



National Skill Conference 2016

Souvenir

Skill India- Making underprivileged youth employable



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Message



The theme of the National Skill Conference expresses the importance of skills development in the country today. It is our pleasure to partner with you in organizing this conference and contributing towards the process of empowering Young India. The conference aimed at developing a clear perspective of skill development for creating better livelihood options for the marginalized by joining hands with all stakeholders concerned is a wonderful initiative. I am sure this conference will not only develop larger perspectives, but also expedite the action process on the importance of having community based skill development system which will contribute to "Skill India" mission.

I congratulate FVTRS and Centre for Social Action, Christ University for organizing this conference and wish the very best in future endeavors.

A handwritten signature in blue ink, appearing to read 'Thomas', with a long horizontal line extending to the right.

Dr Fr Thomas C Mathew
Vice Chancellor, Christ University
Bengaluru

Foreword



It gives me immense pleasure to introduce this Souvenir of National Skill Conference 2016. As FVTRS embarks another National Skill Conference, the organization takes pride in sharing and disseminating new knowledge, experiences and approaches with its partners as well as the society at large. In doing so, FVTRS has ventured upon developing skills which very well captures the organization's learning, encompassing various aspects of skill development.

To begin with, FVTRS is glad to share its learning pertaining to adopting a community based approach. This perspective has been well appreciated by almost all concerned. Hence hereafter FVTRS will ensure the involvement of communities in skill development so that it becomes a continuous process within the community which are owned and managed by the community.

This souvenir explains our humble attempt in field experimenting a unique skill development model named as "SCOPE" along with its potential partners. Skilling - Community Owned Promotion and Enhancement (SCOPE), is an innovative model of FVTRS that facilitates improved scope for sustainable livelihood to the youth. With informal sector and rural areas as its key domain, this model seeks to stimulate community ownership and participation in skills promotion so that rural youth are gainfully employed in the community and contribute to regenerative rural economy. FVTRS believes that this will be a holistic skill development model comprising of community participation, skill training, supplementary services for personal and professional development, collective formation, employment and enhancement.

The souvenir also articulates the differences between skill training and skill development. Whereas the former merely focuses on technical skill building of individuals or groups, the latter is concerned with technical as well as personality development of trained people. FVTRS, since its inception is known to be more of a pro-skill training support organization, however, concerns arising out of changing needs and sustainability of its intervention, the organization endeavors to strategize on a program based approach (long-term) as opposed to the project based approach (short-term). And instead of following a top down path of skill training where activities and programs are pre-decided by top bureaucrats, this approach will be bottom-up, emerging out of the needs of the community and managed by the community with facilitation by different stakeholders. This will enable the organization and its partners in creating a community based model of skill development which will be holistic and sustainable.

Further, this souvenir briefs about entrepreneurship as well as networking. Thus the souvenir covers the theme of this national conference and the deliberations. Thus, the present document serves as a guide to take forward this concept in the process of skill development by FVTRS, her partners as well as other stakeholders who are inextricably associated with the skill development program. I hope the lucidity of the content and humongous information on skill development appeals the readers and provides them with an enriching experience throughout the read.

I take this opportunity to thank our donor MISEREOR, Germany, partner organisations, our Board and all the stakeholders of FVTRS supporting us to continue our efforts to empower marginalized school dropout youth in India and also to join the vision of Skill India.

P.M Philip
Executive Director

National Skill Conference 2016

“SKILL TRAINING TO SKILL DEVELOPMENT”

Entrepreneurship, Community Participation and Net Working for Skill Development

Functional Vocational Training and Research Society (FVTRS) has been promoting skill training for the school dropout youth since 1993 and has trained more than one lakh nineteen thousand youth. During this engagement we have seen lot of successes and learnt many things. FVTRS has played a major role in sensitizing our stakeholders to promote vocational training for the school dropout youth and also to the skill training providers on the importance of promoting vocational skills in the unorganised sector. Technical knowledge and financial support has been provided to the partner for the success of this programme.

FVTRS strongly believe that there is a need to go beyond skill training and need to develop a perspective of skill development for better livelihood security. Traditionally skill training has comprised of learning a set of skills. This skilling is usually aimed at improving the employability or improving the current job performance of an individual. However, skill development not only seeks to improve performance in a role, but seeks to bring out appropriate behavior change and some form of maturity growth. Skill development is used to increase the potential of an employee as well as equip them to be 'better' individuals.

Seeing from this perspective entrepreneurship development and life skills plays an important role in transforming the skills, behavior and attitude of the youth.

Entrepreneurship is understood as a process by which an individual or team identifies a livelihood opportunity and operationalizing it. Hence, it is understood as the process of designing, launching and running a new business, which typically begins as a small business, such as offering a product, process or service for sale or hire. It is also understood as "Capacity and willingness to develop, organize and manage a business venture in order to make a profit." This has to be supplemented with better life skills so that the youth become responsible citizens.

Skill development is not an end by itself. It contributes to the human development. In human development today participation of the partnering community is considered as utmost important. Community participation in development allow the people to choose their agenda, making their own decisions and coming together in taking them forward. The advocates of community participation believe that it brings lasting benefits to people instead of only a means of getting things done. Sherry R. Arnstein associates citizen participation with citizen power and control as, "the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future". Christopher Alexander explains that participation is "inherently good" and that it brings people together in creating and making decisions about their environment.

Thus community participation will make the skill development into a process resulting in the overall human development as a continuous and sustainable process owned and managed by the community.

Networking is moving from micro to macro level facilitating vertical and horizontal growth of interventions and its results. It involves synergizing the capacity and resources thus moving forward by scaling up and facilitating collective growth. Networking is more than just getting out and meeting people. Networking is a structured plan to get to know people who will associate together for a common interest. The ability to network is one of the crucial skills any entrepreneur should have. Hence, networking requires going beyond your comfort zone and challenging yourself. It involves sustainable relationship building.

No matter what profession you're in, networking is the fuel that accelerates success. Not only it is useful for learning directly from individuals and institutions you interact but also access the benefits of the association and growing in your authority and become powerful.

So if our skill training initiatives can be effectively supplemented with

entrepreneurship development along with appropriate life skills shall enhance multifaceted capabilities of the youth making him an empowered skilled worker. The community where the youth are coming if participate in the skill development it will make the process continuous and community owned. The initiatives which are happening at individual and community level needs to be consolidated through their networks which will be continuously engaged in further skill training, enhancing the skills resulting in enhanced livelihood leading to livelihood security.

FVTRS has been Organising National Skill Conference since 2007 to reaffirm the partnership and commitment. This platform is also seen as an occasion to sensitize our partners on relevant issues, new perspectives and concepts on skill training. The National Skill Conference 2016 is 10th in the series organized by FVTRS will deliberate with her partners and other associated stakeholders on the above theme.

It is expected that the participants of the conference will have a shared and uniform understanding of skill development as a process and continue to contribute to the **Skill India Mission** by focusing on the underprivileged youth.



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Fulfilling the purpose of the PMSSS towards a Just, Humane and Democratic Society among the poor and the marginalized people living in the geographical area of Pudukkottai District with the Inspiration by the Good News preached by Christ.

MISSION

We commit ourselves as a Community Development Based Organization to ensure the marginalized section of community a dignified life towards an equitable society and Total Human Development



Presently, a project of promotion livelihood and vocational skills among the school drop-out youth is supported by FVTRS. Hundreds of youth are participating and attains self reliant life. May every brothers & sisterly youth become self employed else where.....!



**NSC BRING EVERY SUCCESS
WITH PRAYERS & BLESSINGS**

**Our Best Wishes to FVTRS on the occasion
of National Skill Conference - 2016**

From The Director & Staff

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Skill Training to Skill Development

Context

Traditionally vocational skill training is understood as learning a set of technical skills through formal or informal ways of training. In this acquisition of skill is usually aimed at providing opportunities to or improving the vocational competency of an individual so that his/her family will have better conditions of work and life. It is assumed that the skill provided will lead the person/s towards livelihood security. However, a critical reflection makes us realize that mere acquisition of vocational skills alone may not be enough to fulfill this purpose. The completion of an activity need not necessarily bring out the desired results. We need to see beyond skill training to ensure sustainable livelihood security for individuals and their families. Hence, there is a reason to look at skill development as a process which is continuous and sustainable and to the maximum extent possible – collaborative and cooperative centred on sustainable human development. An attempt is made here to provide better clarity by bringing out the differences between the conventional and the new perspective on the subject

Perspective

Vocational Skill Training

Vocational Skill Training is looked at as an activity to equip an unskilled person with capabilities to enable him/her to get employment/self-employment for his/her survival. Through the process of instruction, a person gets an opportunity to develop his/her skill, competency and knowledge about a pre-determined/ identified trade. It is perceived that a trained person will have more opportunities to find job in a specific field or to continue to do the same job in a more competent manner. It is not foreseen that such skills may become irrelevant after a period of time.

Such skill enhancement is an external agency driven process which decides the trade/s or skills that need to be taught.

Traditionally vocational skill training is perceived in a narrow and stereotyped manner as set of trades that are appropriate for specific categories of people based on their gender, caste, culture and vulnerabilities.

Skills Development

Skill Development is a continuous educational process where the person also acquires better life skills and becomes more empowered to seek sustainable livelihood options. In this sense Skill development is used as a strategy and process to increase the potential of human persons to enhance their livelihood security as well as equip them to be 'better' human beings. The process is directed at qualitative enhancement of the livelihoods and life of those involved, their families and communities.

Such skill development process is a community driven process in which every step is designed, executed, monitored and assessed by the community, especially the primary stakeholders. Thus it becomes a community owned process.

From this perspective trades and skills are evolved from the requirements of the community and aim at their economic security and human wellbeing. Hence, the process is more inclusive in nature.

Purpose

The purpose is to equip the person with capability for a particular trade so as to enable him/her to get employed or self employed. Training is offered as per a pre prepared module. The activity ends once the trainee completes the module as per requirements. The expected outcome of the training is promoting a skilled worker.

Looking from another perspective the purpose of skill training is to match the present need of an individual and the immediate job requirements available in the market. As such Skill Training is job market centred or designed to prepare a person or a group of persons to fit into the job markets. Hence depending on the market demand the skill trainings are designed. Also Skill training is mainly to meet the need of man power of industry and it considered as blue collar related skills.

The purpose is to equip the person to enhance his/her security of livelihood and wellbeing by not only acquiring job related but also other required skills such as entrepreneurship/leadership/management and appropriate attitudes inclusive of social sensitization. It seeks to make the person competent to acquire security of livelihood by becoming an enterprising entrepreneur. It also envisages continuous enhancement of skills or acquisition of new skills from time to time (as and when required). In this sense Skill development not only seeks to improve job performance, but also seeks to bring about appropriate behavioral changes to lead more economically secure and meaningful lives.

Skill development largely focuses on career building of the persons in the community and looks at how it will contribute to the integrated development of the community. The purpose is to address the needs of the individuals as well as the community by contributing to the larger development agenda – namely holistic wellbeing of the human person and community. In this sense it is a vision centred process. Skill development can meet the need of all spectrum of people and it involve the skills of different collar jobs such as blue, white and pink etc.



Process

Skill training is a time bound activity. It is an activity with a start date and an end date. In this process more emphasis is on completing the training in a given period of time on a specific trade in demand.

Skill training is an activity of trainers who trains the trainees on particular trade. The training planning is done by the institution/organization. Therefore, in this process ownership always lies with the training institute/organization. They need not be responsible for the trainee once the training is over.

Certification is mandatory in skill training to get a placement.

Skill development is a continuous process which looks at the overall growth of the person along with skills to enhance livelihood security. The skill development process has no end date and it involves facilitating the enhancement of skill as required and according to the needs of the individuals and the community.

Creation of more opportunities by establishing well equipped mechanisms for training, internal resource mobilization and systematic monitoring, evaluation and follow up to ensure sustainable livelihood is built into the process. Skill Development plan is developed collectively by the reference group and in this process the organization plays the role of a facilitator. Hence, there is shared responsibility and ownership. This will be a community mechanism for the constant follow-up of the trainees.

The community owned skill training gives an opportunity to all to get trained irrespective of educational background.

Conclusion

Development is the process of empowering the poor and marginalised by activating the three unique human faculties of thinking, decision making and associating so that they establish access and control over power and resources and create mechanisms to sustain them. Therefore, Skill development should not be seen as separate product as it contributes to the human development. Today, participation of the partnering community is considered as utmost important in human development. Community participation in development allows the people to choose their agenda, making their own decisions and coming together in taking them forward.

Vocational trainings are designed and implemented with the intention of bringing the marginalized population, particularly youth to the mainstream development. Although the intention of vocational training is always desirable, the second important point that has to be kept in mind is that the skill obtained should enable the person for decent livelihood. The livelihood initiatives are always linked with the market. Any livelihood activities should be a thorough study of the market to understand the different sectors and sub-sectors that has employment opportunities, different types of skills that are demanded in these sectors, value addition and alternative options to sell different concepts – products and services etc. Therefore, a community-based and non-formal method of implementing livelihood based skill development programme will have more scope for making the skill development as a continuous educational process where the person acquires better life skills and becomes more empowered to seek sustainable livelihood options. This argument is substantiated with various findings that the trainees who have completed and profitably employed or self-employed after skill training is not very encouraging. Thus a community based skill development process will make the process of skill development as a continuous and sustainable process owned and managed by the community.



Garden Reach Bangla Basti Academic Development Society



Md. Shahnawaz Ansari
(General Secretary)

During the period under report following activities have been implemented :

- a) Child Labour Special School.
- b) Organizing Vocational Training Programs for the School Dropout and other unemployed Youths of either sex.
- c) Providing Mid-Day- Meal to around 8000 children per school day spread out in total 30 schools.
- d) Established two Shelters for Urban Homeless (One for women and other for men). Both are having a capacity of 40 inmates at a time.
- e) Established 2 Residential Units for the deprived girls at Maulana Hasrat Mohani Memorial Girl's High School of Garden Reach / Metiabruz area and S. B. Girls" high school of Garia area.
- f) Running a free Coaching Centre for the poor Muslim students.
- g) Established one Computer Training Center.
- h) Established one Multi-Gym Centre for the Youths.
- i) Organized Periodical and Annual Sports and Cultural Programs.
- j) Working as RO (Resource Organization) under NULM Project entitled "Social Mobilization & Institutional Development" covering areas under Howrah Municipal Corporation, Kolkata Municipal Corporation and Uluberia Municipality of Howrah district.



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- Empowered Women from deprived background Specially School dropout with FVTRS supported skill up gradation project.





- Working with GSF as a partner in Dhanbad district ,Jharkhand on SBM(G) Theme.





- Provide platform to Artisans for marketing of their product.
- Trained participants on trade Garments Making , Motor Driving , Beautician ,& Jute Bag making, project sponsored by FVTRS towards their sustainable livelihood.



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Priyanshi Educational Cultural & Social Society (PECSS)

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Our Mission...

"Improvement in the overall quality of life, covering education, livelihood and health as well as self-sustained empowerment of the backward community and families living below the poverty line – reaching up to poorest of the poor, through intensive capacity building interventions, income generation and health activities with special focus on women, tribal areas and socio-economically deprived sections of society."



Subject areas of engagement

- * Livelihoods generation initiatives in rural areas.
- * Skilled and employable vocational training to youths.
- * Women Empowerment.
- * Sanitary Napkins training to tribal women in barwani.
- * Entrepreneurship development.
- * Prevention and care against HIV/AIDS (TI Project).
- * Promoting science and technology.
- * Promoting adult education amongst tribal communities.
- * Formation, training and strengthening of women SHG.
- * Promoting improved and innovative means of agriculture.
- * Protection and promotion of environment.
- * Rehabilitation Programme to Leprosy affected persons.
- * Other issues of social importance.

Our focus groups

- Tribal Communities
- Rural & Urban BPL Youth
- School Dropout Youths
- Women & Children
- Leprosy Affected Persons
- Handloom Weavers
- Handicraft Artisans
- Injecting Drug Users & MSM
- Adolescent Girls



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Serving the under privileged and deprived Sections of Society

SKILLING - COMMUNITY OWNED PROMOTION AND ENHANCEMENT(SCOPE)

A concept note

PREAMBLE

Skilling - Community Owned Promotion and Enhancement (SCOPE), is an innovative model of FVTRS that facilitates improved scope for sustainable livelihood to the youth. With informal sector and rural areas as its key domain, this model seeks to stimulate community ownership and participation in skills promotion so that rural youth are gainfully employed in the primary sector and contribute to regenerative rural economy.

INTRODUCTION

FVTRS was instituted in 1993 with the aim of promoting vocational skills for school dropout youth in the country. Since most of the youth dropping out of school hail from marginalized and excluded communities in rural areas or urban slums, FVTRS mainly concentrated on this section of the youth population. Thus far more than one lakh youth have been trained in various employable skills across the country. FVTRS was also engaged with other stakeholders in skills promotion. It played a major role in advocating government to promote vocational training for the school dropout youth and also sensitized other skill providers on the importance of including the un-organised sector in skills training. Technical knowledge and financial support were offered to partner for the success of this programme.

Many successes were seen and lessons learnt over the last two decades. There are number of good examples of community participation in skill development, quality skill training, mainstreaming EDP, life skills during and after skill training, improvement of educational status, gainful employment and enhancement of skills as well as livelihood. It is right time for FVTRS to consolidate these successes and learning by putting them into a perspective so that the process initiated could be sustained and progressed systematically.

Considering way forward, a couple of points surface regarding future scope of FVTRS based on previous experience.

- Given the large size of the reference community with which FVTRS works, the existing resources at hand are limited. So with limited resource we need to explore an appropriate strategy to reach out to more youth. .
- Though the Government, civil society organisations and CSR units are aggressively engaged in skill promotion, their focus is largely on secondary and tertiary sectors with urban centric approach. In this process, the primary sector (un-organised sector/informal sector which provides more than 55 percent of GDP) which is the majority population in the country gets neglected.
- Most of the courses promoted by Government and private institutions are situated in the urban areas which are not accessible to the rural mass and people in the primary sector.

Affordability, geographical distance, low educational standards etc are some of the reasons why the poor and rural population cannot have access to Government and private institutions. However, the culture of dropping out from studies and not interested in further studies is common in rural areas and more among the poor. Therefore it is important that this section of the population is not neglected and excluded in the process of skills promotion. This demands an innovative strategy to assess, understand and appropriately reach out to these communities with suitable skill requirement. FVTRS believes that engaging communities effectively in skill training will be a good strategy along with skilling the youth to be good entrepreneurs and persons.

Keeping the above context in mind, FVTRS has evolved the following model which is a consolidation of its successful experiences during the interventions in skill development across the country and the lessons gained over the years.

1. COMMUNITY PARTICIPATION

It is widely accepted in human development work that people's participation is a pre requisite for community mobilization. This has the potential to increase community ownership. Likewise, in developing appropriate skills within the community, their participation is very important for the success of programme. The focus is on community settings facilities rather than institution-based centers. In this model, community identifies the skills-need which supplements their development-need which can be further marketed by them. Community counseling by the leaders for the youth is another aspect as most of the youth today are not ready to take skill training due to stigma and related reasons. This will be helpful in motivating them to take up skill training.

Training programme should focus on skills which can be applied at the household level or used to produce something marketable and in demand, first of all within the environment of the trainees, but not necessarily restricted to local use or consumption. Hence the decision on the types of skills to be imparted must be based on the demands of the surrounding markets and considering the enhancement. Of course, taking into account economic and organizational considerations, as well as ecological integrity.

Participatory approaches like Participatory Rural Appraisal (PRA), can be applied to involve the community in identifying skills and planning skills training programme. Thus the training becomes demand oriented and a good platform is created for the community to follow-up trainees during the training as well as after the training programme.

Community participation shall be designed in such a way that the community develops a sense of ownership of the process and it's follow-up. Community also will be able to facilitate employment to the trainees either within the community or outside the community as they have done the study while selecting the trade. The potentials of the community based structures promoted by the partners can be used to ensure financial support through internal resources or through outside resources as well as linking them to other useful service providers. Thus it will become an activity of the community based groups managed by them which will intern help to work as a sustainable follow-up mechanism and support system.

2. SKILL TRAINING

Once the trade is identified and training is organised, the youth shall be engaged in skill training. Quality of the training and skills acquired by the person is very crucial. Therefore it is important to ensure a quality module for the training as well as engaging competent trainers with appropriate experience and qualification. The quality of training also depends on the sufficiency of the infrastructure and appropriate use of the same. Further, periodic assessments of the skill, final test conducted by a reputed agency and certification will enhance the quality standards.

The training can be structured in such a way that linkages are established to potential employers. In this case skill training becomes a viable means of enhancing development of work related skills. Hands on experience in a real work environment is the most successful means of teaching technical skills in a specific field and better acquaint the youth to more realistic understanding of necessary work habits and behaviors. Youth working at the job sites will be given the opportunity to learn and participate in jobs. This allows partners and communities to focus efforts on preparing future workers who have more choices and marketable skills. Here the trainees are assigned to the job sites based on their levels of skill and interest.

Skill training can also be conducted in a work cum production centre. Training cum working centers are a vital link to improve their confidence level and to know the skill expectations in a particular job. They interact with the employees at the site and learn the protocols of various employment settings. This will also help them to earn something while on training itself.

Concepts like mobile training centre can be explored in the context of community managed skill training, as requirement of a specific skill can get saturated at one location after a certain period of time. In such cases the trainings are organized in a community building or a small place and once the training is completed the center will be moved to next village or town. This model helps to reach more youth with less investment and only the trainer has to travel to the training centre instead of trainees.

3. SUPPLEMENTARY SERVICES

Along with skill training, this model also envisages providing other extended services essential to support their personality development, business growth and enhancement of social status, that will be continued after the training period.

3.1. Entrepreneurial Development Programme (EDP)

FVTRS believes that entrepreneurial skill is coupled with skill training as a necessity to make the trainee a good entrepreneur. Therefore EDP takes the priority in the extended services as most of the trainees come from the primary sector which has a different orientation. The EDP will not be a onetime training but an ongoing process of growth.

Syllabus in EDP include studying business opportunities, starting enterprises, knowledge about supporting organization & including financial institutions and their schemes, conducting market surveys, preparation of project report, management of resources, information on raw materials and tools, basic knowledge on business laws, marketing skills, costing and pricing of products, etc.

3.2. Life Skills Development

Life skills are a comprehensive set of universal cognitive and non-cognitive skills and abilities, connecting behavior, attitudes, and knowledge, which youth can develop and retain throughout their lives. Life skills increase young people's well-being and help them to develop into active and productive members of their communities.

Syllabus in life skills include skills like listening, understanding, persuading, negotiating, sharing information, being assertive and empathizing, team work, working with different types of people (Different ages, gender, race, religion, ethnicity, culture), problem solving, decision making skills, organizing skills, managing time and priorities, being resourceful, establishing goals, planning the use of resources, developing practical solutions etc. This makes them capable to adapt to new situations, being innovative and creative, identifying opportunities and translating ideas into action.

Through a good life skills training, FVTRS attempts to finer the innate dormant faculties of a human persons and made use of it for a good future.

3.3. Legal awareness and social security

To avoid exploitation and to get decent employment, wages and work atmosphere the model envisages generating awareness on labour laws to trainees during the training itself. The main components may be laws related to child labour, minimum wages, working condition and working hours, working condition for women and night shifts, medical and other health related benefits such as maternity and paternity and other leave, special benefits for the disabled, dependency benefits etc.

Apart from labour laws the experts will provide awareness on social security measures and schemes. They will be updated on social security measures such as health and life insurance, provident fund, gratuity, pension and death benefit, safety of the citizen etc. This will make them informed employees.

3.4. Education Enhancement

FVTRS is working with the youth who have not completed 10th standard. This model encourages youth to pass minimum 10th standard and to continue their study along with skill training. The State and Central Open schooling programme will be used to enroll trainees for completing their minimum education. FVTRS already has a MoU with National Institute of Open Schooling to enable school dropout youth to pass class 10.

While working as a skilled labour, they can also enroll in the open schooling to continue their education. This programme is a proven platform that assists those who are working in communities to build the additional skills and abilities for employment and income generation. This will further help them to escape the vicious circle of inadequate education, poor training, low productivity and poor quality jobs with low wages and dignity.

3.5. Awareness programmes

Youth acquiring and engaging with skills for better livelihood need also to grow as responsible citizens. Therefore they need to acquire awareness on general aspects of life and become empowered/informed individuals with potentials to contribute effectively to the progress of the community at large. The training opportunity shall also be used for imparting such awareness for the youth on various socially relevant subjects like HIV/AIDS, health, citizen education etc.

4. FORMATION OF COLLECTIVES

Almost all our partners have the capacity of community mobilization for strengthening community leadership. This has been widely accepted as a development option so that development becomes people oriented, people driven and people owned. This model also looks at making into groups that are responsible for their own development. Thus trainees will be organised into sustainable collectives that will be managed by themselves in association with promoting community based organisation. This will function based on self-help principles which has been promoted and practiced in other community based organisations. Whatever be the nature of the employment, they will be encouraged to be part of the collective.

5. EMPLOYMENT

On completion of training the following employment possibility or option will be offered to the trainees to be gainfully employed. The choice will be made based on the interest of trainees and present viability as well as future scope of the stream of employment.

5.1. Placement

Starting with institutional arrangements during the training programme the model will try to place them at the location or the institute of the training itself. This can be done through local public and private job providers. One can also look for outside job providers provided the trained youths are getting just wages and other benefits. For this the strategies will be context specific and viable like job fairs, starting a career portal etc.

There is also danger of exposing them to exploitation by the employers. Therefore the individuals, their groups, the community based organisations or the partner organisation shall have continuous communication and effective dialogue with the employers.

5.2. Self-employment

The model will encourage and promote self-employment by the trainees. This will be done by organizing necessary services for them to start, maintain and enhance the enterprise by the promoting partners and communities. Self-styled freelance service providing entrepreneurs will also be included. In this case youth will be able to take entire benefit of their labour. They are also independent in their functioning and not attached to systems controlled by others.

5.3. Collective enterprises

Another nature of employment is that the interested youth are brought together to start an enterprise with a collective ownership. Collective enterprises normally helps trained youth to divide the work based on their personal capacities such as finding business, mobilizing funds, market for the goods and services etc. and synergizing them. The basic idea is to take large-scale work order within the community and share the job and income among them as wages and profit, so that the resource will not go out of the community. Primary products like agriculture products may be processed and marketed. This will facilitate collective growth of all individuals together who are part of the enterprise.

5.3.1 Linkage to credit and enterprise supporting institutions:

In order to make use of the newly acquired skills gainfully in their village or community, trainees need access to credit to buy working tools and raw materials or to set up a small enterprise. It is important to involve the relevant institutions, banks, NGOs and micro or small credit institutions while planning and implementing training programme right from the beginning.

6. ENHANCEMENT

Once the youth engage in employment, there is scope for enhancing their skills as well as employment/enterprise. This can be done by individual youth or can be facilitated by the collective of youth as well as community based organisations who has promoted this model. Skill enhancement and entrepreneurship has been a continued agenda because it gives sustainable growth for the people engaged and motivation for doing more and better for the youth as well as others. This can again be facilitated by their groups, the community based organisations or the partner organisation

7. RESULTS

The aim of community based skill training is to ensure school dropout youth are skilled and employ within the community and by the community. Some of the expected results are as follows;

- The skilled youth will be available in the community to provide need based service by establishing their own enterprises.
- Migration will be reduced by engaging the youth with gainful employment within the community.
- Youth will complete 10th grade and expand their scope for higher education along with job
- Community participation and systematic follow up inbuilt for sustainable use of skills
- Trained youth will form as organised labour, increase their bargaining power, affirm their labour rights
- Trained youth will mobilise resources, start micro enterprises and develop better business models.

8. CONCLUSION

Community Based Skill Training is a multi-sectoral approach to meet the vocational skills, education, and livelihood needs of school dropout youth. It is a fully comprehensive approach covering all aspects of youth's life and involving many different stakeholders to implement the programme. It emerges from the belief that community is capable of assessing its own needs, deciding its own priorities, identifying its own resources, and achieving its own goals provided opportunities are created and identified.

Chikmagalur Multipurpose Social Service Society (CMSSS) Established in the year 1963, registered as a society on 08.07.1978 under Karnataka Societies Registration Act 1960 under No. 26/78 CMSSS is operating in 2 Districts of Hassan and Chikmagalur in 549 villages of 147 Gram Panchayaths in 14 Taluks.

Best Compliments from Director and Staff ,



VISION

A Society living in harmony with God, neighbours and nature, based on the values of love, peace, justice and equality.

MISSION

Empowering the marginalized and the exploited to restore their human dignity through a process of organizing, animation and right based actions leading to holistic development

We work with

Socially and economically poor and marginalized women, Men, children, youth, unorganized and daily labourers, person with disabilities, providing entrepreneurial life skills for school dropout youth, small and marginalized farmers and backward classes irrespective of castes and creeds.

Our programs are: Empowerment, Health, Education, Livelihood and Environment.

Chikmagalur Multipurpose Social Service Society (CMSSS)

Arsikere Road, B. Katihalli, Hassan - 573201

Karnataka State, South India

Tel: 08172 - 241074 / 9448141075

Email: sevasam@gmail.com, Website: www.cmssshassan.com com,

**Best wishes for
FVTRS- National Skill Conference-2016**

From

SCODWES (R.)

(Sahyadri Community Development & Women Empowerment Society)

VISION: We Help People to Help Themselves.

MISSION STATEMENT: Establish a Society that is Self-reliant, respectful, dignified living for one & all with abundant opportunities & resources, clean environment all around.

SCODWES

Our Institution is specialized in

1. Capacity building & attitudinal change trainings and workshops.
2. Skill development trainings.
3. Creation of training literature.
4. Resettlement & Rehabilitation activities.
5. Awareness creation & Community Participation activities in all developmental sections.
6. Sustainable Health Management Programs.
7. Conducting Trainings and Workshops on all developmental activities.
8. Micro planning for integrated development.
9. Conducting Participatory Rural Appraisal (PRA)
10. Conducting Socio economical & Demographical Survey & analysis.
11. PIME (Planning, Implementation, Monitoring & Evaluation of Developmental activities).
12. Formation & capacity development of Self Help Groups.
13. Sustainable Forest Management & Bio-diversity Conservation trainings.
14. Watershed Development Activities.
15. Organic Farming & organic product marketing.
16. Personality & Capacity Development activities.
17. Micro Finance.
18. Micro Insurance.
19. Income generation & Poverty elevation activities.
20. Linkage between Govt. & Public.

Our Institution implementing Projects

1. Formation and Strengthening of SHGs
2. Micro Finance
3. Formation & Financing of Joint Liability Group (JLG) under National Bank For Agriculture & Rural Development (NABARD)
4. SamvahaMahila Kendra
5. Mobile Health Clinic Program
6. MANASAADHAR - Day Care Centre
7. Integrated Watershed Management Programme (IWMP) - Batch III: Uttara Kannada District :
8. SavayavaBhagya Yozana
9. Madhukeshwara Paddy Producers Souhardha Cooperative Society
10. NETFISH Network for Fish Quality Management & Sustainable Fishing under the Ministry of Commerce & Industry, Govt. of India.
11. Vocational Training and Self-Employment
12. Skill Net Karnataka
13. KARNATAKA STATE HIGHWAY IMPROVEMENT PROJECT - II (PHASE-II-SOUTH)
14. KARNATAKA ROAD DEVELOPMENT CORPORATION LTD RAP-II
15. Local Planning, Research and Development
16. Promotion of Rural Artisanhip and Craftsman
17. Cultural Development and Socialization

SCODWES

Savitilaya' Building, Maranikoppa Main Road, Sirsi-581402, Uttara Kannada District, Karnataka

State Telephone & fax: 08384 - 236395/ 238398, Mobile: 9448609618 / 9448629535

Email: scodwes@rediffmail.com Website: www.scodwes.com

SHRUSHTI SEVA SAMITI

-An NGO Dedicated to Social Transformation



Shrushti Seva Samiti is an ISO 9001:2008 certified non-profit, non-government and non-religious voluntary organization operating in the rural, urban, tribal and far-flung habitations of 7 districts of Rajasthan since 1999.

Our Mission is to involve, develop and support indigenous strategy that would cater to the developmental needs of the rural society in realizing their true strength and transforming themselves into a developed society.

Our Core Focus Area

**Skill
Development**

**Health
& Nutrition**

**Environment
& Climate Change**

EDUCATION

LIVELIHOOD

RESEARCH

Our Work in Skill Development

Since inception Shrushti has imparted vocational training in more than 3500 youth of tribal dominated districts of Rajasthan in 15 different trades with support of various national and international agencies.

TRADES WE OFFER

Tailoring
Basic Computer Course
Leadership Development
Cycle Repair
Masonry
Tiles Fitting
Spray Painting
Screen Printing
Stone Carving
Mobile Repairing
Electrical Wiring
Hozari Garment
Motor Driving
Basic Electrician
Modern Technology in Farming
Vermi Composting
Multi Skill Training

COLLABORATIONS

FVTRS, Bangalore
NABARD, Jaipur
World Food Program
GAIL India, Abu Road
Zila Parishad, Udaipur
Zila Parishad, Sirohi
Zila Parishad, Dausa
Tribal Area Development (TAD), Udaipur
IGSSS, New Delhi
Child Fund India, Bangalore
RSLDC, Jaipur

Reach Us

Website: www.shrushti.org
E-mail: shrushtisevasamiti@gmail.com

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Ph : 08539 230268, Mob 9448263019
sarvodavairds@gmail.com
www.sarvodaya-irdsngo.org

"SIRDS (Sarvodaya Integrated Rural Development Society (R)) envisages holistic development through complete integration of activities in order to ensure sustainable progress among the rural and urban poor"

Sarvodaya is a Sanskrit word signifying "Welfare of All"

SIRDS is a dedicated NGO extending out helping hand to needy sections of the community Since 1994.In the guidance of our president Mr. Nagaraj Desai& his team through the power of mentorship, we uphold Economic & Social status of needy community. We have reached over thousands of families in Karnataka & established strong rapport with these families: Holistic development through integration of activities in order to ensure sustainable progress among the rural and urban poor; facilitating empowerment of the deprived and the poor in the process of social development through sustainable improvement in the livelihood and socio-economic status & self-reliance of the under-privileged sections of society.

Our Focus areas

As part of our holistic community development programs we focus on

- | | |
|---|--|
| <p>➤ Creating access to</p> <ul style="list-style-type: none">• Safe drinking water• Sanitation facilitation• Education• Livelihood | <p>➤ Engage youth and women through skill building programs for economic empowerment.</p> <ul style="list-style-type: none">• Sustainable agriculture• Child rights protection• Environment protection• Water conservation• Renewable energy (Bio Fuel) |
|---|--|



Best Compliments from

PROGRESS

Society for Promotion of Grass root Environment and Social Action

H. No. 8, Opp. Ganesh Dairy,

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Banswara, Rajasthan - 327001

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progressbsw@gmail.com



Entrepreneurship Development Programme (EDP)



Dr. Pavan Soni
IIM, Bangalore

Beyond common sense

Why do startups fail? Some of the oft-cited reasons are timing, funding, poor market insight and lack of focus, resources or capabilities, in some cases. However, the more important question is: Why don't startups scale and become businesses? One of the most prominent causes of failure is lack of growth. This is true for companies as much as for individuals, both figuratively and anatomically.

My insight on the subject suggests that one of the most overlooked reasons for failure of an enterprise at any stage of its development is in 'relying too much on common sense.' When well-educated, well-skilled individuals resort to a commonsensical approach of managing an enterprise, the end is in sight. There are essentially three critical issues with running a business using common sense. By no means am I advocating that one must park common sense while leading one's life, but all I am suggesting is that leading a life is a far cry from running a company, even if you are the only employee!

The first major challenge with common sense is that it is hard to discern between bad planning and bad execution. You never know if you failed because you did not give enough thought to it, or because you simply goofed up on the execution part. Equally problematic is that you don't know whether you were smart or simply lucky. That makes any outcome less repeatable or scalable or even reliable; and scale-up calls for predictability.

The second issue with a commonsensical approach of managing a startup is that common sense is non-transferable, which means that you can't induct your insights into someone else. That severely limits delegation, and hence expansion of the business. Even if you want to share or transfer, you seldom know what exactly is to be transferred. Your approach is so intermeshed with your personality that any change in scenario or applicant results in severe restraints.

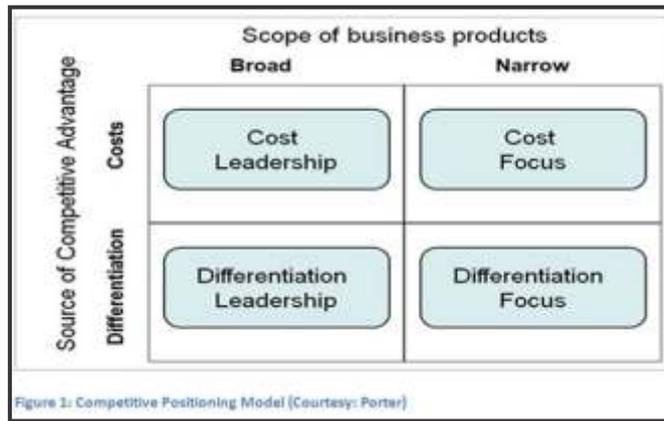
Lastly, common sense changes with age, for wisdom replaces creativity as one ages. The ingenuity of solutions when someone is in their teens is far greater than someone in their 50s. That leaves your business in less capable minds as you grow - a serious error.

In summary, common sense is non-scientific, and hence lacks predictability, explanation, and control. Little doubt then that we see all sorts of family business failures around us, for the present times are too complex and dynamic to be manageable by the heuristics of the past.

Now, allow me to offer you seven tools and techniques that I believe are very useful and scientific enough to help you take better business decisions, especially if you are starting off.

1. Competitive Positioning

More than a few ventures have folded because they wanted to be everything to everyone. I have always believed and maintain that the future belongs to experts and not generalists. With growing pace of automation, ubiquitous and affordable computing and fragmentation of tasks, you are bound to be more secure if you have identified your niche early. The same logic applies for a business.



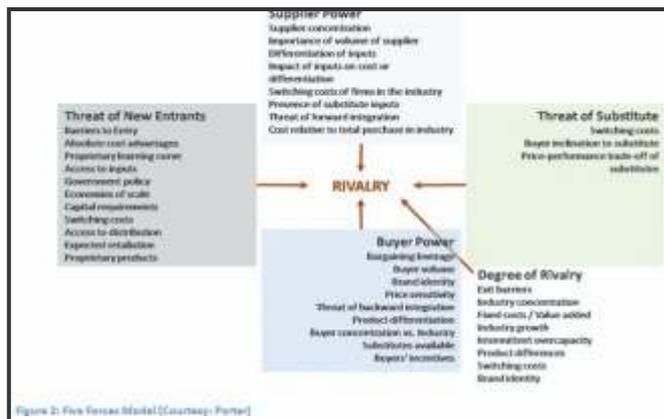
Proposed by Michael Porter, the Competitive Positioning Model (*Figure 1*) suggests that you position your business in one of the four quadrants, based on the scope of your business and the advantage offered to your customers. Your scope, in terms of geography, demography, served needs, or behaviors could be specific versus broad. Similarly, you can either choose to focus on being a low-cost provider or a value differentiator. The means to differentiate could be superior brand, service, quality, innovation, design, or access, amongst other parameters.

Most likely the sustainability of a venture depends upon how well it is positioned in the first place, as this allows for conservation of limited resources at disposal. Hence, I advocate a startup to strive for a Differentiation Focus position.

2. Five Force Model

Another enduring contribution of Michael Porter's is the Five Force Model, which allows for identifying the industry where a company must operate and the approaches to erect barriers of entry and imitation.

A choice of industry doesn't always exist for an entrepreneur because the decision to venture is driven mostly by factors beyond a sound logic. Still, there is merit in understanding the forces acting on the business situated in a certain industry segment, and approaches to fend off some of the forces. Ideally, this analysis should be done before the Competitive Positioning exercise. However, I believe that competitive positioning offers a greater discretion to the entrepreneur than the Five Force Assessment, and hence my order of priority.



As depicted in (*Figure 2*) a typical business situated in an industry segment is acted upon by five key forces, apart from some others like government policies, exogenous changes and complementary products. A thorough assessment of these forces is critical at the outset for a planning for exigency. Think of the plight of Ola Cabs in India with the advent of Uber, or the fate of Indian Airlines with coming in of low-cost carriers. These are the changes that an entrepreneur needs to be prepared for, and that can only happen by parking common sense.

Again, it is important to pay close attention to new entrants for they can learn from your mistakes and disrupt your business rather quickly. This calls for erecting entry barriers. Some of the means of posing entry barrier include proprietary knowledge, early-mover advantage, earmarking and fiercely guarding a territory, or being a fast mover, amongst others.

3. VRIN Assessment

The holy grail of any business is to have a sustainable competitive advantage. Any advantage if easily imitated by others is not sustainable, and hence can't offer sustained profits. One of the most influential and profoundly intuitive insights in strategic management is offered by Jay Barney. He identifies critical characteristics of a company's resources and capabilities to see if such assets offer a sustainable competitive advantage to the firm.

Valuable?	Rare?	Difficult to Imitate?	Supported by Organization?	Competitive Implications	Performance
No	---	---		Competitive Disadvantage	Below Normal
Yes	No	---		Competitive Parity	Normal
Yes	Yes	No		Temporary Competitive Advantage	Above Normal
Yes	Yes	Yes		Sustained Competitive Advantage	Above Normal

Figure 3: VRIN Checklist for Sustainable Competitive Advantage (Courtesy: Jay Barney)

A resource is a tangible asset that a firm needs to compete, whereas capabilities are intangible abilities vested in people and processes that utilize those resources to yield value for the customers and appropriation for the firm. The VRIN analysis offers that for an asset to count in strategic terms it must meet the requirement of being: Valuable, Rare, Inimitable, and Non-substitutable.

I believe this to be a very powerful model. The checklist, especially the elements of Rarity and Inimitability, forces an entrepreneur to look at leveraging or accruing the assets that offer a superior value to the upstart. Mostly venture fail because they aren't based on rare or inimitable assets, except for maybe the promoter.

4. Business Model Canvas

Entrepreneurs and managers are increasingly realizing that it is the fight of business models and not just products or services. It was the concoction of iPod, iTunes, and iStore that changed Apple's fortune, or for that matter the combination of cash on delivery, a large delivery fleet, and an online application that made FlipKart a force to reckon with. Products and services don't deliver value in isolation, and even if they do, one of the most powerful ways of erecting entry or imitation barriers is to knit products or services with novel business models.



Proposed by Alexander Osterwalder, a Business Model Canvas offers a comprehensive view of an entire business, right from key customers to be served to the key resources and key activities involved in delivering the requisite value.

One could, in fact, disrupt an incumbent or carve a niche by significantly changing one of the elements of the business model while keeping the rest intact. If an entrepreneur could map the business model of its competitors and then its own business model, there is a high likelihood that new ideas will spring up from the exercise. Even for existing businesses, it's a great exercise.

5. Buyer Utility Map

One of the most influential texts on strategy is Blue Ocean Strategy, a book by Renée Mauborgne and W. Chan Kim of INSEAD. Here, the authors offer powerful tools to carve out positions of competitive superiority while playing in a rather crowded market. One of the highly useful tools is the Buyer Utility Map which offers a matrix comprising of six stages of a consumer lifecycle and six potential value-adds that the company can offer.



The 6X6 matrix offers 36 possible interventions where an entrepreneur can possibly identify a niche and start serving the market. Remember, entrepreneurs emerge at the interstices of the economy, the markets which are un-served or underserved by the incumbents.

At the outset, the entrepreneur can map the experience of herself as a consumer, identify the apparent gaps and scale the experiment with incumbent customers. This exercise offers a sharp insight on missing value-adds and possible interventions.

6. Three tiers of non-customers

Another significant contribution from the stable of Blue Ocean Strategy is the Three-tiers of Non-Customers framework. It is as impactful as it is intuitive. Here, the authors urge a business to look at non-customers, instead of fighting it out to secure more customers. Typically, the price wars meant to poach customers lead to a lose-lose situation, and a near-death spiral for the incumbents. Instead, why not look at the virgin markets?



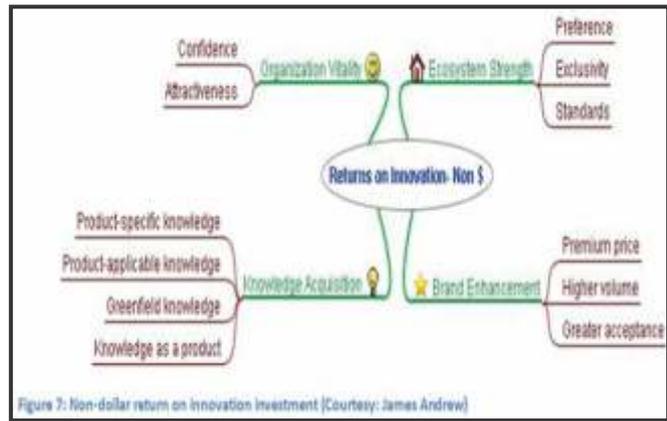
The three tiers of non-customers are: 1) soon-to-be non-customers; 2) refusing non-customers; and 3) ignored non-customers. An investigation of how to get these customers could offer interesting insights on what more should be done in terms of value add or how to create new markets.

I here offer a modified view of the model which I often adopt in my workshops.



7. Business Payback

Often, an entrepreneur is at a loss to understand the worth of an investment that doesn't yield direct business benefits or offer cash. This becomes critical especially while scaling the business, for every investment done may not yield cash return. For institution building, there is a lot of intangible required, and this intangible still needs to be measured to offer a sense of orientation to the entrepreneur and the enterprise.



The useful book by James Andrew of Boston Consulting Group titled Payback explains the means of assessing the value of an innovation investment. I liked their concept of non-dollar returns on innovation investment, and believe that this view of looking at the enterprise is very useful at any stage of the investment cycle.

If an investment doesn't offer cash benefits and, instead, offers advantages in terms of brand enhancement, knowledge acquisition, ecosystem strength or even organisational vitality, the investment should be done.

To sum up, I suggest to entrepreneurs and managers alike that there is a lot of useful science available on how to start and run successful businesses. Remember, common sense has its own peril, and you won't even realize when you have gone too far into the mundane. So it is about time that you get back to basics and cut your losses by bringing some method to the madness.



LAW

Literates Welfare Association (LAW) is a registered non-governmental Voluntary organization working in Kadambalakkudi-Maryadamparai block in Thanai District of Tamilnadu State, India since 1993. This block is situated at foot-hills of the western ghats hills in Thanai District. LAW is formed by group of committed youth in 1992 and it is registered under Tamilnadu Society Registration Act (36/93), Foreign Contribution Regulation Act (075930008) and 12A(a), 80G Tax exemption Act. The prime purpose of the organization is to extend a helping hand to the poor people through implementing welfare oriented and developmental programs so that they may be able to receive and taste the fruits of these programs, the things that were denied to them and kept beyond their reach. Economic empowerment and social uplift of women, Marginalized, disadvantaged, vulnerable and socially excluded community is the key thrust areas of our organization.



Vision: A society in which all the people live with pride, prosperity, free from poverty, bondage, violence, rights violations, health hazards and health risks, and have necessary personal qualities, individual and collective infrastructures.
Mission: Empowering and developing the target communities to build their own environment, necessary structures and systems, solve their own problems and issues and to have control over all round development process and their destiny through assertion of their socio-economic and political rights, to effectively use their collective power to enjoy good governance and to intervene effectively through Networks of community based organizations in all issues.

Objectives:

- a. To reduce the menace of poverty among the rural poor and build appropriate infrastructures through various rural development strategies.
- b. To increase the income and income earning capacities of the target people especially poor, marginalized woman through imparting skills required for involving in income generation activities and implementing income generation projects with the collective efforts of various stakeholders.
- c. Environmental education among school students, farmers and women SHGs.
- d. To care of poor rural working mother's children and school students belongs below poverty line and first generation learners.
- e. To facilitate the creation of comprehensive sanitary facilities in the target area for leading a healthy life.
- f. To reduce the problems in Reproductive Child Health through health care and HIV/AIDS awareness education.
- g. To eliminate child labor in the in the target area and providing rehabilitation measures for the overall development of children to build as the pillar of the Nation in the future.

Current activities:

1. Vocational and marketable Skill Training	9. School for Tribal Children
2. Environment Education and Conservation	10. Rural Students Library
3. Crèches for rural poor working mother's children	11. Eco-club activities
4. Family Counseling Centre	12. Environmental conservation activities in Pilgrim centres
5. National Environment Awareness Campaign	13. Tree plantation
6. Functional English classes to Tribal children	14. Supplementary learning centre for school going students
7. Micro Entrepreneurship Development Prog. for women	15. Financial literacy programmes for rural people
8. Women SHG formation and Promotional activities	16. Rehabilitation prog. for flood affected people in Cadloor Dist.

Achievements:

- 1156 women (destitute, disabled, dropout, poor) are trained on vocational skill training in 84 villages in our working area.
- 160000 tree saplings are planted in waste land, kitchen garden, school campus in Thanai District.
- Each year 50 children from rural poor daily wage workers are benefited for day care and primary educational support.
- 2100 women got support for legal aid, counseling services etc to solve their family and social problem.
- 600 school going children(first generation learners) getting support for quality education.



THE VIGIL

Empowering Youths through Skill Development

WELCOMES ALL DELEGATES

TO

11th National Skill Conference 2016, Bengaluru

THE VIGIL

(A Social Non Profitable Organization)

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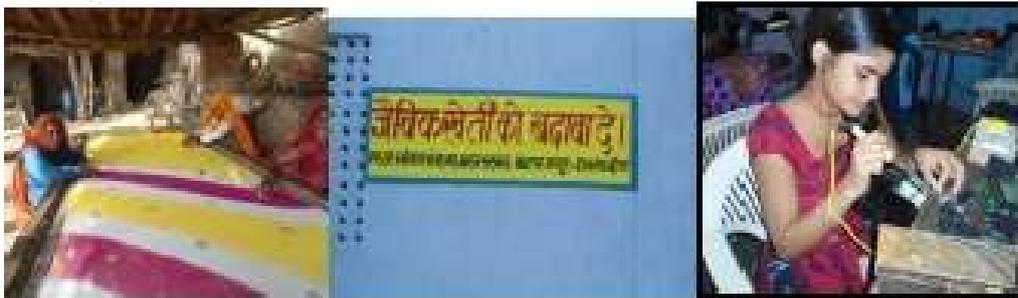
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With Best compliments from
Gramin Vikasevam Paryavaran Sanstha,

Vision: "Socio-economically self-reliant and empowered society."



Mission: "Socio-economic development of people by efforts of Community ownership and Participation".



Target Groups: Marginalized people with special focus on women, children and youth".

Gramin Vikasevam Paryavaran Sanstha,

Basadi-Boroda, Via- Sainthal District- Dausa, Rajasthan

Mobile No. +919414338218, +919414519530

Email: gvpeps@rediffmail.com;: www.gvpeps.org



About Us The Sanga Mithra Development Association (SAMIDA) is a rural based multi issue village reconstruction and empowerment focused civil society organization with 25 associates working in Visakhapatnam, Vizianagaram and Srikakulam districts of AP since 2001

Mission is "empowering local communities to addressing their challenges by promoting technology, self-sustenance, self-help, imbibing the principles of natural resources management and promoting humans capital".

The Vision is "We see a society where there is a sustainable development, every human being living with dignity and equal opportunity especially youth who will constructively channel their resources for national good and advantage"

The Core values are that We believe in Gandhiji's ideology for constructive rural development having faith in Gram Swaraj - Village Self-Rule/Reliance and Sarvodaya - Welfare of All, the concepts of Mahatma Gandhiji's the Father of Nation.

The current programs are in AIDS prevention of NACO, women vegetable farmers MACTS, skill trainings and

income generation. The other areas are sustainable livelihoods, designing agrarian models, disaster preparedness, and environment protection and fostering the CBO's, SHG and MACTS institutions

The collaborative program of SAMIDA and FVTRS Bangalore has imparted placement linked skill trainings in garment making, beautician, Zari and Zardosi, cell phone repairing and electrician & motor mechanic to dropouts and never enrolled and providing equal opportunities to the men and women and forming the social capital.

Under this program so far **270 dropout and never enrolled including girls 154 and boys 116 are were trained and 48 trainees are employed and 154 trainees are self-employed with linkages** from SC/ST Corporation and Gramikhya Sanghams which has been an accomplishment and replicated

Our motto has been "Let the youth of land rise above precipitations of unguided pursuits and let them stand up to correct their anomalies for creative avocations



Community Participation

What does it mean in the context of skills development for sustainable livelihood security?

“There must be a search for models of development that enhance human life, not marginalise it; treat GNP growth as a means, not as an end, distribute income equitably, not concentrate it; replenish natural resources for future generations, not destroy them and encourage the grass-roots participation of people in the events and processes that shape their lives”
(MahbubUIHar, 1995)

Dr. Rita Noronha, Director
Centre for Development Studies
and Education (R), (CEDSE)
Mangalore



The concept of community participation has been used, abused, shelved, revived, praised, condemned – but has come to stay in the spheres of both state and civil society facilitated interventions seeking to promote development and social change in the desired direction. By taking a critical look at the discourses around the concept of community/people's participation, this write-up focuses on the need for participation of various stakeholder groups especially the focus groups – from among the socially excluded/marginalized sections in facilitating the process of skills development so as to ensure livelihood security.

Various perceptions of the term Community – a critical look

The concept of community – the word community literally means common unity. However there are variable ways in which the concept is perceived that need to be looked at.

Community as geographic locality– village, neighbourhood, panchayat, ward, taluk, district, nation, global community – where to begin where to end remains a dilemma. Internal social discrimination/hierarchies – relations of power within each geographic location makes them questionable entities as a community.

Community as social identity: Examples are tribe, caste, religion, age, gender, occupation and disability centered groups or social identities or a combination of the above. Once again internal hierarchies, inequalities and social exclusion with each social identity group makes many question the label community attached to them.

Community as a collective with homogeneous living and livelihood situations, resource ownership/control base who share common concerns/grievances/deprivation of human rights. Once again we need to note there are differences/discrimination based on gender, position and age even within such groups.

There could be **common interests** that could at times unite one of the above categories of people to galvanize them to work for a cause (i.e. a bridge to connect their locality with the main land to shorten the distance to commute or the issues of infrastructure and pollution which affects all. Another example in relation to social identity based communities is the recent caste identity related reservation struggles).

Yet internal hierarchies/inequalities and differences within all these imagined community forms has made many experts/practitioners to question the relevance of the use of the term community, while emphasizing the political nature of development centered discourses in general and the conceptualizations of the word community in particular. Even the use of the concepts such as class or civil society is riddled with many problems. However the use of such concepts is widely prevalent in development circles and should be critically applied by facilitators who seek to nurture inclusive (just) and more humane sustainable development and facilitate livelihood security.

Various discourses/perspectives around people/community participation have been classified in various ways. Two such classifications are given here:

Consensus or collaborative perspective and conflict perspective: The focus in the collaborative perspective is on cooperation and involvement of all – not only common citizens or the focused groups but also those in positions of authority/domination (i.e. the economic and political elite) to seek their support for the interventions. As per the conflict perspective, the interventions are focused on the discriminated, socially excluded and economically marginalized – who seek to redress their grievances even at the cost of getting into conflict with the dominant interest groups/elite in a given locality/milieu.

Social movement and institutional perspective: In the social movement perspective – people are galvanized to alter unjust social structures/practices inclusive of unjust distribution of economic assets/benefits of production – the struggle is towards a more equal/just society – people taking on the challenge of resisting all types of dehumanizing practices/social exclusions and seek a just share of resources/opportunities/positions of power and struggling to safeguard their human rights. This perspective could be equated more with the conflict perspective cited above. Advocacy/social action/protest actions aiming at ending human rights violations, including those that aim at change in public policies and laws could be cited here as strategies. **Institutional or project based perspective** seeks to look upon participation from the angle of incorporating inputs (ideas, knowledge, decisions, resources, labour/volunteer contribution) of relevant groups to achieve the pre-determined goal. At various stages of assessment of the problem/solutions, monitoring, review and evaluation – relevant persons and groups are involved.

The concepts/perspectives/discourses in the sphere of development/participation cannot be dissociated from the relations of power within which the dominant paradigm of development is submerged. Relations of power that sustain social exclusion/dependency moves in the direction of homogenizing of cultures/technologies and life styles, at the same time fosters resurgence of social identities based on ethnicity, caste, religion, language, region. Some of the effects of current paradigm of development are:

- Security of employment for a minority and insecurity of livelihoods for the majority – jobless growth
- Displacement of vast section of people from their cultures and livelihoods
- Widening inequalities and increased concentration of capital inclusive of land and natural resources with the elite
- Expanding middle class – that seeks to ape the life style of the affluent and by and large alienated from the struggles of the vast sections of the marginalized, displaced, livelihood insecure women and men.
- Rising frustrations and anger among the people especially youth who fail to procure secure jobs/livelihood options or attain their aspirations for change in their life styles, which makes them easy victims for manipulation and mobilization by vested interest on sectarian lines to foster divisiveness and violence. Communal and caste based struggles and riots, resurgence of ritualistic practices in all religions are attempts at communal identity construction.
- Intensification of ecological disharmony – climate change – droughts and floods, desertification of lands, air, water pollution, decreasing forest cover and bio-diversities intensifying food and livelihood insecurity.
- Fostering the evolution of authoritarian/repressive institutional structures/mechanisms and welfare dependency and breaking the spirit of dissent among the people
- Development of mindsets uncritical of dogmas and received knowledge.

It is within this wider context that we need to perceive community participation especially in the area of development of skills. Among the various perspectives, those applicable for skills development/livelihood security enhancement have to be selected based on a broader analysis of the situation of strengths, weaknesses, opportunities and constraints (SWOC) within which one has to operate.

Need for and relevance of people's participation in decisions/actions:

Participation of the people leads them towards

- Development of a sense of self-worth/self-confidence
- Development of an attitude of self reliance/a sense of autonomy
- Ownership of work by the people – especially focus groups - “We have taken the responsibility – we have done it”. Increased interest and commitment to work is generated and people support changes and reveal willingness to alter behaviours and support changes designed by themselves.
- Collection of rich experiences of life and work, knowledge and wisdom of which people are the repositories (i.e. adivasis – alternative livelihoods, life styles, integrity of creation/preservation of nature bodies).
Enhancement of creativity/generation of new ideas/innovative practices/techniques
Increasing potential for sustainability/continuity of work – people's contribution to cover the costs
- Enhancement of scope for broader coverage – initiative becomes replicable
- More effective, transparent and accountable use of available resources – finances.
- Work becomes more relevant – as there is better clarity about the problem, causes and solutions.
- Increasing access to work to persons without discrimination not only in the process (activities) but also the outputs and outcomes (or benefits) and desirable impact.
- Enhanced scope for sustainability/continuing of the programmes. Decreasing dependency on the external agencies. Higher motivation for self-financing/cost recovery.
- Enhancement of credibility of the agency concerned.

Arguments against people's participation

- Experts know best people knowledge is irrelevant
- Slows down progress – delayed start – show progress at each stage
- Higher costs – because of increased demand on human and material resources
- Not at all easy to relinquish power and control – over decisions
- Difficulty in meeting increased expectations

The hurdles or obstacles to people participation

- Hierarchical/authoritarian/organizational structure/non-participatory institutional mechanisms more control oriented rules and regulations, little space for participation especially for the excluded groups
- Organizational culture; the collective mind/ethos of the organization is undemocratic/unjust
- Biased mindsets of individuals who are part of the leadership/personnel of the organization

Combination of the above factors results in

- Paying lip service to people participation
- Nurturing non-participatory processes
- Getting into “project traps”
- Application of tools of participation in a standardized, top-down approach to participation – shorn of its essence.

Processes strategies, techniques and activities found useful in promoting participation of people – the focus groups in particular

- Processes of facilitating critical consciousness of action/reflection
- Organizations of the focused groups, formation of committee's
- Objective oriented project planning system/result based management system which incorporate tools such as participatory need assessment, stakeholder analysis, problem analysis (i.e. prohibition free cause, effect analysis), objective analysis, alternative analysis, logical framework analysis, financial planning, resource mobilization.
- Participatory appraisal techniques (participatory rural appraisal (PRA), Rapid Rural Appraisal (RRA)).
- Development of participation matrix (who has to be informed, consulted and engaged as supporters, partners/collaborators at various stages in decisions and actions and on whom the ultimate responsibility for decisions rests).
- Providing opportunities to develop motivations and competencies for higher levels of participation.
- Analysis of social exclusion/discrimination (processes and outcomes of social exclusion – gender, ethnicity (tribe, caste, religion, language), age, class/ (occupation, wealth) positions of authority, language, region, nationality).
- SWOC analysis of the organization and institution building/development strategies.

To facilitate effective community participation/active involvement of the people– points to be noted:

- **Be sensitive to discrimination** – social exclusion – process, strategies and outcomes – relations of domination and disciplining that persist in the milieu of work.
- **Understand the people** – their life/work/realities in the context of skills development – their skills, competences/ survival strategies, their resource base/ownership pattern of resources, the quality of natural resources and their common as well as specific (e.g. disability groups, women) needs/priorities.
- **Access essential skills** inclusive of managerial/leadership skills such as communication, relationship building with people (by listening to them, learning from them, respecting and accepting them, empathizing with them and responding effectively), team work or collective problem solving/decision making and conflict resolution.
- **Be aware of your manner of speaking/body language**/tendency to dominate over /belittle others, monopolize credit and power distancing.
- **Strive to make your own organization more democratic** in their structure and functioning by establishing functional institution mechanism that are non-hierarchical/ non discriminatory but instead socially sensitive/inclusive, transparent, accountable and just
- **Be people time centric** – fix the activities (meetings, educational sessions and other activities) as per the people's convenience
- **Develop flexibility of thinking/perceiving and acting** – let people challenge our behaviour
- **Do not lose track of verifiable indicators of quantity and quality** (output, outcome and impact).

Skills development/enhancement of livelihood security – individual or collective: This is a significant issue that has implications in the area of facilitating sustainable livelihood security for the socially excluded groups in society within a participatory framework. It is important to look at the potential for the emergence of not just individual centric skills development approach but also lay emphasis on collective/cooperative centric ones. Kurian's Amul initiative which has given rise to dairy cooperatives across the nation and made India a top ranking country in milk production is a good example of the later. There are also models of other types of agriculture, forest based and craft based collective enterprises in the country which could provide useful insights if identified and explored in-depth.

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Stakeholder Networking for Skill Development Institutions

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Abstract

Networking is an indispensable function of any organisation in the present scenario. The need for networking is all the more important if the organisation is associated with the development of benefices who are influenced by multiple stakeholders. This paper is the review of the importance of networking for development institutions. The paper also focuses on the levels, principles and challenges of effective networking with multiple stakeholders

Key words: Network, Stakeholders, Engagement, Skill Development

Introduction

The success of any skill development program in the 21st century rests on three major pillars, namely, the need and relevance of the training, the content and the methodology of the training and marketability and visibility of the program. Of all the above three, most of the vocational training and academic education institutes focus on the training and its content and methodology but neglect the most important third pillar. This paper is an attempt to

Objectives of Networking (Specific to Skill Development)

Networking is a matter of creating relationships that benefit the stakeholders by way of sharing knowledge, information and contacts. Keeping the objectives, manageable is essential for successful networking. Following are the specific objectives of networking for running a skill development program successfully.

1. To identify the skill gap among the candidates. (Skill Gap is the difference between the expected skills by the potential employers and the actual skills possessed by the candidates)
2. To identify the training institutions that have the capacity, resources and infrastructure for training candidates in a particular trade.
3. To identify potential employers for placing the candidates for job
4. To identify suitable financial/entrepreneurial institutions that promote self-employment and entrepreneurial skills among the candidates

highlight the importance of professional networking with the stakeholders for skill development

The Concept of Networking

The strengthening of networks among the stakeholders is an essential element of any strategic framework for a successful skill development program. Hence there is a critical need to understand the concept of networking, its types, challenges and barriers.

The term "network" is very expansive and encompasses a wide variety of sub-categories, including communities of practice, knowledge networks, lateral learning networks, and consortia, just to name a few. The word itself can mean many different things to many different people.

The network is a grouping of organisations and/or their members who engage in patterned interaction with similar objectives and goals, depending upon the nature of interaction and the goals perceived by the organisations/persons.

Levels of Networking with Stakeholders

Generally there are two levels of stakeholder networking. One is face to face and the other is by staying connected by using technology. Following are just some of the specific ways a network can be initiated and sustained.

Levels	Method
Face-to-Face	<ol style="list-style-type: none"> 1. Advisory Councils 2. Project Teams 3. Task Forces 4. Focus Groups
Technological	<ol style="list-style-type: none"> 1. Telephone Calls 2. Video Conferencing 3. Websites 4. Instant Messaging 5. Emails 6. Newsletter

Stakeholder Networking Theory

In response to shifting concentration from dyadic relationships, new methods were developed for analysing the complex array of multiple, interdependent relationships existing within organisations' stakeholder environment (Rowley, 1997; Andriof & Waddock, 2002; Mahon et al., 2004; Neville & Menguc, 2006). A more elaborate approach to stakeholder mapping was proposed by Rowley, 1997), in which multiple ties between the focal organisation and inter-stakeholder ties are considered.

This new development is known as stakeholder networking theory, which is underpinned by the fundamental principles of social network analysis theory.

Background and Principles of Social Network Analysis

Social network analysis is a derivative of the social science field, which is increasingly used to understand behavioural and social phenomena in various contexts (Rowley, 1997). The theory has a complex history of diverse strands of research (Scott, 1991). However, a clear lineage can be constructed from three main lines: the sociometric analysts, who produced many technical advances by using the methods of graph theory; the Harvard researchers of the 1930's, who explored patterns of interpersonal relations and the formation of "cliques"; and the Manchester anthropologists, who built on both these strands to investigate the structure of "community" relations in tribal and village societies (Carrington, Scott & Wasserman, 2005; de Nooy, Mrvar, Baragelj, 2005; Scott, 1991). Scott (1991) provides an illustrative summary of this lineage and an in depth analysis of each major development stage.

There are several comprehensive reviews of

social network analysis that cover both the underlying principles and assumptions, and the practical aspects of the models and methods (de Nooy et al., 2005; Nohria & Eccles, 1992; Scott, 1991; Wellman & Berkowitz, 1988). It can be surmised from these reviews that the fundamentals of social network analysis focus on the conceptualisation of social structures as a network of social ties, whether it be the structure of human groups, communities, organisations, markets, society or the world system. The argument is that these ties are important because they transmit behaviour, attitudes, privileged information or goods, and they also provide access to opportunities and enable individuals to obtain resources (de Nooy et al., 2005; Jack 2005; Mahon et al., 2004). During its early days, social network analysis was used by anthropologists who studied kinship relations, friendship, and gift giving among people; social psychologists who focused on affections; political scientists who studied power relations among people, organisations, or nations; and economists who investigated trade and organisation ties among firms (Scott, 1991).

Network centrality refers to an individual actor's position in the network relative to others, which is commonly used to evaluate an actor's prominence or power within the network (Scott, 1991). The greater the centrality of an organisation as the focal point in a network, the more the firm will be able to resist stakeholder pressures (Vandekerckhove & Dentchev, 2005).

Thus far, social network analysis has been described without its links to stakeholder theory. Framing the stakeholder concept as a more complex and dynamic environment of multiple stakeholder interactions and influences, and bringing light to the idea of stakeholder networks led to the emergence of stakeholder networking theory.

Basic Principles of Stakeholder Networking

Following are some of the basic principles that need to be followed while trying to network with multiple stakeholders

Principle 1: Acknowledge and actively monitor the concerns of all legitimate stakeholders, and should take their interests appropriately into account in decision-making and operations.

Principle 2: Communicate openly with stakeholders about their respective concerns and contributions, and the risks that they assume due to their involvement with the corporation.

Principle 3: Adopt processes and models of behaviour that are sensitive to the concerns and capabilities of each stakeholder

Principle 4: Recognize the interdependence

Benefits of Networking

Some of the benefits of active networking with the stakeholders include:

1. Links knowledge with action: It is commonly understood now that any sustainable initiative requires interdisciplinary approach and the integration of multiple levels of competencies. So networking can be an effective tool to create a path for sustainability of the project and thereby converting intentions to actions.

2. Enhances collective action: Effective networking enhances the collaborative efforts of the stakeholders for a common cause and thus paves the way for even the future projects on a mutually shared interest.

3. Promotes shared social responsibility: Collective Social Responsibility is ensured through effective networking and creates opportunity for shared value creation. Thus, making every stakeholder enjoys the satisfaction of having contributed to the development of the society.

Conclusion:

The quality of services by development institutions depends upon the strength of the stakeholder networking. Networking becomes fruitful when it is based on mutual trust, open communication and transparency without any hidden agenda.

of efforts and rewards among stakeholders, and should attempt to achieve a fair distribution of the benefits.

Principle 5: Appropriately compensate if there are harms and risks that cannot be minimised

Principle 6: Avoid altogether activities that might jeopardize inalienable human rights (e.g., the right to life) or give rise to risks which, if clearly understood, would be patently unacceptable to relevant stakeholders.

Principle 7: Acknowledge the potential conflicts between stakeholders, their legal and moral responsibilities for the interests of stakeholders, and should address such conflicts through open communication, appropriate reporting and incentive systems and, where necessary, third party review.

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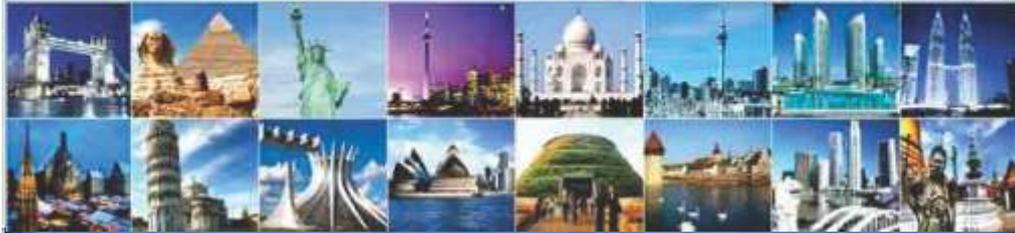
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