

Impact study and SROI of vocational and education programmes

Uno Minda Group

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Introduction

UNO MINDA is one of the leading suppliers of proprietary automotive solutions to OEMs. Suman Nirmal Minda Charitable Trust (SNMCT) is a philanthropic arm of UNO MINDA Group. It works across different intervention areas through the Samarth-Jyoti Vocational Training Centre and Samarth-Jyoti Community School.

Their vision

To 'enable and empower every member of the society particularly the disadvantaged, to live with dignity and happiness'. The program is spread over 15 centres across 7 states, with focus on vocational training, community school, remedial classes and IT literacy



About the requirement

About CSR @ Uno Minda

Key focus areas

Uno Minda, through its CSR projects reaches to the disadvantaged sections of the society



Education



Healthcare



Vocational
training



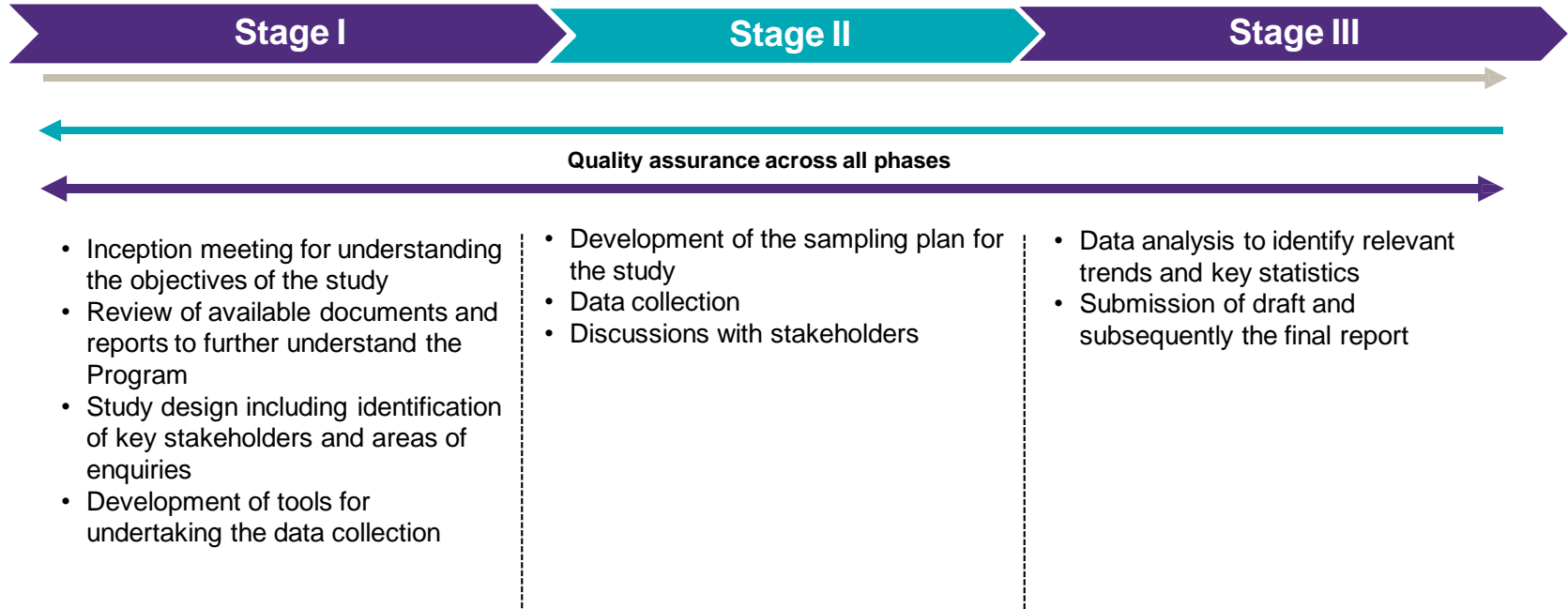
Community
welfare

Uno Minda engaged an experienced third party agency to conduct an impact and SROI study of its education and vocational training projects. The period of study was 2012-2021.

Objectives of the engagement were:

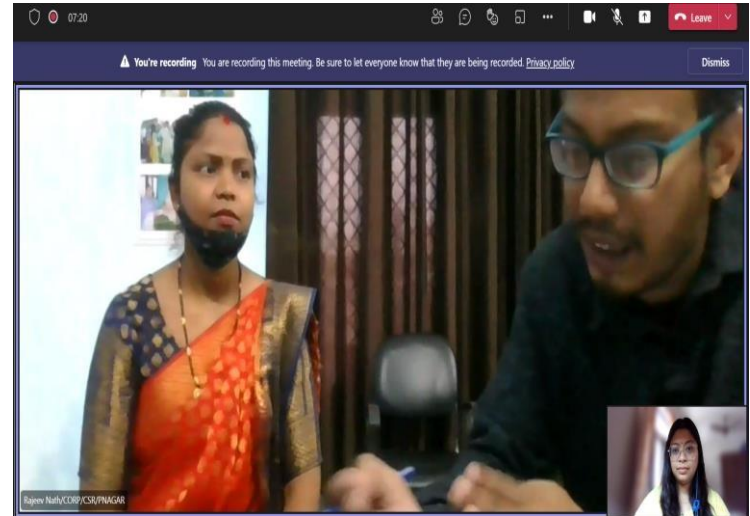
- To understand the impact of the projects on the beneficiaries
- To understand the perception of the stakeholders towards the projects
- To understand the level of awareness of the beneficiaries towards Uno Minda
- To understand the Social Return on Investment of vocational training projects

Our methodology for assessment



Data Collection

- The sample was calculated at 5% of the population in each location. This sample percentage was decided based on standard practice (3%-5%) to derive group-wide results
- A two-day workshop was conducted for all the Center heads and other members to train thoroughly on data collection, in addition to standard procedures of capturing responses without biases
- Grant Thornton team supervised the data collection process virtually to ensure there are no biases / confusions in the process
- In education program, regional language test was also conducted after translating the Hindi test questions to other languages



Online data collection

Sample Size coverage – Vocational training

Sl.no.	Location			Target Sample		Target Achieved	
		Population	Sample	CTC	BCL	CTC	BCL
1.	Naharpur, Haryana	709	35	21	14	24	11
2.	Pantnagar, Uttarakhand	1,084	54	35	19	36	19
3.	Mahalunge, Maharashtra	329	16	11	5	12	6
4.	Karnawas, Haryana	-	-	-	-	-	-
5.	Hosur, Tamil Nadu	276	14	11	3	11	0
6.	Chennai, Tamil Nadu	-	-	-	-	-	-
7.	Bangalore, Karnataka	8	8	8	-	8	-
8.	Neemrana, Rajasthan	57	10	10	-	10	-
Total		2,463	137	96	41	101	36

Total sample covered - 137 out of 137 of the target

Sample Size coverage - Education

Sl.no.	Location	Population	Sample	Target Sample			Target Achieved		
				Class room	Computer	Coaching	Class room	Computer	Coaching
1	Naharpur, Haryana	1,942	97	46	32	19	45	32	17
2	Pantnagar, Uttarakhand	593	30		6	24		6	25
3	Mahalunge, Maharashtra	2,382	119		106	13		106	13
4	Karnawas, Haryana	474	24	18	6		18	6	
5	Hosur, Tamil Nadu	902	45		38	7		30	7
6	Chennai, Tamil Nadu	267	13		5	8		5	8
7	Bangalore, Karnataka	193	10		6	4		6	4
8	Neemrana, Rajasthan	110	10		3	7		3	7
Total		6,863	348	64	202	82	63	194	81

Total sample covered - 338 out of 348 of the target

Results and Analysis

Vocational and skill training

Primary education

Vocational and skill training

Background

Results and analysis

Qualitative findings and recommendations

Social return on investment (SROI) analysis

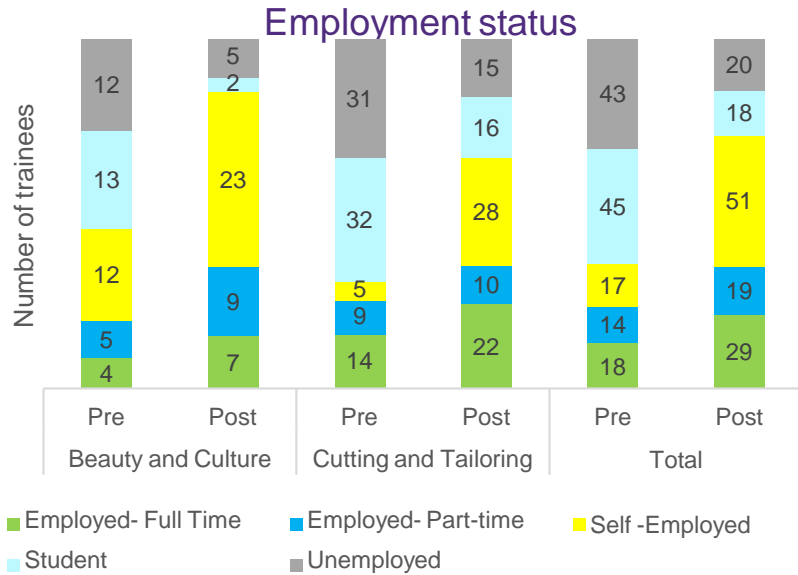
Background

- Vocational and Skill Training focuses on economic and social development of women and adolescent girls. The aim of this intervention is to provide target beneficiaries with the platform to acquire new skills and provide them access to adequate employment opportunities to gain socio-economical independence.
- Two courses i.e. Beauty and Culture and Cutting and Tailoring were offered in the centers for a duration of six months. Interviews were conducted with women trained in these two courses over the period of 2012- 2021, during this study.
- The project team engaged in beneficiary interactions at the centers
- Planned coverage of beneficiaries was calculated at 5% of the total candidates certified
- During the interviews, 100% of the planned sample was covered

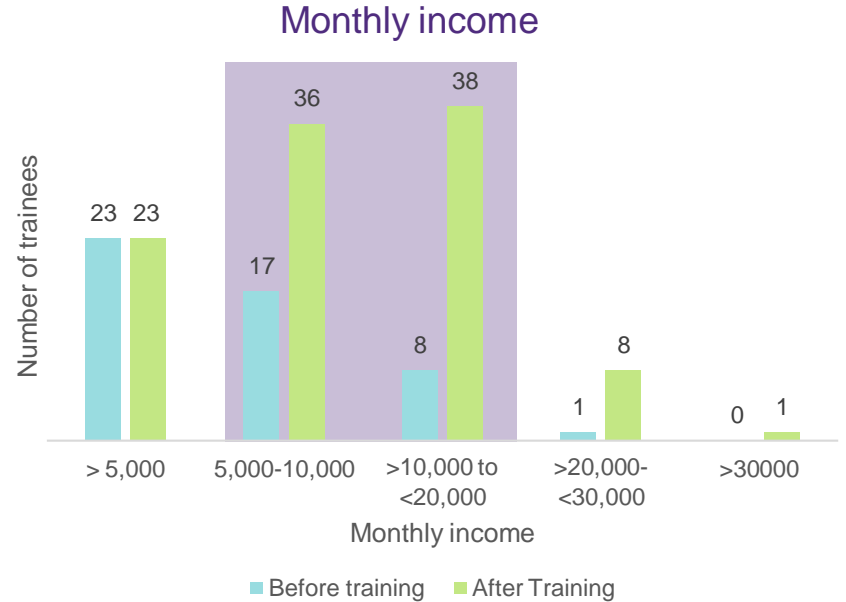


Trainees of Cutting and Tailoring undergoing training

Results and analysis



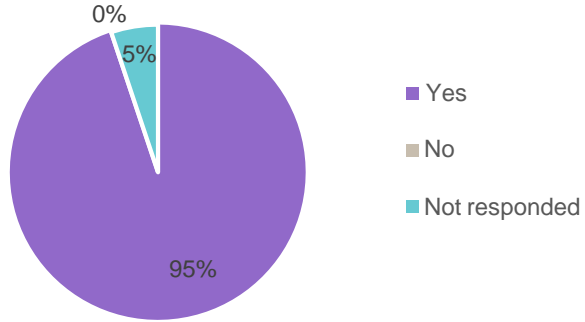
Employment percentage increased from 36% to 72% post training



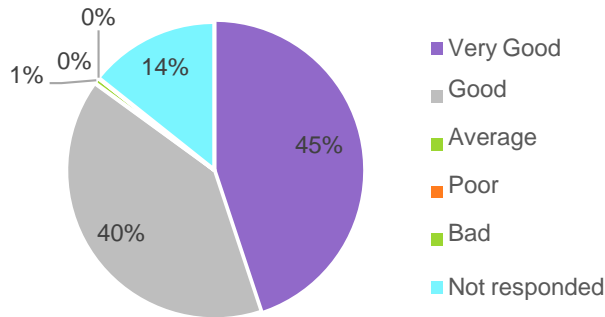
42% trainees reported increase in monthly income post training

Results and analysis

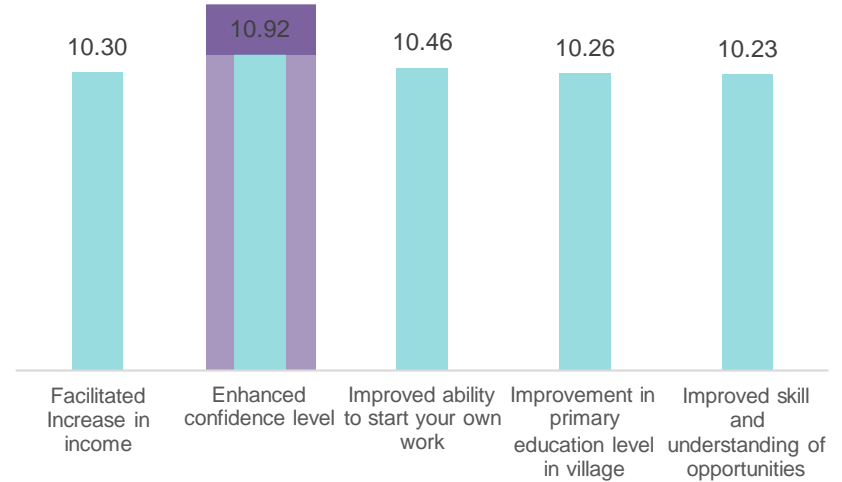
Recommend the program to others



Feedback on the training program



Perception mapping of trainees



Perception score = Average perception score/highest score * total indicators

Findings and recommendations

Qualitative findings

- Women mentioned that the training helped them to **gain employment, providing them with economic independence.**
- **Increased ownership of disposable income**, due to employment, provided women with the opportunity to contribute to their household expenses, leading to increased decision making within the family.
- **Women were more confident about the acquired skill** and were motivated to develop it further to improve the living conditions of self and their family.
- **Around 55% beneficiaries** responded that they have been able to **reduce household expenses** due to their acquired skill

Recommendations/Assessor comments

- It was observed that due to the **migratory nature of beneficiaries, it is difficult to trace trainee employment trajectory** This was evident especially in turnaround during the data collection
- **Provide at least a gap of 6 -12 months** before registering a previously trained trainee into an alternate course to ensure that the trainee has adequately explored opportunities to engage in employment in the trained skill
- **Incentivise course completion of girl trainees** dropping out due to distance of training centre

Vocational and Skill Training- SROI Analysis

Social Return on Investment (SROI) analysis helps to measure and account for change, with respect to social, economical & environmental outcomes that are relevant to the stakeholders. It enables a ratio analysis of benefits to costs incurred, making it easier for an organization to communicate the overall value of their projects to external stakeholders. To establish the impact, the cumulative monetized value of impacts was adjusted against the deadweight, displacement, attribution and drop-off factor

Skill Intervention	Outcome	Cumulative Monetization	Deadweight %	Displacement %	Attribution %	Drop-off %	Net Social Value
Cutting and Tailoring	Additional income due to enhanced skill leading to employment	23,38,68,496	15%	15%	25%	14%	11,26,46,658.85
Beauty and Culture	Additional income due to enhanced skill leading to employment						
SROI Estimation							
SROI =	Net Social Value / Investment						
Net Social Value =	[Cumulative Monetization x (1-Deadweight%) x (1-Displacement%) x (1-Attribution%) x (1-Drop-off)]						
Net Social Value =	11,26,46,658.85						
Total Investment =	Program Expenditure + Operational Cost + Opportunity Cost						
Total Investment (2012 - 2021) =	9,08,81,815						
SROI Ratio	1.24						

Primary education

Background

Results and analysis

Perception and feedback

Qualitative findings and recommendations

Case study

Background

- Samarth-Jyoti Community School education Program focuses on delivering informal primary education to children from Nursery to Class III.
- Access to quality education is limited amongst migrants' families and other disadvantaged sections of the society, due to limitations in disposable income and developing sustained interest in education among the children.
- The centre provides basic facilities in addition to assistance for mainstreaming children into formal education. There are remedial class for students from disadvantaged families from primary to XII standard.
- Additionally, IT literacy skill are provided to Government school students to enhance their capacities and ability to work on a computer
- All community and remedial students were assessed as part of this study based on the grade appropriate competency, develop along the lines of NCERT learning outcome guidelines.
- Separate assessment on importance and effectiveness of IT literacy and coaching classes were assessed

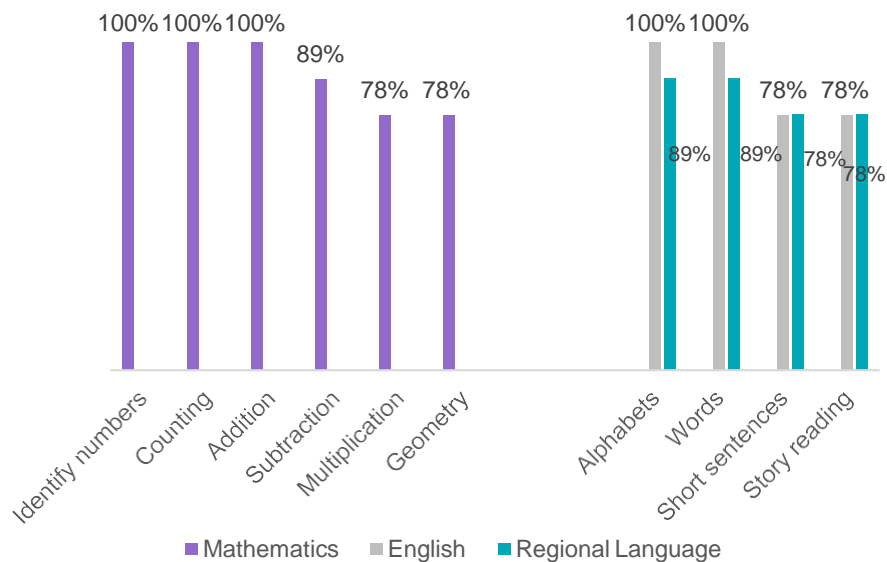


Community school

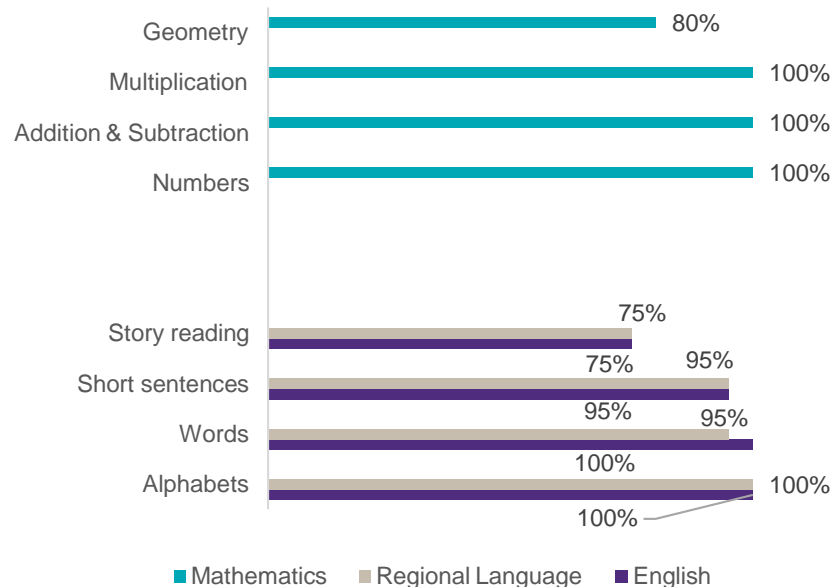
Results and analysis

(Verbal skills)

Verbal skills (class KG & I)

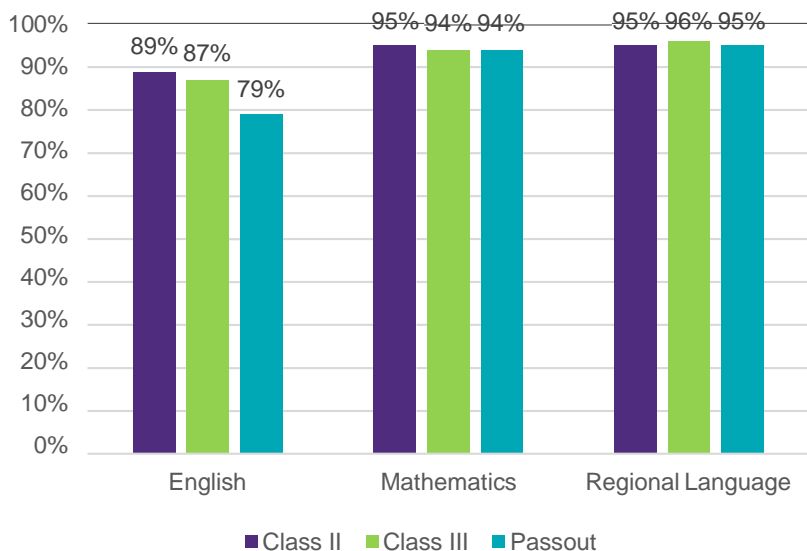


Verbal skills (class II & III)

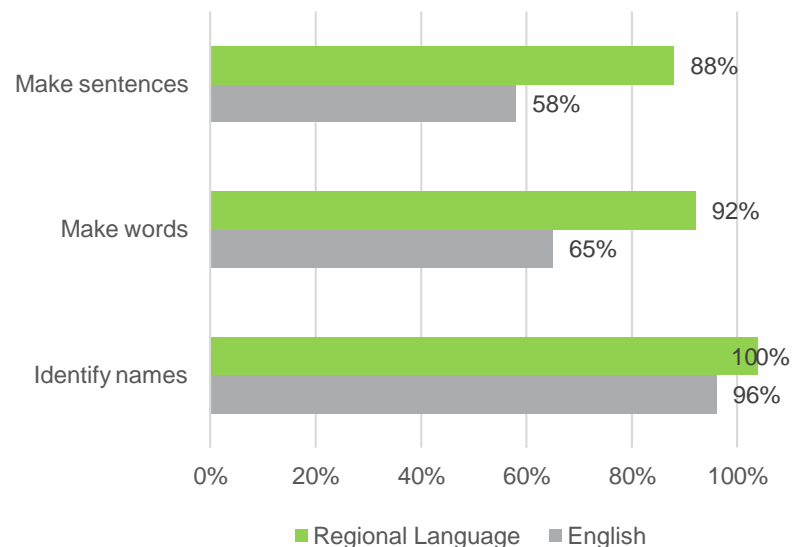


Results and analysis (Written skills)

Average writing skills

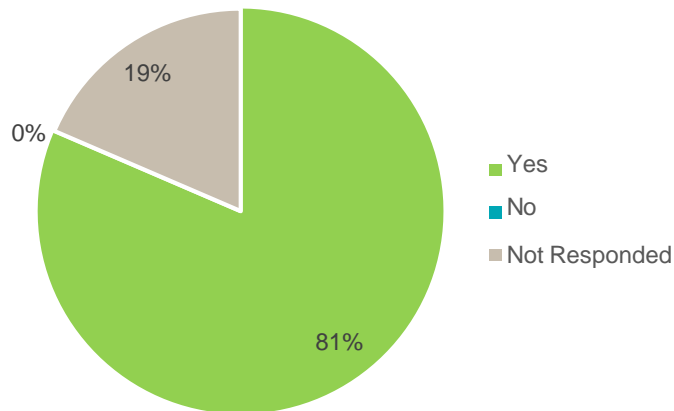


Minimum learning level (Pass out)

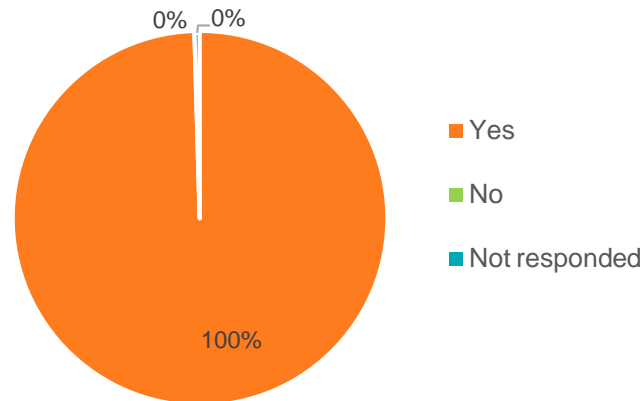


Perception and feedback (Coaching and Remedial education)

Was the coaching program beneficial?

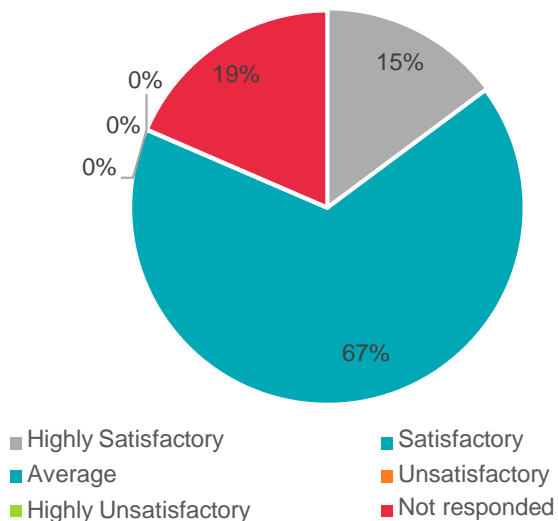


Was IT skill in schools beneficial?

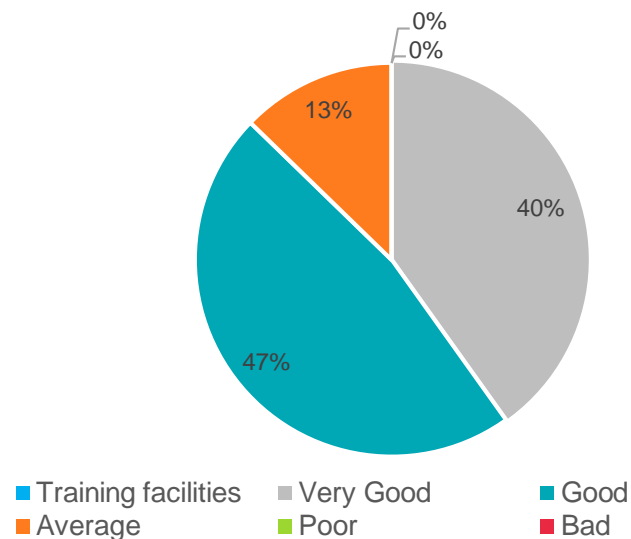


Perception and feedback (Coaching and Remedial education)

Feedback on the coaching program



Feedback on training facilities for IT skill in schools



Qualitative findings and recommendations

(Primary education)

Qualitative findings

- Students were taught through alternative medium to develop keenness and curiosity and **enhancing an attitude of inquisitiveness towards knowledge** development through comprehensive understanding of topics.
- The **students were confident** during the interviews while also being on video during the data collection
- The **students were attentive** and implies that they have developed their interest towards learning
- **74% of coaching beneficiaries and 73% IT skills beneficiaries confirmed increase in self - confidence**

Recommendations/Assessor comments

- Introduction of life skills: **For holistic development of children**, apart from academics, extra-curricular activities, life-skill sessions would also provide beneficial for child development
- **Family Sessions: conduct session with families and community** members on a regular basis to improve parents understanding about child's growth and developmental needs

Case Study

Vocational training

Ms. Anjani learnt cutting and tailoring at Samarth Jyoti and joined their SHG in 2019. She is the most active member of the group and earning ~ 5000 rupees pm. She shifted to Delhi from Bihar almost 9 years back. After spending few years at home, she desired to step out to earn and help her husband financially.

She has 3 kids and one of them is deaf and dumb, other two kids are studying in Class I & II at the Samarth Jyoti School free of cost.

At the beginning of course, her husband opposed and did not support her in undergoing the training for learning cutting and tailoring.

Anjani was persistent and perused her husband to not only complete her training but also start earning.

Recently her husband met with an accident, and he has not been able to work since then. She is the bread winner of the family now and managing kids' education well.



I am thankful to the Samarth Jyoti initiative for enrolling my children free of cost....

- Anjani

End