetables and state the reason for the spoilage following safety precautions.
- ii. Identified and selected fresh fruits and vegetables with the help of checklist.
- iii. Identified spices and food additives by visual inspection.
- iv. Prepared and packed perishables for storage and then stored under refrigerated conditions with safety precautions.

- v. Prepared fruit juices with juice extracting machines with safety precautions and preserved fruit juices with addition of preservatives and determine the acidity and TSS content.
- vi. Prepared and packaged fruit beverages such as Squashes, .
- vii. Prepared and preserved Tomato products by using appropriate machines such as pulper, autoclave, and corking machine with safety precautions.
- viii. Prepared, preserved and stored jam, jelly etc by using appropriate machines.



## 7. Sanitary Napkins Production and Promotion:

This skills training have been expressed by adolescent girls as they have no access to sanitary napkins in the area resulting to different menstrual health and Hygiene issues among the women and girls besides the school dropout among girls in the area.

A low-cost Sanitary Napkins (SNAPS) skills development project to improve Health and Menstrual Hygiene Management (MHM) status of the SC/ST women and adolescent girls and generate livelihood avenues in rural areas by adopting a business model for social marketing of SNAPS through school dropout girls as Social entrepreneurs.

### Project Goal-

The overall objective of this skill based training is to empower adolescent school dropout tribal girls on menstrual hygiene by promoting low cost sanitary napkins as a collective enterprise by self-help group for regular income generation and employment opportunities.

### Project Output-

This project have been established a small enterprise model that aimed to engage selected 20 school dropout girls in the production & promotion of low-cost SNAPS so that they earned income, purchased and used SNAPS themselves, & empowered in that development process.

- The 20 members -production team fully engaged in managing the production, packaging & marketing of SNAPS with the marketing strategy in 50 project villages and also beyond.
- JRP has already implemented a SNAPS project in other location of Odisha and has expertise with Trainers to impart this skills training without any challenges.
- The training has been conducted at satellite centre for three months duration.
- Reached 10000 poor adolescent girls and young women aged between 15 to 40 years in 50 villages in Daspalla with sanitary napkins.
- The Self-Help Groups engaged to produce affordable sanitary napkins, which is sold locally in and around their community.

### Project Outcome-

- Promoted a collective affordable sanitary napkin unit through girls/women collective for regular income generation and employment opportunities.
- Built the capacity of the entrepreneurs from Self Help Group both in sphere of business development for grounding the venture and its growth.
- Initiated community based social marketing of affordable napkins in 50 rural areas to ensure menstrual hygiene among the rural women and adolescents.



### 8. Plumber and Sanitary fittings:

JRP as a partner of JJM for Daspalla and Bhubaneswar Block has designed a unique approach to apprenticeships that feature three months on campus at JRP Satellite

Vocational centre and three months of job shadowing and on-the-job training in the workplace. However, it starts with an intense two-week induction leadership camp that equips candidates with the attitudes they need to succeed.

Alongside an intensive focus on plumbing skills, the curriculum includes an effective work readiness programme developed by JRP in collaboration with Water Resource Department , providing a range of modules such as behaviour and socialization for work.

This is followed by three months of structured workplace learning in a company under the supervision of a qualified, experienced plumber who acts as a mentor for the candidates, providing them with regular ongoing support and check-ins.

**Plumbers** install and repair water, drainage, and gas pipes in homes, businesses, and factories. They install and repair large water lines, such as those which supply water to buildings, and smaller ones, including lines that supply water to refrigerators. Plumbers also install plumbing fixtures—bathtubs, showers, sinks, and toilets—and appliances such as dishwashers, garbage disposals, and water heaters. They also fix plumbing problems. For example, when a pipe is clogged or leaking, plumbers remove the clog or replace the pipe. Some plumbers maintain septic systems—the large, underground holding tanks that collect waste from houses not connected to a city or county’s sewer system.

**Pipe-fitters**, sometimes referred to as just **fitters**, install and maintain pipes that carry chemicals, acids, and gases. These pipes are mostly in manufacturing, commercial, and industrial settings. Fitters often install and repair pipe systems in power plants, as well as heating and cooling systems in large office buildings. Some pipe-fitters specialize:

- **Gas fitters** install pipes that provide natural gas to heating and cooling systems and to stoves. They also install pipes that provide clean oxygen to patients in hospitals.
- **Sprinkler fitters** install and repair fire sprinkler systems in businesses, factories, and residential buildings.
- **Steamfitters** install pipe systems that move steam under high pressure. Most steamfitters work at college campuses and natural gas power plants where heat and electricity are generated, but others work in factories that use high-temperature steam pipes.

#### **Strategy & Methods adopted-**

This plumbing and pipe fitter artisan certificate course begins with an introduction to plumbing, the importance of plumbing as a profession as well as the typical skill set of a plumber. The program also covers personal protective equipment, safety signs, plumbing tools, and the basic safety practices adopted and used by plumbers on a job site.

After completing the plumbing and pipe fitter artisan certificate course, students got to know more about the following:

- Pipe system types and design

- Piping equipment and materials
- Safety protocols and standards
- Measuring and basic math for pipe fitters
- Trade terminology and communication strategies

### **Project Output-**

- 50 School dropout children (one boy or girl from each of the 50 project villages) trained on various plumbing skills.
- All the 50 children have been self employed in their respective village /area under JJM schemes and other programmes in market having huge demand.

### **9. Training on Communication and Personality Development and Entrepreneurship Development & Financial Literacy**

A large number of young adults are not able to secure employment due to lack of soft skills, and the ability to communicate in a clear and concise manner. In addition they will also be trained on how social media can be used in an effective manner to communicate information about their product/ brand. Conversational English classes will also be conducted to help them gain self-confidence and gain employment. All 300 adolescent boys and girls will be trained on communication and marketing skills.

The programme also focused on entrepreneurship development and trained youth on the concepts of initiating micro businesses and the necessary skills and processes associated with starting a venture on their own. Important aspects such as financial literacy, engagement with clients, branding and communication etc. will also be covered.



## Project Output-

1. 300 adolescents (150 boys and 150 girls) were trained on communication and personality development under the second phase SAC VT project.
2. 500 women and children including 100 trainees were trained on village level financial literacy and financial inclusion.
3. 100 trainees got placement in various private organizations. Along with, JRP provided hand holding support and market linkage support to trainees to established micro enterprises at community level to promote livelihood and self Employability.

### Gaining Valuable Life Skills- major lesson learned and impact of the project

While our program sets out to help unemployed school dropout children to be self-employed many participants, parents and community members mentioned the life skills gained by their children as being as important as the business skills. The ones they mentioned most often are:

- **Money Management Skills** – many young children as child labor come from families with poor financial management skills. A cycle of debt keeps them in poverty and debt bondage. Many child laborers have started earning a good income but managed it poorly and saved little.
- **Ability To Access Information** – Participants learnt to gather information on markets, resources and where to find help or services while developing their plans. This empowers them to ask questions and gather information for other purposes.
- **Behavior Change** – Wanting to save and manage money better helps children focus on unhealthy behaviors such as smoking, drinking alcohol or buying junk food and motivates them to significantly reduce other unnecessary expenses. This has been changed and most of the children have left smoking and taking alcohol.
- **Communication and Marketing Skills** – Being in the skills development program requires young children to approach many different business people, customers, government and training organizations. Running the experiential business has made them develop marketing skills and communication skills to work with suppliers and customers.
- **Self-Esteem and Self-confidence** – Through running a business and earning a profit young people have gained a new sense of their own potential and regained the self-esteem. This has given them the confidence to start over in a new business or occupation.



**YouTube Video Link on Vocational Education and Training of Youth Children Bamboo Craft Production & Marketing Training:** <https://youtu.be/f8bQAhlm6d4>