

Impact Assessment Report

Suprabhat ITI, supported by
Hindustan Unilever Limited



Assessed by
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About the Programme:

Suprabhat (P) ITI

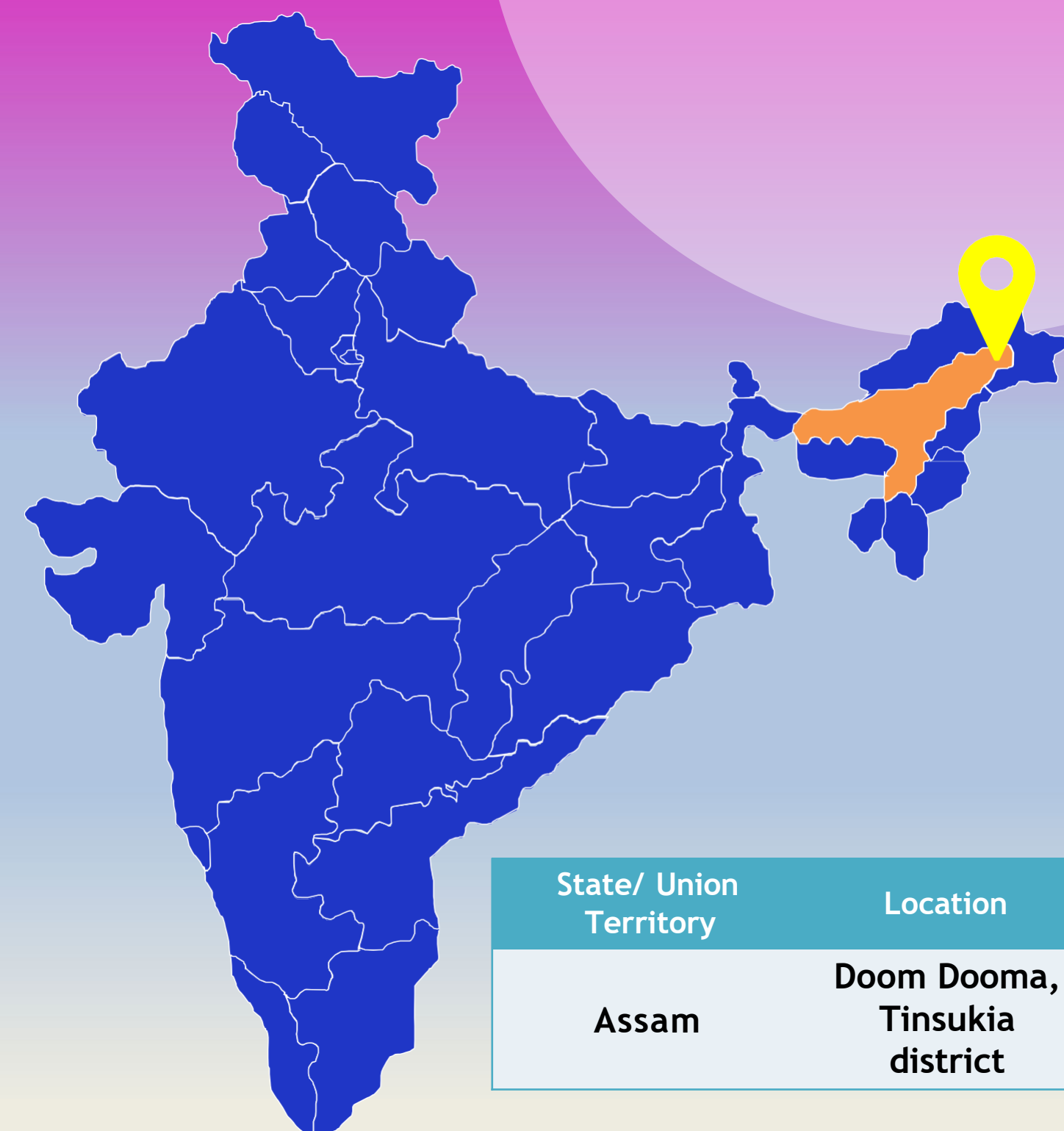
Suprabhat (P) Industrial Training Institute (ITI) in Doom Dooma, Assam, promotes vocational education for economically backward communities and is equipped with modern lab, smart classroom and competent teaching staff. Four National Council for Vocational Education and Training (NCVET) approved trades are taught at the ITI:

- Fitter
- Electrician
- Welder
- Computer Operator and Programming Assistant (COPA)

The institute prioritizes employability, and the curriculum is structured to bridge the gap between theoretical knowledge and practical application. Opportunities for industry exposure through visits, guest lectures, and participation in live projects allow students to gain valuable insights and experience.

LabourNet Livelihood Foundation

This intervention by HUL is currently being implemented by LabourNet Livelihood Foundation (LLF). LLF works at grassroots level to implement and manage the intervention on a day-to-day basis. LLF is carrying out the training and associated activities including placement support.



State/ Union Territory	Location
Assam	Doom Dooma, Tinsukia district

Key Objectives of Suprabhat ITI



Offer quality vocational education opportunities to youth from all sections of the society



Work with industry partners to bridge skill-gap and increase employability of students



Empower students to contribute positively to the society and economy

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Students in the fitter lab, Suprabhat ITI



Students in the computer lab, Suprabhat ITI

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Approach & Methodology

EY was commissioned a study to assess the impact created by Suprabhat ITI in Doom Dooma, Assam. A mixed-method approach was used and both quantitative as well as qualitative data was analyzed as a part of the assessment.

- 01. Quantitative surveys were conducted with 36 beneficiaries selected through random sampling
- 02. In depth qualitative interviews were conducted with 4 beneficiaries, 2 family members of trainees, 4¹ trainers and 2 employers



Theory of Change Questions Answered

Theory of Change provides a comprehensive approach to capturing **needs and relevance, inputs and activities, and outcomes and impacts**. Its systematic approach allows for a thorough analysis of the entire program cycle, from the resources invested to the ultimate impact achieved, enabling organizations to make informed decisions and improvements based on evidence-based findings.

Need & Relevance

How well did the intervention align with the needs and aspirations of the target communities? Has the program been able to focus on the right aspects of the intervention?

Input & Activities

What were the key aspects of the program? Have the resources been optimally utilized?

Outcome & Impact

Has the program met its goals? What difference has the program made on the beneficiaries and its sustainability?

Approach & Methodology- Parameters and Indicators

Parameter/Objectives	Indicators
Quality vocational education opportunities to youth	<ul style="list-style-type: none"> • Overall satisfaction with the programme • Quality of instructors, resources provided, employment assistance, networking opportunities, flexibility of the programme
Bridge skill-gap and increase employability	<ul style="list-style-type: none"> • Improvement in earning capacity/income • Enhancement in personality of the respondents
Empower students to contribute positively to the economy	<ul style="list-style-type: none"> • Impact on lifestyle and purchasing power • Impact on ability to save due to income increase • Sufficiency of income/lifestyle

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Limitations of the Study:

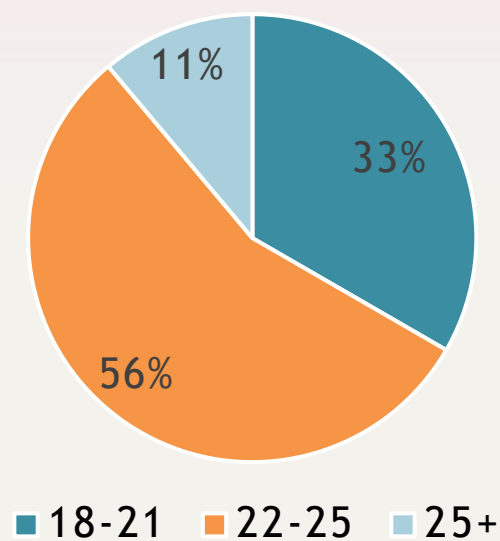
Survey responses on income enhancement and contribution to economy were only limited to beneficiaries sampled from Welder and COPA courses since the respondents from Fitter and Electrician are still undergoing their training (2-year programme).



FINDINGS: Demographic Profile of Respondents

The quantitative survey, comprising of 36 respondents, had proportional distribution of age and gender to better understand skilling and employability needs of different demographic groups of the selected respondents

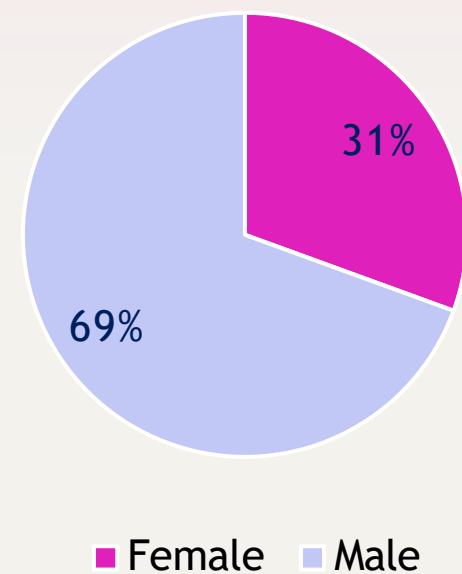
Age of Respondents



Age

56% of the respondents were aged between 22 and 25, 33% were aged between 18 and 25 and 11% were aged above 25.

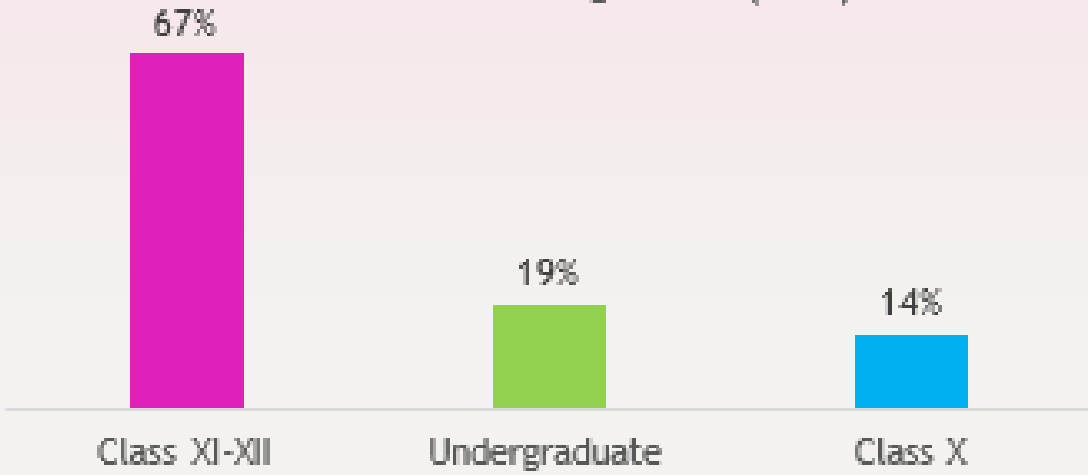
Gender Distribution



Gender

69% of the respondents of this impact assessment study were male, while the remaining 31% were female.

Educational Background (In %)

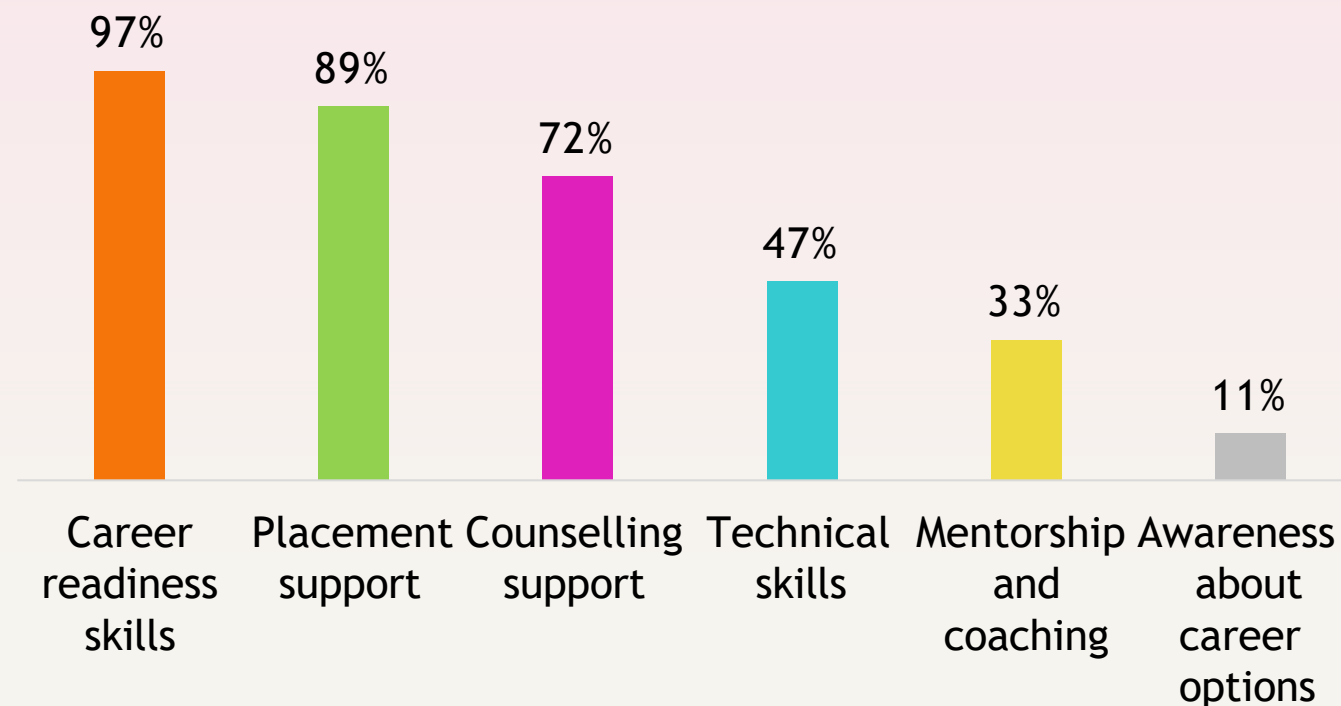


Education level

67% of the respondents had completed their education till either 11th or 12th grade followed by 19% who are graduates. The minimum education criteria varied across various courses. For enrolling in COPA course, students must have passed 10th standard. For all the other 3 courses, Students must have passed 10th standard with science and mathematics or its equivalent*.

Need & Relevance

Support in Career Required*



Support required for employment and career growth pre-intervention

100% respondents surveyed stated that they needed support beyond education for securing employment prior to the intervention.

97% respondents stated that they needed career readiness skills followed by 89% who said that they needed placement support pre-intervention. 72% of the respondents also shared that they were looking for counselling support.

The responses indicate that youth recognise the need and importance of soft skills. This is also in line with industry needs since insights from The Annual Employability Survey by Aspiring Minds revealed that, 77% of employers believe that soft skills are as important as hard skills. Hence it will be important for skill development institutes to incorporate and focus on soft skills along with technical skills.



Support provided by the intervention

67% of the respondents strongly agree that they received support from the ITI in terms of career readiness, placements, counselling, technical skills, mentorship and coaching followed by 33% who agree that they received similar support through the intervention.

Reason for enrolling in the programme

All respondents stated that the primary reason for enrolling in the programme was to increase their income and earning potential. Followed by 97% who shared that it was for knowledge and skill enhancement.

This aligns with the stated objective of the program, which is to provide increased income potential, skill enhancement and better networking opportunities to students.

**This was an MCQ question, respondents could choose multiple options*

Output & Impact-Quality vocational education opportunities to youth

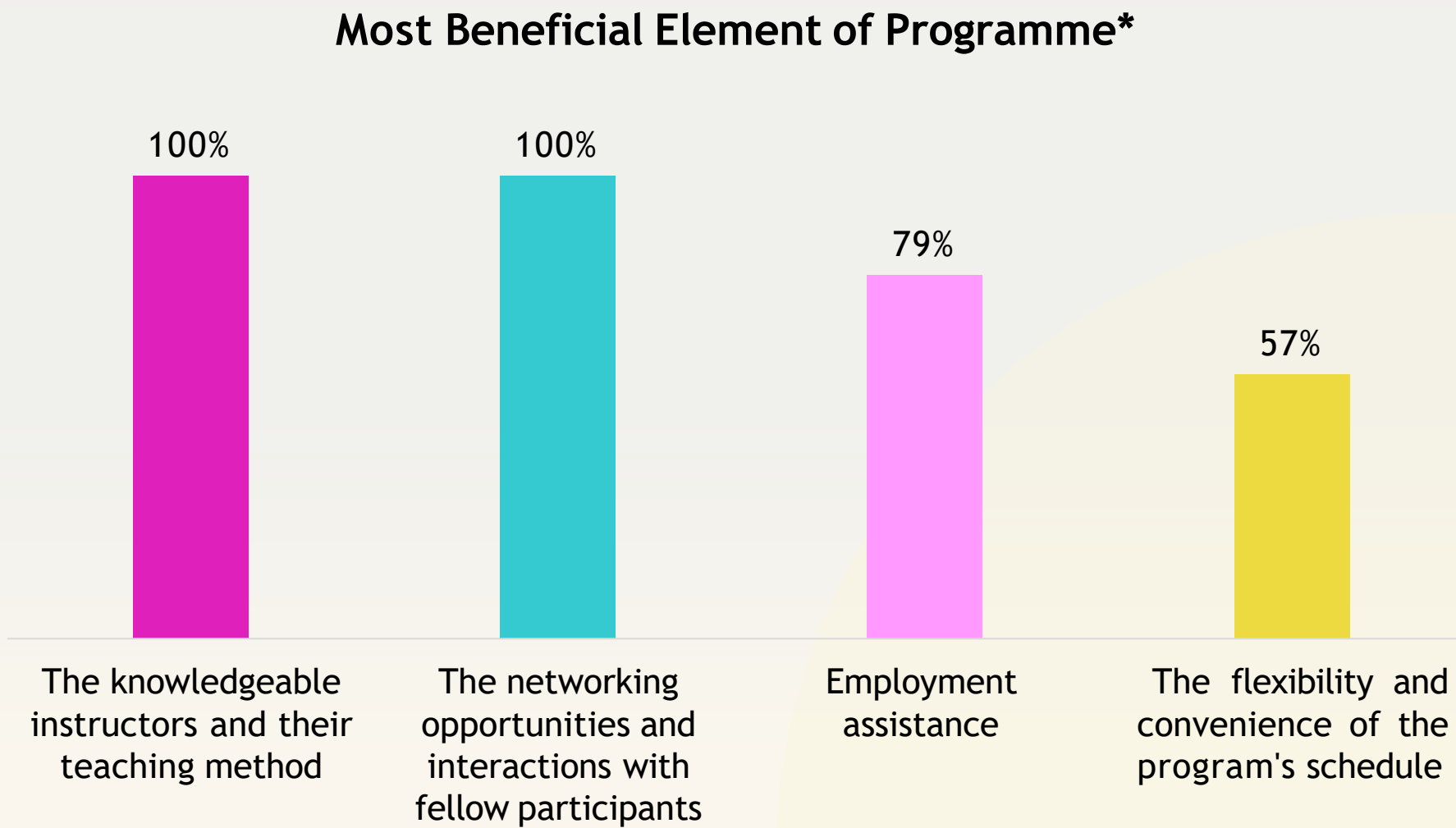


Overall rating
Respondents provided the intervention an average rating of **4.62 stars out of 5 stars.**

“I am very satisfied with the training being provided. Our trainer is very dedicated and supports us in coaching for various entrance exams for government jobs”

-Adil Hussain, Student (Fitter, 2nd year)

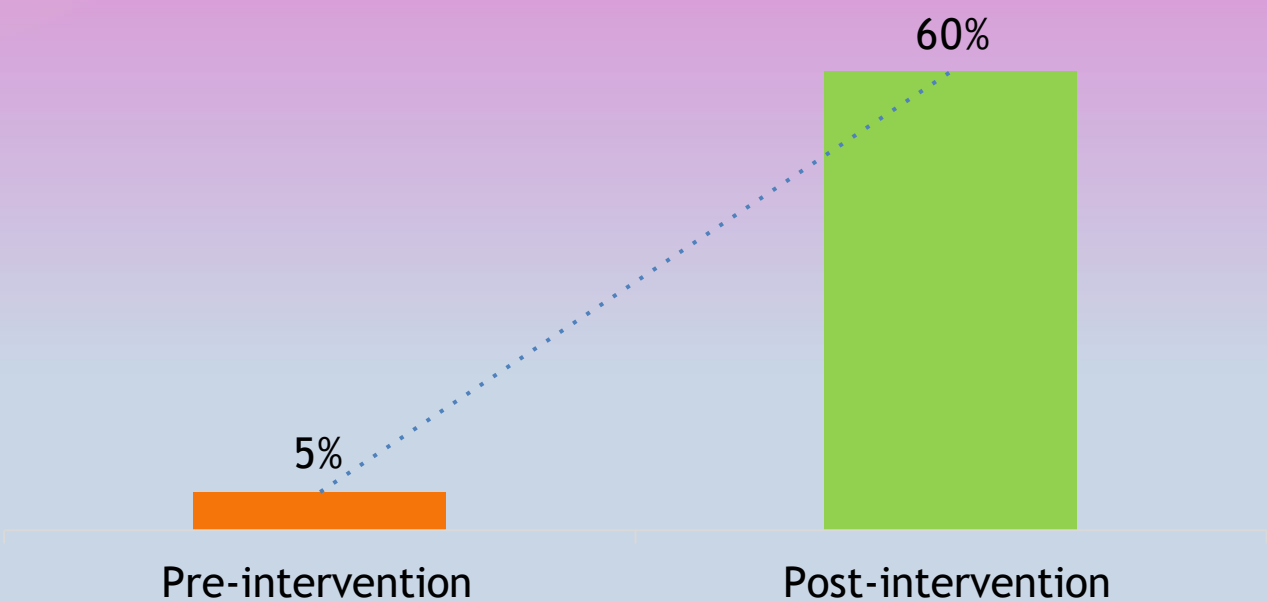
Beneficial aspects of programme
The most beneficial aspect of the training as per survey result was a tie between ‘knowledgeable instructors and their teaching method’ and ‘networking opportunities with the fellow participants’. 79% respondents stated that the employment assistance provided was the most beneficial aspect.



**This was an MCQ question, respondents could choose multiple options*

Output & Impact-Bridge skill-gap and increase employability

Percentage of Respondents Employed*



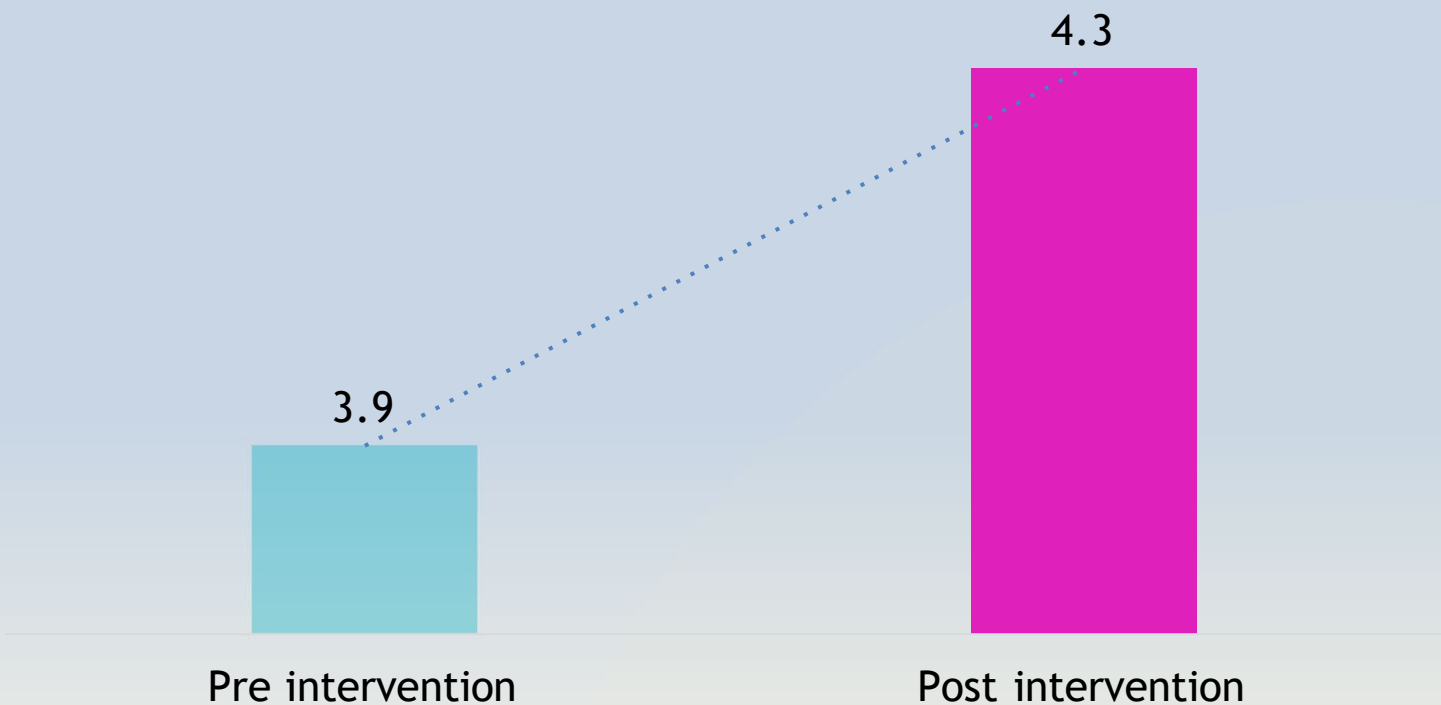
Placement status

Out of the respondents who completed their training, **60% were employed post the intervention**. Only 5% of the respondents were employed prior to the intervention. Out of the placed respondents, 38% were female against 62% male.

Impact on personality

On a scale of 5, respondents rated their confidence as **3.9 on average before the intervention and 4.3 on average after the intervention**, highlighting a marked improvement.

Increase in Confidence Rating



**Note- the employment status was only captured for the respondents from Welder and COPA courses (22 respondents) since the respondents from Fitter and Electrician are still undergoing their training (2-year programme)*

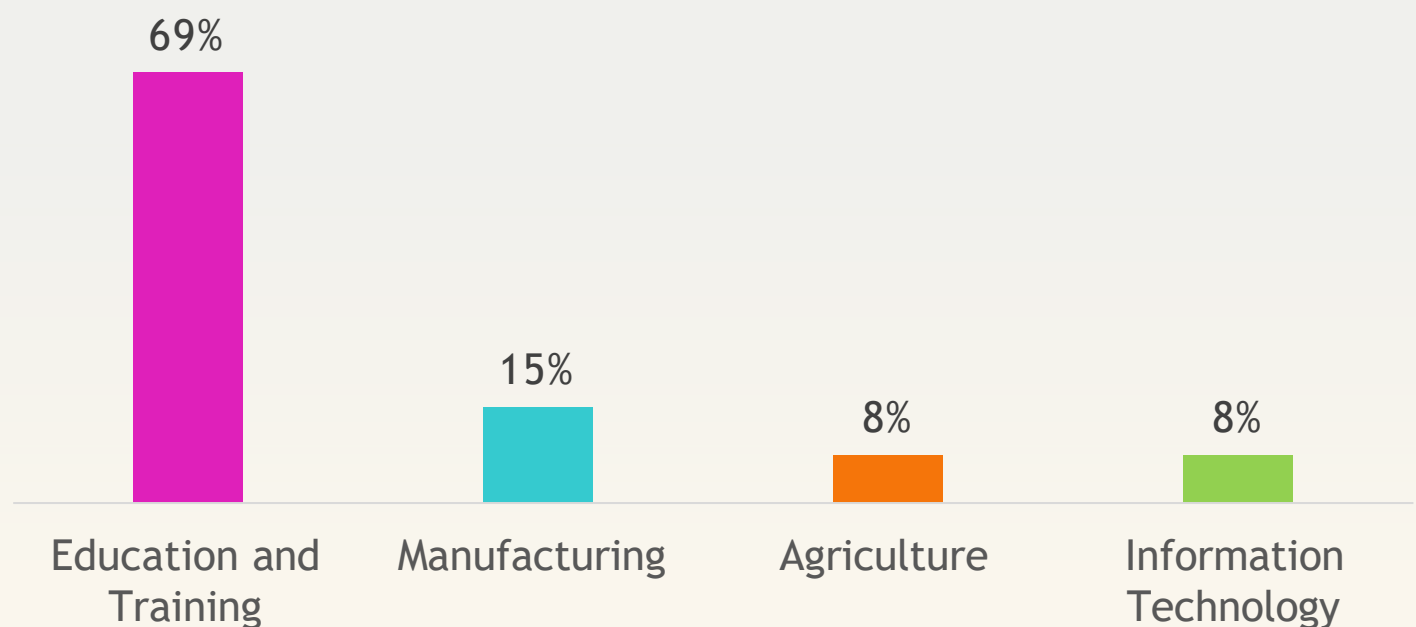
Output & Impact- Empower students to contribute positively to the economy

Post placement scenario

The average income per month reported by the respondents who were placed was **INR 7585*** post the intervention.

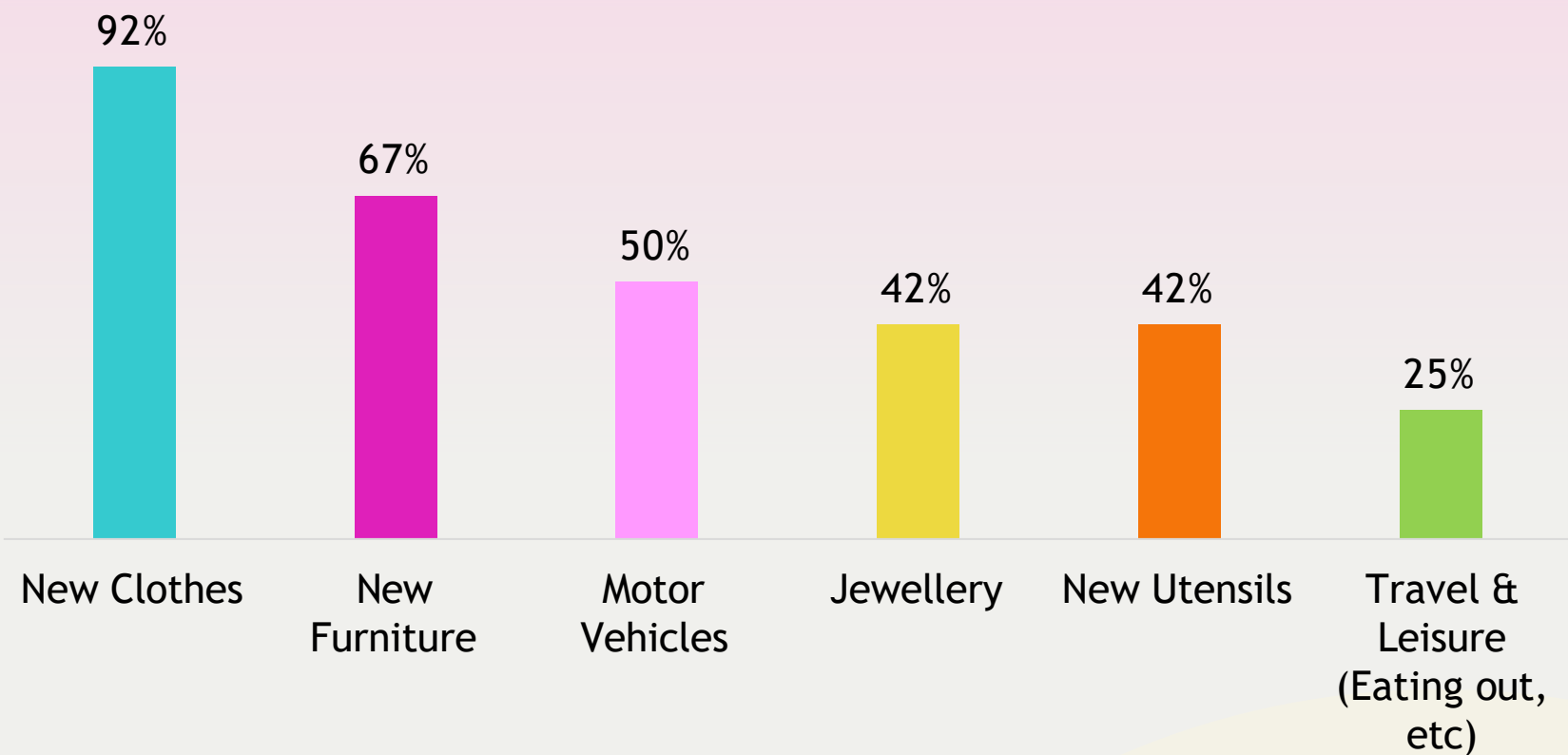
Close to 70% of the placed respondents were employed in education and training sector. As per qualitative interactions, many trainees are now working as trainers for other academic/training institutes. 15% placed candidates are employed in manufacturing sector and 8% in IT and agriculture respectively.

Sector of Placements



Note- the employment status was only captured for the respondents from Welder and COPA courses (22 respondents) since the respondents from Fitter and Electrician are still undergoing their training (2-year programme)

Increase in Purchase Power**



Impact on purchasing power

Out of the placed respondents, 92% shared that they are now able to purchase new clothes given the income enhancement followed by 67% who shared that they have purchased new furniture. Around 50% of the respondents also indicated purchase of motor vehicles.

*The average income analysed is as per what has been self-reported by the respondents who were placed post the intervention

**This was an MCQ question, respondents could choose multiple options