

A NOTE ON ESTABLISHMENT OF BUSINESS SCHOOL FOR UNDER-PRIVILEGED SCHOOL DROP OUT YOUTH

Introduction

Indore city has more than 600 slum areas, where thousands of families are surviving in the absence of basic infrastructure, poor health and education scenario, low level of literacy, IMR, MMR, - a gruesome violation of the basic human rights of the residents. Situated in the various parts of the city, these slums present a true picture of heterogeneity. Most of the slums relocated again and again-left little space for establishment and development of the slum dwellers.

There are more than 600 slums in Indore and there are a large no. of young boys and girls in these slums who have dropped out of school and are wasting away their potentials. If their energies and potentials are tapped by channelising them into constructive work, they can be made active participants in their own development and become valuable members for their family and society.

Profile of State Resource Centre

SRC, Indore, established in 1985, was allotted to BGMS - a state level NGO, which, for last 46 years has been working for leadership development among rural women. For its outstanding work in the field of adult literacy, the organization had also received Nehru Literacy award in 1979 with support from Ministry of Human Resource Development, Government of India.

State Resource Centre supported by Govt. of India under National Literacy Mission is a state level organisation doing pioneering work in the field of adult literacy for the state of Madhya Pradesh. It produces pre-literacy, basic literacy, post literacy and continuing education material including audio-visual aids. It has more than 500 publications to cater to the needs of learners, neoliterates and adult education functionaries. It has organised training programmes for key level functionaries in all 48 districts of M.P. It has received UNESCO awards for 2 of its publications and for one of its research studies, it received the 2nd national award. SRC was also received UNESCO-NLM award for best performance in the field of adult education.

The major activities of the Centre are -

- * Training of functionaries
- * Development of Materials
- * Media
- * Field Activities
- * Research and Evaluation.
- * Population & Development Education

A Literacy Resource Centre for Girls has been given to the organization by ACCU, UNESCO which was done after pre appraisal of the organization for holding the related work responsibility.

Problem Statement

Youth unemployment in India is twice the overall unemployment rate. Youth from economically weaker sections are unable to continue their education after primary or 8th standard. At the most, they study upto 10th standard and then drop out of the school due to economic and social reasons. With such limited education, they are neither able to get jobs or skills to be self-employed nor they are willing to work as daily wage labor as their parents are doing. The somewhat educated unemployed youth take to delinquency, petty crimes, often girls get married early and all this leads to many social and developmental problems.

The problem can be addressed by providing them with such livelihood training that is tailor made to suit the needs of potential employers. The organization will bridge the gap between unemployed/underemployed youth and employers in need of skilled workers. The skills needed for particular job will be identified in consultation with private sector employers and courses will be specially designed to develop such skills among youth as desired by employers. Life skills too will be imparted for holistic development of the youth and to help them deal with challenges of life

Youth-focused interventions are a cost-effective way to improve health, reduce poverty, benefit society and lead to sustainable development. A comprehensive program is proposed which takes into consideration the innate capabilities and potentials of individuals and combines livelihood training based on market forces with life skills like communication, negotiation, decision making, problem solving skills for empowering youth. The training will be imparted to underprivileged youth more than 18 years of age by establishing a business school for the underprivileged.

There are a variety of vocational training courses being run by both Govt. & NGOs but these training programs follow a set curriculum not taking into account the differences in the innate capabilities of the individual, esp. disadvantaged youth who do not meet minimum criteria for courses due to limited education and lack access to these services. Also they do not survey the market forces and skills demanded by private sector employers. Vocational training alone does not result in overall development of individual or empowerment.

For girls and young women, such courses are often in gender-stereotyped skills, such as sewing or cooking, which do not lead into profitable areas of work. An integrated approach which targets socially and economically disadvantaged youth and combines tailor made training courses to fulfill needs of employers with life skills for empowerment is an innovative program, esp. in a backward and predominantly tribal state like Madhya Pradesh in central India. Indore is its industrial capital with 3 big adjoining industrial areas host to many labour intensive industries, each one employing 400-500 workers but still this kind of integrated program has not been tried out. There are more than 600 slums in Indore.

Goal

To develop a model of youth empowerment by developing micro-level youth focused interventions in 15 slums of Indore district with 1000 boys and girls in a span of 3 years to contribute towards increased access to job/income generation opportunities for disadvantaged youth and reduction in social problems.

Objectives

1. To assess employment /income generation needs of school dropout youth.
2. To develop need based training curriculum integrating livelihood and life skills
3. To impart training to youth in livelihood and life skills.
4. To establish a network of potential employers
5. To promote youth employability and accessibility to jobs/ micro-enterprises

Implementation Strategies

The project aims to demonstrate a model of youth empowerment by using an integrated approach combining livelihood skills with life skills. The implementation strategies include needs assessment, capacity building, advocacy, networking, involvement of youth in planning and implementation.

Implementation Plan

The Project will be implemented in six phases over a period of 3 years and the same will be reviewed and strategy would be developed on the basis of feedback, monitoring and as per need.

Phase One

- Identification of unemployed school drop out youth from 15 slums of Indore
- Preparation of a directory of potential employers from the corporate sector
- Training needs assessment of unemployed youth and potential employers

Phase Two

- Advocacy at community level and with potential employers
- Networking with agencies who are likely to be associated with the program
- Involvement of media for generating awareness about the programme among disadvantaged youth

Phase Three

- Designing of need based training curriculum for various courses
- Establishment of training center
- Identification of resource persons for various training programmes
- Capacity building of trainers, peer educators who will conduct training program with program participant youth

Phase Four

- Development of livelihood and life skills among program participants by running courses of different duration in different batches
- Linkages to be developed with employers to facilitate job placement

Phase Five

- Monitoring and follow-up to assess the impact of the programme on programme participants to be followed with supportive action for further improvement in the programme
- Formation of alumni clubs

Phase Six

- Evaluation of the project
- State level seminar to share the model of youth empowerment with other stakeholders and agencies

PROJECT OUTCOMES AND OUTPUT

The project will contribute towards empowerment of underprivileged youth from low socio-economic background by developing such skills in them that will enhance their earnings and will help them face challenges of life as responsible adults. It will also inculcate the core life skills defined by WHO which are the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. This will promote their mental well-being and competency to face the realities of life.

The livelihood training will provide them with basic skills that may be required for any particular job or for starting a micro-enterprise. Since the project will cater to school dropout youth who have not studied beyond 8th or 10th standard, it is expected that the trainees will be able to get entry level jobs in the private sector and will be given advanced training by the employer. A cafeteria approach will be followed in which the training will cater to not only helping them to get jobs but also to set up their own micro enterprise in which they will be exposed to doing a feasibility study and learning marketing skills, etc.

The overall result will be an empowered youth equipped with skills to enhance earning and improve social skills that will also lead to reduction in social problems. It will enhance their self identify, self esteem and build self confidence and provide them options and opportunities to lead a better life. Expected outcome pertaining to each activity has been given in the Project Matrix to further clarify the outcome and output of the proposed project which will indeed serve as a model of youth empowerment in the state of Madhya Pradesh.

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